Work Experience and Volunteering Policy

2019/2020
### SLT Responsible for this Policy

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<table>
<thead>
<tr>
<th>This policy is reviewed on an annual basis</th>
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<tbody>
<tr>
<td><strong>Annual Policy reviewed by:</strong></td>
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<tr>
<td><strong>Approved by SLT and Published:</strong></td>
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<tr>
<td><strong>Next Review:</strong></td>
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This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school’s portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.
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1. Introduction

Work experience may be defined as, ‘A placement on employer’s premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.” (DfES Work Experience: A Guide For Secondary Schools 2002)

Volunteering is generally defined as an unpaid activity where someone gives their time to help an organisation or an individual. (http://www.volunteering.org.uk/goodpractice/information)

2. Aims and objectives

At Abbey College Cambridge work experience placements are a means of achieving learning outcomes. There are certain curriculum areas to which the work experience programme can be linked (Qualifications and Curriculum Authority, 1998). These include:

- Developing students’ employability and key skills.
- Careers’ education and guidance.
- Personal and social development.

3. Benefits and learning opportunities

3.1. Objectives

- Employability and key skills
- Insights into skills and attitudes required by particular sectors and employers.
- An opportunity to develop, practise and demonstrate key skills in a work setting.
- Recognising hazards and assessing and controlling risks.
- Working with others – socialising skills.
- ICT skills.
- Improving own learning and performance.
- Careers’ education and guidance
- Increased knowledge of possible future careers.
- Better understanding of changes in the world of work.
- Implications which these changes may have on their own careers.
4. Personal and social development

Increased maturity and improvements in aspects such as motivation, self-confidence and interpersonal skills which can be used as character traits on references.

Opportunities to enhance students’ understanding of the practical issues involved regarding health and safety, citizenship etc.

5. Preparation through PSHEE for work experience

Work experience skills are taught as part of the PSHEE curriculum and include CV writing, interview techniques, maintaining professional relationships, rights at work, stereotyping, assertiveness and health and safety issues.

6. Volunteering as work experience

Students may wish to join one off volunteering events such as fundraising with Abbey Cambridge’s charity EACH or longer term commitments such as placements at Cambridge University Hospitals.

Abbey College Cambridge’s Volunteering Club and Academic Departments assist students in finding the right type of volunteering opportunity and make sure that this work does not interfere with academic workload.

7. Volunteering at school

There are many volunteering opportunities in school e.g. student ambassadors, peer mentors, house captains, student council reps and volunteers at school events, for example the Halloween party or Christmas/May balls. Every student should be aware of their responsibilities in these roles.

Students sign the risk assessment and *code of conduct pro forma overleaf before engaging in volunteering events. The staff organising the club counter sign both of these.

7.1. Code of conduct pro forma

- Students must act with the same level of maturity and responsibility as they would do with a teacher present.

- Students must not break the law.
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- Students must contact the school immediately if lost or in danger or trouble.
- Students must not listen to music or use the phone while walking along busy streets.
- Students must not confront or engage in antisocial behaviour, and should contact the school immediately if faced with a situation that is getting out of control.
- Students must inform the club organiser of any event/organisation which they independently volunteer for.
- Students must talk to their Boarding team or host family about what time they are going out, where they are going and what time they will be back.
- Students who break the trust of the school will not be allowed to volunteer on future occasions.
- **Students who are mentoring other students must follow the teacher’s guidance and child protection guidelines when in this role: mentoring only takes place during the set time and that students are not allowed to complete work for other students. Mentors must report to the teacher in charge if they feel uncomfortable or have any concerns.**
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Please sign and date below:

Student name: 
Student signature: 
Club organiser name: 
Club organiser signature: 
Teacher in charge name: 
Teacher in charge signature: 
Date: 

Checklist for teachers who assist in setting up work experience / volunteering for students e.g. future medics. All work experience should be logged on Evolve.

<table>
<thead>
<tr>
<th>Key assessment criteria</th>
<th>Checked</th>
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<tr>
<td>Is the activity accessible to the volunteer?</td>
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<tr>
<td>Does the session run at an appropriate time for the volunteer?</td>
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<tr>
<td>Can the volunteering work be properly balanced with academic work?</td>
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</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Is the placement overseen and led by appropriately qualified/trained staff?</td>
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<tr>
<td>Does the placement have appropriate insurance, with minimum requirements for public liability insurance?</td>
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<tr>
<td>Does the volunteer have insurance cover?</td>
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<tr>
<td>Have the placement staff undergone DBS checks and are they barred?</td>
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<tr>
<td>Does the placement comply with good practice guidelines when working with children?</td>
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<tr>
<td>Can the placement identify a suitable person to support the volunteer?</td>
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<tr>
<td>Does the placement operate an equal access policy?</td>
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<tr>
<td>Has parental consent been gained?</td>
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<tr>
<td>Has the student signed the *code of conduct and risk assessment?</td>
<td></td>
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<tr>
<td>Has the club organiser counter signed the *code of conduct and risk assessment?</td>
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<tr>
<td>Has the teacher in charge counter signed the *code of conduct and risk assessment?</td>
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<tr>
<td>Is the risk assessment complete?</td>
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<tr>
<td>Has the risk assessment been submitted to the EVC?</td>
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<tr>
<td>Has the risk assessment been submitted to SLT?</td>
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<tr>
<td>**Teachers must act immediately if mentors do not follow their guidance/rules and child protection guidelines.</td>
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