

Work Experience Placements

Safeguarding Learners on Work Experience

The main responsibility for controlling risks to health and safety of learners while on placement rests with the employer. However, there are responsibilities that home learning bases/schools have under health and safety legislation, in particular ensuring that the placement has been assessed. This includes up-to-date assessment done on behalf of the home learning base/school and sufficient training to carry out the required tasks competently.

All home learning bases/schools have a responsibility to ensure that learners are briefed generally on health and safety at work and understand how to identify hazards, and the sort of control measures that should be put in place to reduce the risk of injury or accident.

In order to ensure that learners' are safeguarded sufficiently, where a learner is compulsory school age and/or has a specific learning disability and/or vulnerability, his/her health, safety and welfare assessment **must** be completed by LEBC.

Where a home learning base/school decides not to use a central placement organisation e.g. WEXA (see Glossary of Terms p.89) to arrange its work experience placements or work related learning opportunities, it is essential that the organisation use the specified administrative documentation found in the section entitled '*Administrative Process for Work Experience/Work-related learning opportunities*'. As with all work experience placements, where the learner is of compulsory school age and/or has a specific learning disability and/or vulnerability, the health, safety and welfare check must be completed by LEBC.

For further information and details regarding the administrative documentation, the home learning base/school should contact its local Safeguarding Unit.

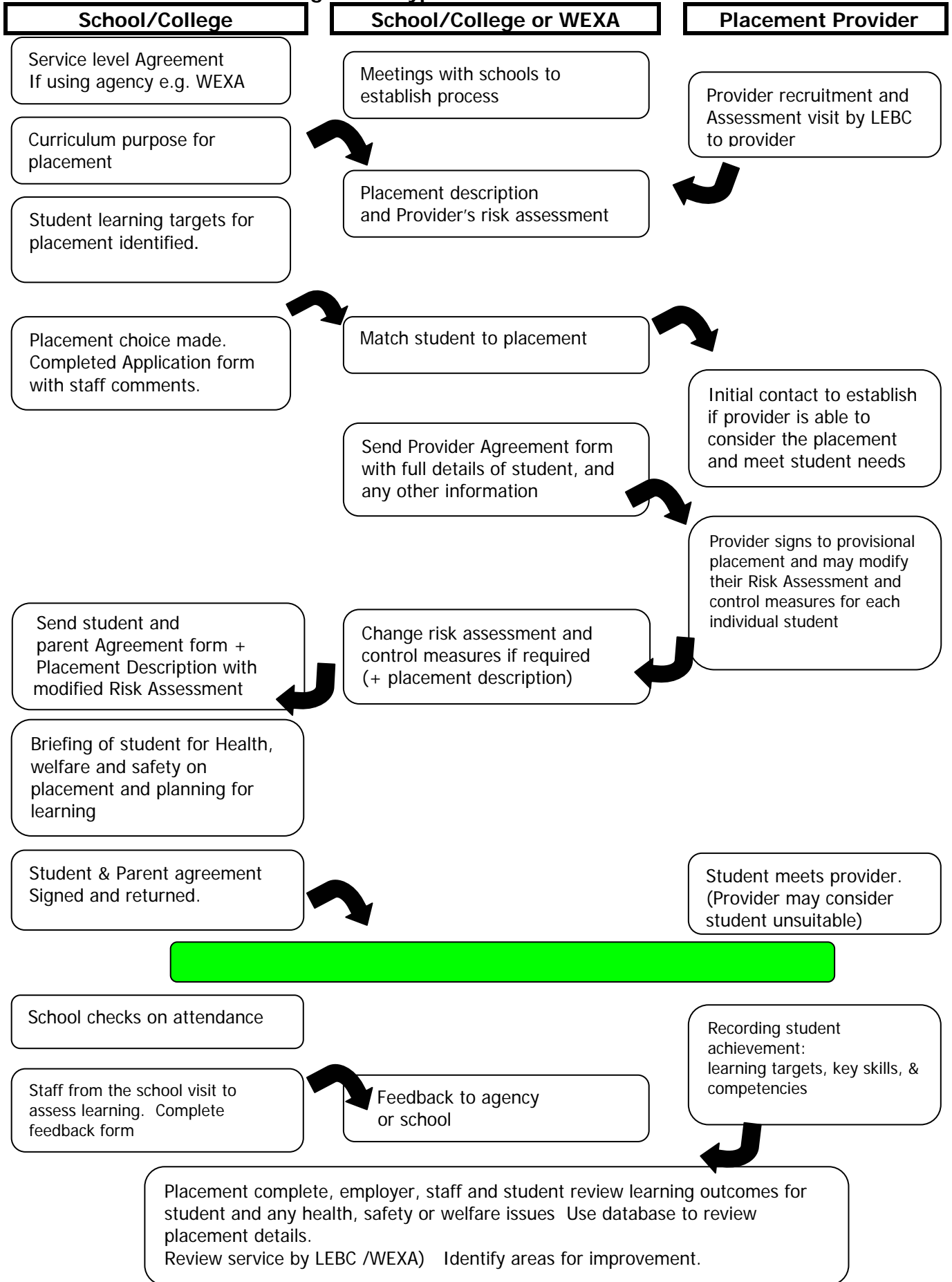
Leicester City Safeguarding Unit – 0116 252 8400
Leicestershire County Council Safeguarding Unit – 0116 305 7570

In June 2008, the DCSF published the '*Quality Standards for Work Experience*', the aim of which is to ensure that work experience placements are delivered to a high standard, so that learners are safe, achieve good learning outcomes and enjoy their time in the workplace.

It is expected that everyone involved in organising, supporting and delivering working experience placements should have due regard to the standards, as should learners themselves. Copies of the Quality Standards can be obtained from the DCSF website: <http://www.dcsf.gov.uk>.

Below is the flowchart of the overall process when organising a work experience placement:

Diagram of Typical Placement Process



Below is a table which provides an overview of the various aspects and guidance that **must** be taken into account by the home learning base/school Work Experience Co-ordinator or central placement organiser when organising a work placement for *up to 10 days*.

As stated previously, for all learners of compulsory school age and/or a specific learning disability and/or vulnerability, their health, safety and welfare assessment must be completed by LEBC. Where a home learning base/school organises its own placements, the Work Experience Co-ordinator will need to inform LEBC of the total cohort of learners going out on placement and then follow the guidance as detailed below. Where home learning bases/schools opt to use the services of a central placement organiser e.g. WEXA, the organisation will be following similar guidance when arranging a placement:

Receive a Work Placement Description	Every placement that has been assessed and considered suitable will have a Placement Description. This Placement Description will include the employer's Risk Assessment, which will need to be shared with the learner and the learner's parent(s)/carer(s).
CRB Checks	<p>Generally adults overseeing learners on work experience do not need to be CRB checked. However, if a learner who is identified as vulnerable or is placed for long periods of time with one adult, the situation will need to be risk assessed.</p> <p>This will require a judgement as to whether the employee meets the criteria for a CRB Enhanced Disclosure check i.e. where the employee's normal duties include:</p> <ul style="list-style-type: none"> • regularly caring for or training a learner during work experience • regularly supervising or being in sole charge of a learner during work experience <p>If the home learning base/school has outsourced the organisation of placements to a central placement organiser e.g. WEXA, the Work Experience Co-ordinator should discuss whether or not a CRB is required with the central placement organiser.</p> <p>Where a central placement organiser is being used the Work Experience Co-ordinator will be issued with the appropriate form and arrangements will be made for the employee to complete the CRB. Once the CRB is completed, it must be returned to the respective HR Departments within CYPS, who will arrange for the check to be carried out and will inform the home learning base/school and the central placement organiser of the results.</p> <p>Where the home learning base/school is organising its own placements the Work Experience Co-ordinator should make the judgement in conjunction with the DSP. If it is decided that a CRB Enhanced Disclosure is required, the Work Experience Co-ordinator should arrange for the identified</p>

	<p>employee to complete the form. Once the CRB is completed, it must be returned to the respective HR Departments within CYPS, who will arrange for the check to be carried out and will inform the DSP home learning base/school of the results.</p> <p>In the event there are concerns regarding the results of the CRB Enhanced Disclosure, the procedures on p.16 must be followed.</p> <p>The learner must not start the placement before the results of the CRB check are known. The average length of time for a CRB to be completed is approximately 20 days.</p>
Insurance	<p>All employers hosting a work experience placement must have Employers Liability and Public Liability Insurance. If the employer does not have the above named insurance policies, the learner must not start the work experience placement until they are in place.</p> <p>Where the learner has organised his/her own work experience, the Work Experience Co-ordinator is to arrange a health, safety and welfare check with LEBC for learners of compulsory school age and/or have a specific learning disability and/or vulnerability.</p>
Data Protection	<p>The Work Experience Co-ordinator will need to clearly explain to learners and their parent(s)/carer(s) how data relating to the learner may be used and passed on to the provider of the placement, either a central placement organiser or placement provider.</p> <p>The Work Experience Co-ordinator will also need to, as part of the Placement Agreement, ensure that he/she has obtained explicit permission i.e. written permission, both from the learner and his/her parent(s)/carer(s) to the use of personal data. Where the home learning base/school organises its own placements (see <i>'Administrative process for Work Experience/Work-related Learning Opportunities'</i> p.87)</p> <p>For further information regarding data protection, (see <i>'Data Protection Guidance for Home Learning Bases/Schools and Work Experience Co-ordinators'</i>) p.27</p> <p>SCHOOLS MUST RETAIN THE PARENTAL CONSENT FORM FOR 8 YEARS</p>
Briefing the Learner	<p>The Work Experience Co-ordinator plays a vital role in ensuring that learners are prepared for placement.</p>

	<p>The briefing is to be undertaken by a Tutor/Teacher from the home learning base/school he/she must give learners a basic understanding of their responsibilities for health and safety as well as personal welfare. Moreover, the briefing must inform the learner of the expectations required of him/her by the school during his/her work experience placement.</p> <p>The briefing must include the following:</p> <ul style="list-style-type: none"> • General items such as fire precautions, first aid and accident reporting, dangerous substances, safety equipment, machinery, lifting and handling, protective clothing, prohibited areas and/or machinery. • The importance of a health and safety induction when they first arrive at the placement. • The responsibilities of learners whilst on work experience, including safeguarding issues. • To whom they will be responsible in the workplace e.g. supervisor, manager etc. • Who to contact in the school in case of any problems or concerns. • Any feedback required from the learners during and after the work experience. • Any relevant videos on health and safety that can be shown to students. • Handouts of information, including "Be Safe" leaflet. • Safety Signs. • What if? How to handle different scenarios <p>Preparation for work experience must also include the identification of agreed learning targets and how learners will evidence and record their achievements.</p>
<p>Informed consent of Person(s) with Parental Responsibility¹</p>	<p>It is a contravention of national and local safeguarding policies and procedures if the Work Experience Co-ordinator does not have the explicit permission for the placement by the person(s) with parental responsibility. Consent of the person(s) with parental responsibility is required for:</p> <ul style="list-style-type: none"> • the learner to undertake the placement; • the learner to travel independently to and from the

¹ Where it is identified that a parent/carer has difficulty either speaking and understanding English or experiences difficulties reading written English, it is imperative that the home learning base/school makes all efforts to gain informed consent before a placement is organised. This may require the use of an interpreter or documents translated.

	<p>placement;</p> <ul style="list-style-type: none"> • the passing on of additional information including medical needs (this is also to be discussed with the learner) • should the employer request the taking of photographs • ensuring that the parent(s)/carer(s) take full responsibility for the child's welfare outside the working hours of the placement. The home learning base/school will maintain a duty of care during the working hours. <p>SCHOOLS MUST RETAIN THE PARENTAL CONSENT FORM FOR 8 YEARS FROM THE DATE IT IS FORMALLY RECEIVED</p> <p>For those home learning bases/schools organising their own placements (see <i>'Administrative process for Work Experience/Work-related Learning Opportunities'</i> p.87)</p>
<p>Safeguarding/Child Protection Procedures</p>	<p>An information document about safeguarding is given to employers when the assessment of the placement is undertaken by LEBC. This same exercise is required where a home learning base is organising a placement for a learner identified as not of compulsory school age, but under 18 years of age (thereby coming within statutory child protection procedures). Safeguarding is an essential part of the briefing that all learners must have as preparation for their placement. Learners on placement must have a clear point of contact <i>at all times</i> with a named adult from the home learning base/school as they may wish to disclose a child protection issue.</p>
<p>Supervision</p>	<p>It is vitally important that the Work Experience Co-ordinator inform parent(s)/carer(s) of the nature of any instances where learners are unsupervised (or where the level of supervision is lower than that usually provided by the home learning base/school). When discussing supervision during break and lunch times with learners, placement providers and parent(s)/carer(s) the following must be taken into consideration:</p> <ul style="list-style-type: none"> • remote supervision i.e. where the learner appears to be on his/her own, but knows where the supervisor is and how to make contact; • the lowest level of supervision that can be allowed, taking into account any special needs the learner may have; • how the learner will respond when there is a distinct chance of unsupervised access to the internet; • work where sexually or racially explicit materials

	<p>exist within the environment of the placement e.g. a photographic studio</p> <ul style="list-style-type: none"> • learn/work with others (adult/young person) who may subject the learner to initiation ceremonies and horseplay <p>The Work Placement Co-ordinator must ensure that any decisions or agreements made regarding supervision arrangements for individual learners are recorded and signed by parent(s)/carer(s), the placement provider and the learner.</p>
Free Meals²	Although a learner is entitled to have a free school meal, alternative arrangements will need to be agreed and made by the home learning base/school.
Absence	The parent(s)/carer(s) and placement provider are to contact the home learning base/school in the case of absence. The placement provider should be informed about the procedures that are to be followed in order to report an absence. The home learning base/school should make available a named person on a direct dial telephone number for placement provider to contact about absence, lateness and/or concerns.
Working days	No more than 5 working days in any week.
Working hours	No learner may work for more than 37.5 hours in any working week. Hours of work must be discussed at the Pre-placement Assessment Visit and agreed with the placement provider. The learner/placement provider must be able to contact the Work Experience Co-ordinator or other named responsible person, if there are any concerns.
When the learner cannot attend the placement because it is cancelled or closed for a period of time	Should a placement be cancelled at short notice or in the case of the provider not being able to provide the placement for one day, the learner must attend the home base learning/school, and be supervised until a new placement is organised or the placement resumes.
Debriefing the Learner	All learners are entitled to be fully debriefed on the completion of their work placement. Debriefing provides another opportunity to reinforce a learner's health and safety knowledge, as well as find out if there were any problems during the placement.

² see Admin Memo No:67 – Free School Lunches. Leicestershire County Council

	Where any problem/accident/incident is identified, this must , in the first instance be reported to the Work Experience Co-ordinator, in order to investigate further and take remedial action. If the problem/accident/incident is of a child protection nature, this must be reported to the Designated Senior Person for Child Protection within the home learning base/school.
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An extremely useful website that can support Tutors/Teachers of the home learning base/school brief learners is Wiseup2work (www.wiseup2work.co.uk). The site represents an interactive online resource with a series of games that get the key messages regarding health and safety across to learners. The site contains resources for teachers, training providers, youth workers and employers too. The site also has a Workplace Hazard Awareness course that has 20 activities, which will take 6-8 hours to complete and lead to an Entry Level Award (Entry 3).

There may be an occasion where a parent(s)/carer(s) may wish for their child to undertake his/her work experience with a company or an employer known to them. In such circumstances, it is the responsibility of the home learning base/school to ensure that a health, safety and welfare check is carried out by LEBC (where a learner is of compulsory school age and/or has a specific learning disability and/or is vulnerable).

Once the health, safety and welfare check has been completed, it may be that, it is not possible for the learner to undertake the work experience with the company or employer. Where this is the case, the parent(s)/carer(s) should be informed, and along with the learner, be provided with information about alternative work experience placements.

If the parent(s)/carer(s) express dissatisfaction with the alternative work experience placements that are available to the learner and insist that the young person attend the placement of their choice, they should be advised to put their wish in writing to the Headteacher, who will make contact with them subsequently, to discuss their concern.

Safeguarding Learners on the Work Experience

Below is an aide memoir that summarises the main activities to be completed. The aide memoir does not have to be completed for every learner. A Work Experience Co-ordinator may wish to photocopy the aide memoir and use it when batch placements are organised. If an individual is new to the role of Work Experience Co-ordinator, s/he may wish to use the aide memoir for each placement being organised.

When organising a work experience placement, has the following been done by the:

Work Placement Co-ordinator

A Placement description (which is inclusive of the employer's risk assessment) has been shared with the learner and the learner's parent(s)/carer(s).	<input type="checkbox"/>
Consideration has been given regarding whether or not a CRB check is required (see p.15).	<input type="checkbox"/>
Consideration has been give to whether or not the placement will continue during the school holidays and provisions have been made for this (see p.70).	<input type="checkbox"/>
Where the learner has organised his/her own work experience arrangements have been made for a health, safety and welfare Assessment to be completed by LEBC, if the learner is identified as being of compulsory school age and/or has a specific learning disability and/or vulnerability, (see ' <i>Administrative process for Work Experience/Work-related Learning Opportunities</i> ' p.87)	<input type="checkbox"/>
Confirmation has been received that the employer has Employer's Liability and Public Liability Insurance.	<input type="checkbox"/>
Clear explanation has been provided to both the learner and his/her parent(s)/carer(s) how data relating to the learner may be used and passed onto the provider of the placement.	<input type="checkbox"/>
Where necessary, the learner's parent(s)/carer(s) have been informed of any instances where the learner is unsupervised, and a decision or agreement has been formally recorded and signed.	<input type="checkbox"/>
The learner has received a briefing regarding his/her responsibility for his /her own health, safety and personal welfare.	<input type="checkbox"/>
Travel arrangements have been agreed between the learner, his/her	

parent(s)/carer(s) and the home learning base/school.	<input type="checkbox"/>
The learner has been briefed regarding the expectations required of him/her by the home learning base/school.	<input type="checkbox"/>
Where the home learning base/school has organised the placement, the placement provider has received documentation regarding safeguarding young people and signed an agreement (see <i>'Administrative process for Work Experience/Work-related Learning Opportunities'</i> p.87)	<input type="checkbox"/>
The learner has been given the details of a named person from the home learning base/school to contact in case of an emergency.	<input type="checkbox"/>
Arrangements regarding the absence from a placement have been shared with the learner, parent(s)/carer(s) and the placement provider.	<input type="checkbox"/>
Standardised paperwork has been completed and provided to the employer: (i) Placement Letter (ii) Employer Contract (iii) Placement Description – Supervisor's Copy Where the home learning base/school has organised the placement (see <i>'Administrative process for Work Experience/Work-related Learning Opportunities'</i> p.87)	<input type="checkbox"/>
An individual within the home learning base/school has been identified to either visit or telephone the placement provider and learner as part of monitoring the suitability and progress of the placement.	<input type="checkbox"/>
An individual within the home learning base/school has been identified to debrief the learner.	<input type="checkbox"/>