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Safeguarding Learners

Work-related Learning – An Introduction

The DSCF publication 'Work-related Learning Guide (first edition)' points out:

'Work-related learning has an outstanding track record on health and safety and everyone wants to keep it that way. Changes to the curriculum and the new Diplomas means more work-related learning, greater employment involvement, more contact with different people and more movement of young people between different locations. Keeping young people safe in this environment will require continued careful attention and good management' (p.22)

The publication clearly identifies that the home learning base/school has the primary 'duty of care' for their learners at **all** times – including times when learners are involved in work experience or other off-site work-related learning. Moreover, the home learning base/school has the responsibility to ensure that:

- placements are vetted by a competent person; and
- their learners are prepared and briefed generally about health and safety and understand how to identify hazards, and the sort of control measures that can be put in place to reduce the risk of injury or accident.

The safeguarding of learners is the business of all stakeholders involved in work related learning e.g. home learning base/school; FE colleges; work based learning providers and employers. It is essential that the home learning base/school is confident about the safeguarding practices that are in place to ensure that individual learners have every opportunity to learn and thrive outside of the immediate home learning base/school environment.

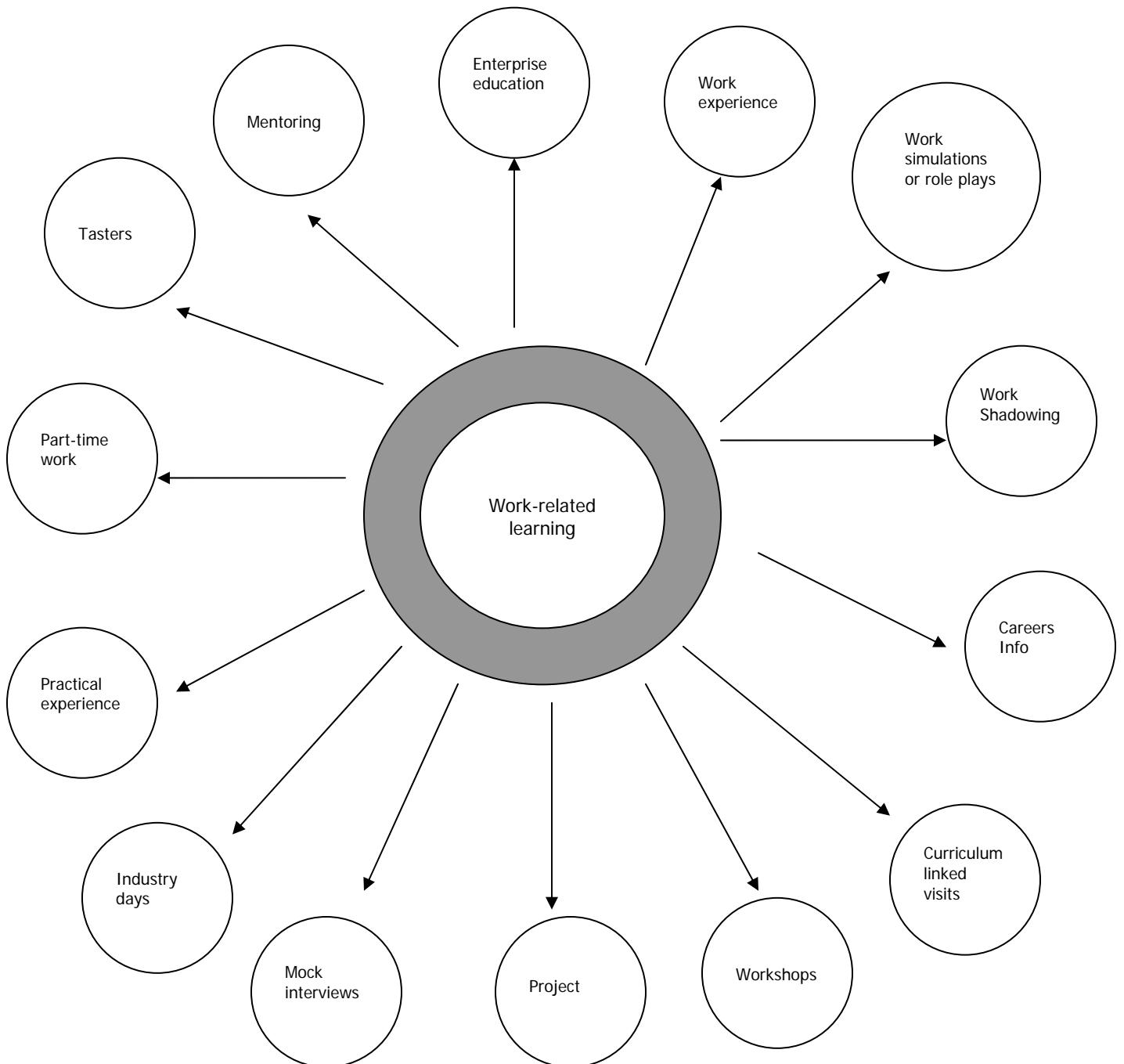
FE Colleges, employers and work based learning providers have responsibility for the health, safety and welfare of everyone on their premises, including any learners who are there or engaged in activities, which may be organised. These responsibilities include:

- complying with child protection legislation;
- checking their insurers are aware of the implications of their involvement with work-related learning and, in particular, 14-16 year old learners;
- agreeing and implementing workable attendance, reporting, monitoring and emergency procedures in partnership with the home learning base/school;
- supporting their staff in adjusting to teaching young people by organising training and establishing workable and effective policies; and
- complying with legislation and good practice on data protection.

All home learning bases/schools/FE college have a 'duty of care' for their learners. Legislation, guidance and judgements resulting from inquests, enquiries, criminal prosecutions, as well as civil actions consistently focus on the home learning base /school's/FE college position as the body with the primary 'duty of care' for their charges

i.e. learners. Consequently, when there is decision to offer any off-site, curricular or extra-curricular activity, it is imperative that, senior management and staff responsible for operational processes and practices related to work-related learning formally consider whether there is any increased risk to the health, safety and welfare of their learners, staff or others who may be involved.

It is important to note that, collaborative working in terms of work related learning does not reduce risk; rather it heightens the need for robust processes and procedures for the following examples of work-related learning.



Guidance provided by the DfES in their publication *Work-Related Learning and the Law: Guidance for Schools and business link practitioners*, states that, the home learning base/schools have to ensure that they are meeting the following responsibilities:

- ensuring supervision of activities is adequate i.e. that supervision is sufficient and that supervisors are trained or otherwise proven competent;
- child protection arrangements are secure i.e. vetting arrangements for staff and volunteers meet national requirements;
- attendance is recorded off-site and regularly transposed to school records (see national and local authority guidance);
- ensuring work experience placements organised by the home learning base/school/provider/third party organisation comply with the national and local authority policies;
- the home learning base/school has confidence in the health, safety and welfare arrangements for learners whilst on placement;
- the insurance cover for the provider extends to learners;
- the disclosure of information to the provider is relevant and shared in a sensitive manner, as well as negotiated with learners and their parent(s)/carer(s);
- appropriate travel arrangements are made between the learner, the learners' parent(s)/carer(s), the home learning base/school and providers;
- arrangements for supervision during breaks and lunchtimes have been negotiated with providers;
- behaviour management policies and procedures have been agreed and understood by all parties;
- teachers, support staff or learning mentors support the learners with regular monitoring and progress visits.
- arrangements are in place for feedback and reporting to the home learning base/school, parent(s)/carer(s) and learners.

In order for the home learning base/school to meet its obligations towards learners, the senior management team must ensure it has the following in place:

- competent staff or access to competent assistance to enable the home learning base/school to decide on the suitability of a placement with regard to health, safety and welfare for all learners;
- the ability to assess staff training and development needs and the necessary resources to arrange and finance appropriate training;
- mechanisms for evaluating the effectiveness of the arrangements that are in place for work-related learning opportunities and work experience placements (see Quality Standard for Work Experience, DCSF June 2008).

Competent staff should:

- have a reasonable understanding of health and safety law relevant to the nature of the work they are assessing;
- be able to identify basic health, safety and welfare defects;
- be familiar with and fully understand the home learning base's/school's policy, organisation and arrangements for health and safety on work experience and work-related learning opportunities;
- be aware of their own limitations and know where to get advice and information about health, safety and welfare issues, including child protection.

Considerations that need to be made by the Work Experience Co-ordinator

The Work Experience Co-ordinator has an important and vital role in ensuring that each and every learner has an appropriate and educationally worthwhile experience of work-related learning. For this to happen, the Work Experience Co-ordinator **must** be alert to whether the placement involves any of the safeguarding elements listed below:

Learners

1. To be supervised by a named and responsible adult (this person is unlikely to be supervising the student at all times).
2. To obtain parental consent in writing where learners are of compulsory school age and/or have a specific learning disability or vulnerability. It will also be necessary to consider if the travel arrangements to and from the placement venue requires assistance from a member of staff or by designated taxi/private vehicle with an escort.

Careful consideration should be given and appropriate safeguards introduced where learners:

3. Learn/work alone with one adult for extended periods of the day
4. Learn/work in isolated environments
5. Travel in company vehicles with one adult as a regular aspect of the placement (see *Transport and Travel* p.23)
6. Work in situations where direct physical contact between the learner and an adult or client is an inevitable aspect of the placement activity e.g. residential placement working with the elderly
7. Learn/work where there is a distinct chance of unsupervised access to the internet e.g. unpopulated offices
8. Learn/work with vulnerable groups e.g. young children, the elderly and disabled adults or children

If a central placement organiser e.g. WEXA or any other agency is sourcing placements for learners, they **must** be informed of individual learner requirements. These are some of the essential considerations that must be taken into account by the Work Experience Co-ordinator and the central placement organiser.

Skill levels required

- have placements been assessed for levels of skill and expertise expected of a full-time employee and can the learners' needs be related to these?

Tasks	<ul style="list-style-type: none"> • are they appropriate? • supervisors and operatives notified of their own involvement • agreed educational objectives set
Risks and control measures	<ul style="list-style-type: none"> • risks and control measures notified to parent(s)/carer(s) • provider modifies the placement activity for any learner with specific needs
Contract with placement provider agreeing to placement and accepting the learner	<ul style="list-style-type: none"> ▪ learner's contact telephone number, (but not their home address)/home learning base/school name and telephone number, together with 'contact' person at home learning base/school, should be given to the placement provider. Learner's medical and educational needs included to enable Provider to establish risk presented by learner. Learner aims and learning targets included in the signed agreement.
Signed Agreement	<ul style="list-style-type: none"> • Learner and his/her parent(s)/carer(s) sign an agreement for the placement, which is inclusive of a risk assessment and control measures
Learner Induction	<ul style="list-style-type: none"> • go through the Placement risk assessment to emphasise and explain risks and control measures • procedures and exits for fire emergencies • action in case of accident • whereabouts of welfare facilities • instruction arranged to show fitting and use of protective clothing or devices • where applicable, stress need for confidentiality and requirement to follow instructions carefully and quickly • arrange appropriate supervision for learners with a special educational need/disability • designate a person to be responsible for the learner's day-to-day welfare.

As part of the information provided to learners, Work Experience Co-ordinators **must** ensure that:

- all learners are given the details of a named adult (contact person) who can be contacted in the placement for support;
- all learners are given the details of a named person from the home learning base/school;
- all learners have an agreed emergency method of communication which is readily accessible to the learner e.g. access to a mobile phone or other internal communication system;

- providers are aware of the principles related to safeguarding young people, as part of the information given by the central placement organisation sourcing the placements e.g. WEXA, or where the home learning base/school has organised the placement;
- explicit informed consent has been obtained for sensitive personal data and personal data. This consent **must** be given by the data subject i.e. the learner and it is necessary that parental/carer explicit consent is obtained also. This will require active communication with the data subject and must specify the data, and the purposes for which the data is held. This includes specifying what data will be passed to the placement provider.

For those home learning bases/schools whose placements are organised by a central placement organiser e.g. WEXA, this particular aspect of the administrative process will have already been considered and operational procedures will be in place.

For those home learning bases/schools that organise their own placements, see the section of this publication entitled, *'Administrative Process for Work Experience/Work-related Learning Opportunities* p.87, for further information.

- in the majority of home learning bases/schools, work experience is provided at the end of an academic term. This enables the home learning base/school to plan their curriculum and work experience in a fashion that causes the least disruption to the academic timetable. However, the main disadvantage associated with this type of planning is that there is little opportunity for learners to be debriefed from their work experience in a proper fashion. As a result, there is the likelihood that a safeguarding concern could be missed and not effectively followed up.

Work-related Learning – An introduction

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 placement, has the following been done by the:

Work Experience Co-ordinator

Explicit parental consent obtained where learners are of compulsory age and/or have a specific learning disability and/or vulnerability	<input type="checkbox"/>
A Health and Safety Welfare Assessment has been completed by LEBC, if the learner is of compulsory school age and/or have a specific learning disability and/or vulnerability	<input type="checkbox"/>
Appropriate risks and control measures have been made known to the learner and his/her parent(s)/carer(s) in response to the Health, Safety and Welfare assessment. Travel arrangements have been agreed by the learner and his/her parent(s)/carer(s).	<input type="checkbox"/>
An assessment has been made of the skills and tasks that are required of the learner	<input type="checkbox"/>
An agreement has been signed by the placement provider, Work Experience Co-ordinator; the learner and the learner's parent(s)/carer(s)	<input type="checkbox"/>
The placement provider is aware of the principles related to safeguarding young people e.g. how to report child protection concerns	<input type="checkbox"/>
The learner has undertaken an induction programme that includes: <ul style="list-style-type: none"> • Going through the placement risk assessment to emphasise the risks and appropriate control measures • Procedures and exits for fire emergencies have been explained • What action to take in case of an accident • Having knowledge of welfare facilities • Arranging for the instruction of fitting and use of protective clothing and devices 	<input type="checkbox"/>
The learner has been provided with the following information: <ul style="list-style-type: none"> • Details of a named adult (contact person) who can be contacted in the placement for support • Details of a named person from the home learning base/school • An emergency network of communication which is readily available 	<input type="checkbox"/>

Work Placements

Health, Safety and Welfare arrangements

The consistent use of specified learner risk assessment tools for all types of placement i.e. work placement, extended work placement, work placement visits, work shadowing and also 'Take your son/daughter to work day(s)' are necessary, as they are an integral part of safeguarding learners.

Other factors affecting learner risk assessments include:

- the maturity and experience of the learner;
- the learner's likely behaviour;
- the age of the learner at the beginning of the placement;
- the advice and wishes of the learner's parent(s)/carer(s);
- whether the placement will provide an opportunity for the learner to be more independent and responsible for his/her own actions and timekeeping;
- the potential risks of the activity; and
- the environment of the placement.

The application of risk assessment as well as management of health, safety and welfare will be further expanded upon in the following sections of this publication:

- safeguarding learners on work experience
- safeguarding learners on extended work experience

The Management Regulations

The Management Regulations came into operation December of 1999. They modified the 1992 Management Regulations which in turn had developed many of the principles already established by the Health and Safety at Work Act (HSWA) in 1974. The Regulations make it quite clear that health and safety must be managed systematically, like any other aspect of an organisation's affairs. Some of the main requirements of the Regulations relate to:

- Risk Assessments (Regulation 3) of the Management of Health and Safety at Work Regulations (MHSWR) requires employees to undertake risk assessments on all tasks and activities that take place in the course of their business, to identify risk and related precautions.
- Management System (Regulation 5 of the MHSWR) to ensure that precautions are implemented
- A competent source of health and safety advice being appointed (Regulation 7 of the MHSWR)
- Emergency procedures being developed (Regulation 8 of the MHSWR)

The 1999 regulations incorporated previous amendments to the 1992 regulations, relating to **young persons, new and expectant mothers and fire risks.**

There is no specific system of risk assessments that must be used by law under the MHSWR, only that whatever system is used should follow the Approved Code of Practice (ACOP) applicable to these regulations, supported by any guidance and referenced sources of information included. This applies in general to all regulations, where the relevant approved codes of practice interpret the regulations into current good practice most likely to be acceptable in law.

It is important to remember that some operations are covered by separate regulations directly applicable to them, such as Control of Substances Hazardous to Health (COSHH); Noise at Work, Manual handling; Display Screens etc., each of which governs any specific risk assessment in addition to the general risk assessments called for under the MHSWR. Again, the format of such assessments is not set in law, only the approach needed to comply with ACOP and, hence, the regulation itself.

To apply the principle as outlined above, the employer will be required to carry out a risk assessment for any learner that will be placed with their company. Where the risk assessment shows there is a risk to the safety, physical or mental health or development of young people, appropriate precautions must be put into place and implemented. (Regulation 5 of the MHSWR)

Whilst a general risk assessment form covers most requirements, there are likely to be individual forms tailored for each specific risk assessment, which the employer will need to take into account.

An additional valuable source of information, that can and should be used in a risk assessment, is the accident book. This should contain information not just on accidents that have occurred, but on accidents that might have or nearly occurred (commonly referred to as 'near misses').

Assessment should involve all relevant personnel e.g. senior staff, teachers, maintenance staff, and providers of any placement schemes, even learners where their input can contribute to understanding some of the problems so that an accurate and balanced a view of the hazards associated with any activity can be identified and the risks assessed and controlled.

Appendix A - 'Specific hazards to young people', p.92 which lists the types of activity that a learner may undertake in a placement and the associated risk. Where necessary, a Work Experience Co-ordinator should make contact with their respective CYPS Health and Safety Team to obtain further advice. Where a home learning base/school organises its own placements a health, safety and welfare assessment must be completed by LEBC, where a learner is of compulsory school age and/or has a specific learning disability and/or vulnerability.

Furthermore, before the learner is placed, the placement provider must complete a risk assessment. For further information see the section entitled '*Safeguarding Learners on Work Experience*' p.48

Reporting incidents

In the event a learner suffers an accident, the procedure is that the employer is to fill in their appropriate accident reporting form, and then a copy of this document must be sent to the home learning base/school. On receipt of the placement provider's accident reporting form, the home learning base/school should fill out their Accident/Incident Form (Form 'S02'- Leicester City Council or Form E669 Revised 06/08 – Leicestershire County Council) attach the placement

provider's incident form and send *all* the documentation immediately to their respective Children and Young People's Service Health and Safety Team.

In the case of an accident that is reportable under RIDDOR e.g. breaking of a limb, fall from a height or serious injury sustained, the placement provider will need to officially report the incident either by ringing 0845 300 9923 or by using the official RIDDOR website online facility (<http://www.hse.gov.uk/riddor/index.htm>).

Details of the accident should be reported immediately by the placement provider to the home learning base/school. The home learning base/school should then report the incident immediately to its respective Children and Young People's Service Health and Safety Team, and also their Designated Senior Person for Child Protection (DSP), in order to ensure that any safeguarding/child protection issues have not been inadvertently overlooked.

The failure by the home learning base/school to report the incident immediately is a contravention of local authority safeguarding and health and safety policies. This contravention would indicate a statutory breach has occurred, which could result in criminal proceedings and/or civil proceedings.

For further information see:

- Code of Practice No:7 – Reporting Accidents, Incidents, Dangerous Occurrences and Assaults. Leicestershire County Council
- Incident Reporting. Health and Safety Management Standard Issue 1 (August, 2006)

Health, Safety and Welfare arrangements

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 for 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 placement, has the following been done by the:

Work Experience Co-ordinator

A Health Safety and Welfare risk assessment has been completed by the LEBC for those learners that are of compulsory age or who have a learning disability	<input type="checkbox"/>
The placement provider has completed a risk assessment for the learner(s)	<input type="checkbox"/>
The appropriate risk and control measures have been made known to the learner and understood by the learner's parent(s)/carer(s) ¹	<input type="checkbox"/>
A copy of the assessment and control measures have been given to the learner and the learner's parent(s)/carer(s)	<input type="checkbox"/>

¹ Where a Work Experience Co-ordinator is of the opinion that, the parent(s)/carer(s) of the learner have not understood the appropriate risks and control measures pertaining to the placement, the Co-ordinator should discuss this with his/her line manager, in order that an alternative method of communication can be employed.

CRB Checks

Additional safeguards and, where applicable, CRB checks are required where one or more of the following conditions are met:

- the placement is for more than one day per week;
- longer than one term in any academic year;
- aimed at learners who may be vulnerable (those of compulsory school age and/or learning disability);
- one where the work place supervisor or a colleague will have substantial unsupervised access to the learner, because of the nature of the business; or
- one which has a residential component.

If any of the above conditions apply, additional safeguards should be put in place. The CRB check is normally arranged by the organisation setting up the placement i.e. home learning base/school/central placement organiser.

The Work Experience Co-ordinator **must** assess the general suitability of a placement in terms of whether or not additional safeguards are necessary, and if they are, whether a CRB check is required. The Work Experience Co-ordinator will be required to make a judgment in *each* case as to whether the individual working alongside the pupil meets the criteria for a CRB check i.e. if the individual is in a position where his/her normal duties include regularly caring for, training, supervising, or being in sole charge of a child.

CRB checks must be considered in all of the following cases:

- learners identified the home learning base/school as vulnerable for educational, medical, behavioural or home circumstances reasons;
- learners on placements lasting more than 15 days over an extended timeframe, especially where these involve:
 - regular lone working with an employer over long periods (rule of thumb would suggest anything over a half a day at a time);
 - placements located in particularly isolated environments with 1:1 working;
 - placements involving a high degree of travelling on a 1:1 basis
- placements which include a residential placement

The fact that a particular placement falls into one of the above categories does not necessarily mean that a CRB check will be required. Such a decision will depend on an assessment of the overall potential risks posed to a young person and will take into account any systems in place to minimise these risks.

A CRB Enhanced Disclosure may also be required for pupils on extended placements with a "buddy", coach or mentor whose main role is to provide additional support.

The Work Experience Co-ordinator is not expected to make such a judgement alone. The Work Experience Co-ordinator should contact the central placement organiser to discuss the placement and the need for additional safeguards including a CRB Enhanced Disclosure check. The Work Experience Co-ordinator **must** formally and record the decision and then pass this information to the DSP for noting and filing.

Once a decision has been made regarding the necessity of a CRB check the Work Experience Co-ordinator will need to arrange with the central placement organiser for a CRB Form to be sent to the employer and filled in by the individual designated to supervise the learner. This form must be then be returned to either the central placement organiser or the Work Experience Co-ordinator who **must** then send the CRB Form to their respective HR Department within CYPS.

The organisation and administration of the CRB check will be managed by the respective HR Department within CYPS. On receipt of the details of the CRB disclosure the Work Experience Co-ordinator should inform the DSP that no concerns were found.

Where the Work Experience Co-ordinator is not relying upon a central placement organiser to arrange suitable placements, the expectation is that, the Work Experience Co-ordinator **must** discuss the need for a CRB check with the DSP and their respective HR Department within CYPS. Again, there will be a need for the Work Experience Co-ordinator to formally record the rationale behind any decision made and then pass it to the DSP for noting and filing.

Information from a CRB check that is a cause for concern

There may be occasions where a CRB Enhanced Disclosure has been submitted and the information received is a cause for concern, in such circumstances HR will need to share these concerns with the DSP. The DSP **must** then contact their Safeguarding Unit to obtain advice as to how to proceed.

On receiving advice from the Safeguarding Unit, the DSP **must** formally record what has been discussed and agreed and then inform the Work Experience Co-ordinator. The DSP must then contact the placement provider and advise him/her of the decision made.

A placement **must not** begin until information from the CRB check has been received and reviewed.

CRB checks on learners

Learners placed where they will be working with young children, the elderly or other vulnerable people groups e.g. adults with learning disabilities, adults with physical disabilities etc.

All work with young children is strictly regulated for their protection and for the protection of adults working with them. In accordance with these regulations, the following will apply to all learners, regardless of age on placement or work experience in any setting with young children.

Learners should be closely supervised during their placement and particular attention given to the following:

- on no account should they take children to the toilet or change nappies unless they are assisting a member of staff;
- learners may work alone with small groups of children as long as they can be overseen by a member of staff in the same room;
- learners should not leave the building with children unless there is a member of staff in charge of the group and an appropriate adult child ratio is maintained.

These guidelines are offered in order to:

- keep all children and adults safe;
- provide a worthwhile and valuable placement experience for those undergoing training;
- give senior staff within the placement provider a clear view of their role and responsibilities in accepting a learner (it may be appropriate that providers let parents know that they take work experience learners and their children will come into contact with such learners).

Home learning bases/schools have a responsibility to check learners who are seeking a placement working with children or vulnerable adults. Work Experience Co-ordinators will need to consider the following when making judgements about the suitability of individual learners for these kinds of placements:

- a number of learners from the home learning base/school may have a placement where they are working with young children. These placements are not just in primary schools and nurseries, they may be in sports/leisure centres, libraries and various other places of work;
- learners who are working with younger children or vulnerable adults will not always be strictly supervised by the employer. Everyone involved in work related learning has a duty of care for the above mentioned vulnerable groups;
- once a placement has been considered, reasons why a learner would not be suitable e.g. previous convictions, involvement with child abuse, known drug use/addictions, history of violent behaviour must be formally recorded.

DfES circular 337 currently advises that a CRB check where supervision of a young person forms part of an employee's role. Moreover, there is the assumption that, learners working with children do not need to be CRB checked assuming all the safeguards are in place. However, young people working with children as part of a Post 16 Training course e.g. Nursery Nurse training will need to be CRB checked.

CRB checks must be considered in all of the following cases:

- learners identified the home learning base/school as vulnerable for educational, medical, behavioural or home circumstances reasons;
- learners on placements lasting more than 15 days over an extended timeframe, especially where these involve:
 - regular lone working with an employer over long periods (rule of thumb would suggest anything over a half a day at a time);
 - placements located in particularly isolated environments with 1:1 working;
 - placements involving a high degree of travelling on a 1:1 basis
- placements which include a residential placement

The fact that a particular placement falls into one of the above categories does not necessarily mean that a CRB check will be required. Such a decision will depend on an assessment of the overall potential risks posed to a young person and will take into account any systems in place to minimise these risks.

The Independent Safeguarding Authority (ISA)

The Government's response to the second round of consultation regarding the operation and implementation of the ISA has identified the fact that, at present people employing individuals whose normal duties include caring for young people in employment who are under 16 or for whom a substantial part of their normal duties include the training, teaching or supervision of under 16s during the course of those young people's employment, are eligible to obtain a CRB Enhanced Disclosure, but there is no requirement upon them to do so.

A person who is on the barred list is committing an offence if they offer to do such work, and obtaining an Enhanced Disclosure including a check of the current barred lists is the only way an employer can be sure that the individual is not barred. **Neither** the bar nor the ability to obtain Disclosures applies in respect of those working with 16 and 17 year olds in employment (except in the case of those training children in the armed forces).

The Government has proposed that in the case of young people in employment aged under 16, including those in work experience, an employer would commit an offence if they knowingly used a barred person to instruct, train or teach such young people where there are arrangements in place (whether in a job description or otherwise) for the employee to do this; and a barred person would commit an offence if they put themselves forward for such an activity. However, there is no mandatory requirement currently on anyone in the setting to be ISA registered. The Work Experience Co-ordinator in conjunction with the placement provider will need to consider who should be checked. At present, in the case of work experience, the decision is taken on a risk-based approach.

CRB Checks

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 placement, has the following been done by the:
Work Experience Co-ordinator

A judgement made regarding whether the individual supervising the learner requires a CRB check i.e. if the individual is in a position where his/her normal duties include regularly caring for, training, supervising or being in sole charge of a child	<input type="checkbox"/>
The judgement has been made in consultation with either: (a) the placement organiser or (b) DSP (where the home learning base/school organises its own work experience placements/work-related learning opportunities)	<input type="checkbox"/>
The rationale behind the judgement has been recorded and given to the DSP to file and note	<input type="checkbox"/>
The completed CRB Enhanced Disclosure form is sent to the Local Authority CYPS HR Department to forward to the Criminal Records Bureau	<input type="checkbox"/>
Information regarding the CRB Enhanced Disclosure Form has been received from the Local Authority CYPS HR Department and shared with the DSP where there is a cause for concern	<input type="checkbox"/>

Where information from a CRB check is a cause for concern, has the following been done by the:

CYPS HR Department

Discuss the results of the CRB with the DSP and details of the discussion are recorded	<input type="checkbox"/>
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DSP

Discuss the results with CYPS Safeguarding Unit and record decision made	<input type="checkbox"/>
Discuss final decision with Work Placement Co-ordinator	<input type="checkbox"/>
Make contact with the employer explaining the decision made regarding the placement	<input type="checkbox"/>

Insurance and work experience

The DCSF publication, The Work-related Learning Guide - first edition highlights that, the Association of British Insurers (ABI) has issued the following guidelines:

- The principle risks, which may arise as a result of work experience and other visits are:
 - injury to the learners themselves;
 - injury to others on the premises (employees, visitors, customers etc);
 - injury to others who are not on the premises (including customers and members of the general public);
 - damage to, or loss of, employers' property; and;
 - damage to, or loss of, other property (e.g. the learner's or a customer's property).

The majority of employers will carry insurance policies that cover most risks arising from work experience and other visits, provided that the work experience is in accordance with the normal business practices of the employer. Employers' Liability insurance covers the employer's liability in respect of work related injuries to employees. This insurance is compulsory by law.

Policies must provide cover for at least £5 million per occurrence, although most policies cover up to £10 million. Policies normally cover all conventional employees, contact, casual and seasonal staff as well as temporary staff, including workplace learners.

Public Liability insurance provides cover for injuries to the public or damage to, or loss of, their property the term 'public' means anyone other than employees, so it includes learners on work experience, volunteers, activity participants, spectators and visitors. Typically, policies offer cover of them between £2 million and £5 million.

The ABI, the British Insurance Brokers Association (BIBA), and Lloyd's of London have agreed that, as a matter of convention, learners of work experience are to be treated as employees for the purposes of insurance against bodily injury (that is, they will always be covered by the Employers' liability policy).

A learner's injury arising from other visits would normally be covered by the employer's Public Liability policy. Any injuries caused to employees by learners on work experience should normally be covered by the Employers' Liability policy. Moreover, any injuries caused to employees or learners, provided they arise out of activities undertaken in the employer's name, should normally be covered by the Employers' Public Liability policy or Employers' Liability policy.

Damage to the employer's property may be covered by the employer's material damage policy. Damage to any one else's property on the premises should normally be covered by the Employers' Public Liability policy.

Finally, when arranging work experience placements, requests are often made for home learning bases/schools to sign a form of indemnity, which has been issued by the placement provider. Home learning bases/schools are advised **not** to sign such forms,

but rather, submit the document to their respective local authority, who will arrange for the document to be scrutinised, and then signed, if considered reasonable (see Health and Safety Code of Practice No: 6 – Insurance (revised 2004), Leicestershire County Council).

Transport and Travel

An important element of safeguarding learners is transport and travel. It is imperative that, Work Experience Co-ordinators discuss with learners, their parent(s)/carer(s) and placement providers the means by which transport and travel will be arranged, to and from a placement. To do this the Work Experience Co-ordinator will need to investigate the following:

1. Are there existing arrangements between the home learning base/school and the placement provider for transporting learners to and from the placement venue?
The introduction of the Increased Flexibility Programme (IFP) and the practicalities of rolling out the programme has meant that both home learning bases/school have existing travel arrangement which enable a learner to be transported from the home learning base/school to the IFP provider e.g. FE College. Where such arrangements already exist, it is considered good practice to review them, as a result of the introduction of qualifications such as Diplomas and other work related learning opportunities.

Where it is identified that there are learners who are regularly travelling between the home learning base/school and the provider more than twice a week, it is imperative that the following considerations be made by the senior manager within the home learning base/school who has responsibility for work related learning:

- co-ordinated travelling times exist between the home learning base/school and the provider;
- learners and their parent(s)/carer(s) are aware of the transport arrangements that have been agreed between the home learning base/school and the provider;
- the home learning base/school and provider day is co-ordinated to ensure that learners can start and end their work/off-site learning day within a regulated timeframe;
- vulnerable learners have the appropriate support to reflect the complexity of travelling between the home learning base/school and the provider;
- where possible, there is sufficient funding to ensure that finance is not a barrier to learning.

It may be the case that, the home learning base/school is a considerable distance from the provider, where this is the case, the following considerations must be made:

- what control measures have been employed by the provider and the home learning base/school, in order to reduce the identified risks;
- the co-ordination of common learning slots to ensure that learners do not have to undertake excessive journey times.

2. Does the placement require the learner to do shift work i.e. early start, late finish? Has a risk assessment been completed?

3. The level of maturity and competence of the learner to access and utilise public transport in order to arrive on time at the placement venue and return home safely.
4. Are the learner's parent(s)/carer(s) willing to arrange transport for him/her to attend the placement? (This question will require further consideration, particularly if the venue of the placement is some considerable distance from the learner's home and there is more than one child in the household who is under 16 years of age).
5. In which season i.e. autumn or winter is the placement taking place? Will the learner be returning home in the dark? How will the weather during a particular season of the year affect the learner's ability to travel safely to and from the placement? Again, this is a consideration that will need to be discussed with the learner, his/her parent(s)/carer(s) and the placement provider. Where necessary, an emergency plan must be put in place and understood clearly by the learner and the placement provider, as well as the learner's parent(s)/carer(s). All these considerations will need to feature as part of the risk assessment that is to be completed.
6. Is the learner planning to use his/her own transport e.g. pedal bike or moped/scooter?

Where a learner plans to use his/her own transport, it is essential for the Work Experience Co-ordinator to officially document the reasons for this arrangement. It is a must that such arrangements are discussed with learner's parent(s)/carer(s) in order to reduce the level of risk. This said, it may be more preferable in terms of personal safety for the learner to use his/her own transport, rather than relying upon infrequent rural buses or trains.

Finally, consideration must also be given to learners on extended work placements, in terms of the duration of the placement and the nature of the travel arrangements that have to be undertaken, as well as the financial implications of travelling to and from the placement.

For further information see:

- Code of Practice No:14 – Driving on LEA Business – Supplement
1. Leicestershire County Council
- Admin Memo No.81 – Home-School/College Transport entitlement (Mainstream), Leicestershire County Council

Transport and Travel

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 placement, has the following been done by the:

Work Experience Co-ordinator

A discussion has taken place with the learner and his/her parent(s)/carer(s) regarding existing transport arrangements	<input type="checkbox"/>
The discussion includes what the expected contribution is of parent(s)/carer(s) to arrange transport	<input type="checkbox"/>
<p>The following details have been checked:</p> <ul style="list-style-type: none"> • is the learner required to finish either early or late • the learner has the necessary level of maturity and competence to utilise public transport • the level at which the learner's parent(s)/carer(s) are willing to arrange transport? • the time of year the placement is taking place • whether the learner is planning to use his/her own transport • emergency procedures in the event of the learner's absence (these have been agreed between the home learning base/placement provider and the learner's parent(s)/carer(s)) 	<input type="checkbox"/>
A risk assessment has been completed and shared with the learner and his parent(s)/carer(s) about the transport arrangements	<input type="checkbox"/>
Vulnerable learners have appropriate support to reflect the complexity of travelling between the home learning base/school and the provider	<input type="checkbox"/>

Medical Conditions

Where a learner has a medical condition, it is essential that details of the condition are disclosed on the learner's application form for work experience. Details regarding the nature of the medical condition, the symptoms, the medication involved as well as emergencies procedures are required. This information should then be taken into consideration when deciding on what type of placement would be suitable for the learner and when the placement provider is formulating a risk assessment.

In terms of passing on this information to the employer, this should only happen if it is relevant to the placement, see the sections entitled '*Data Protection 'Guidance for Home Learning Bases/Schools and Work Experience Co-ordinators'* p.27 and '*Central Placement Organiser Data'* p.30

Learners with disabilities

The Disability Discrimination Act (1995) requires that every learner who is disabled has access to a range of placements, which will increase the commitment to learning, which ultimately results in motivation and self confidence, as well as supporting active citizenship.

There should be two principles that should guide those organising placements for disabled learners.

Principle 1: The home learning base/school and placement organiser should consider the implications for disabled learners in terms of collaborative provision and articulation of arrangements where the work related learning opportunity involves more than one place of study.

Principle 2: The home learning base/school should ensure that, wherever possible, learners with disabilities have access to a range of placements by:

- Seeking placements in accessible contexts;
- Relocating visits to alternative accessible sites or providing alternative experiences or comparable opportunities, which satisfy the learning outcomes;
- Providing support before, during and after placement that takes into account the needs of learners with disabilities.

Data Protection Guidance for Home Learning Bases/Schools and Work Experience Co-ordinators

This section is aimed at enabling home learning bases/school and Work Experience Co-ordinators to sensibly organise the confidential data that they will be working with on a daily basis.

Learner Data	
<i>Home learning base/school data</i>	The home learning base/school should seek the explicit consent of parent(s)/carer(s) to pass on personal data and sensitive personal data concerning the learner to the employer and/or central placement organiser. This must be done as part of the learner's application form.
Work Experience Data Protection Consent Forms	Data Protection Consent Forms or an equivalent should give, in writing, reasons why each specific piece of data is required. The information should explain: <ul style="list-style-type: none"> • the data; • the purpose of obtaining the data; • what data is passed on to the placement provider. Signatures of parent(s)/carer(s) and learners should be obtained so that explicit consent is given. Any unsubstantiated information (hearsay etc) about a learner, obtained from any source should not be held or passed on.
<i>Bulk Learner Data e.g. SIMS</i>	Care should be taken in passing on personal learner data to a central placement organiser e.g. WEXA or LEBC
<i>Parent(s)/Carer(s)/Learner Agreement/Consent Form</i>	Home learning bases/schools may consider including sensitive data as well as personal data on the agreement/consent form so that parent(s)/carer(s)/learners are fully informed of the data held and what has been passed on to the placement provider.
<i>Relevant data</i>	Information passed on to placement providers must be relevant. In particular, the need to pass on the learner's home address should be carefully considered in the view of safeguarding considerations. The type of information which is passed on should be reflected in the consent form.
<i>Placement Provider Agreement/Consent Form/Letter of</i>	The Form must explain to the placement provider that permission has been given for the personal data and the sensitive data to be passed on. This form must

<i>Understanding</i>	also make reference to the confidential nature of the information and the need to adequately secure and store the data.
<i>Placement Provider Feedback to Learner</i>	A form of this type may include sensitive personal data on the learner and therefore, must be given to the learner or returned to the home learning base/school. It must not be passed to a third party.
<i>Accident Reporting</i>	RIDDOR reporting by employers is covered by statute which is one of the exemptions, which permit the processing of personal data and sensitive personal detail, but care should be taken when recording and reporting an accident to the respective Local Authorities.
<i>Student/Teacher feedback on Learning Providers</i>	Care needs to be exercised in reporting back on placement providers where the ethnicity etc of the workforce is noted by the learner/teacher. In this case, explicit consent must be given.
<i>Security</i>	The Data Protection Act requires that measures be taken to prevent data from being accidentally damaged, lost or processed unlawfully. It is essential that adequate backup facilities for electronically stored data are in place. Physical security of buildings, rooms, cupboards etc with appropriate control in the form of keys needs to be robust.

The approach to data protection should be a common sense approach. The test when considering data protection is for the Work Experience Co-ordinator to put him/herself in the position of the data subject and consider if the processes, procedures, storage, facilities, security measures and communication procedures are proper and reasonable.

Data Protection Guidance for Home Learning Bases/School and Work Experience Co-ordinators

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.

Has the following been done by the:

Work Experience Co-ordinator

Has a Data Protection Consent form or equivalent been signed by the learner and his/her parent(s)/carer(s) and been returned to the home learning base/school?	<input type="checkbox"/>
Is the data to be passed to the placement provider: (i) accurate (ii) up-to-date (iii) appropriate for purpose	<input type="checkbox"/>
Has bulk data passed via SIMS or other MIS systems been scrutinised by the home learning base/school's Data Controller before being passed on to the Learning Provider?	<input type="checkbox"/>
Has the placement provider (i) been informed that the learner data must be stored safely? (ii) stated how the data will be safeguarded and who will act as Data Controller? (iii) been informed that child protection takes precedence over Data Protection principles?	<input type="checkbox"/>

Central Placement Organiser Data

The information below sets out the considerations that central placement organisers need to take into account when processing data. The information is useful in that it provides an insight into how such organisations comply with the legislation; moreover, the information highlights how review data is held.

Placement Provider Data	
<i>Company vs. Individual Data</i>	In deciding whether personal data is being processed, especially where comments or opinions are made, reference to companies is not considered within the Act unless a connection can be made between the data and the individual. So comments about 'the supervisor' or the '.....department', may still be personal data if a person could be identified from the comments. Special consideration should be made for data held on companies with only a few employees or sole traders.
<i>Personal Data and Sensitive Personal Data</i>	Consent must be sought from the placement provider to hold personal data. Care will need to be taken if the ethnicity of the workforce is recorded by the Work Experience Co-ordinator, in such a case explicit consent must be given. Consent must be obtained separately.
<i>Student and Teacher Feedback on Placement Providers</i>	Data subjects have the right under Principle 6 to prevent processing that is likely to cause damage and/or distress. It is not recommended that Learner Feedback Forms or their equivalent be retained by an agency, as they are the property of the home learning base/school and/or the learner. However, where these are analysed for quality control purposes, care should be taken that personal data is not recorded. Any forms retained containing inappropriate personal data should be destroyed.
<i>Accident Reporting</i>	RIDDOR reporting by employers is covered by statute which is one of the exemptions, which permit the processing of personal data and sensitive personal data.

Retention of Data

The Data Protection Act requires that data is held only as long as necessary. For learner data this could be held by a central placement organiser e.g. WEXA pending a possible placement post 16. For central placement organiser data this could be held against a possible future placement. The provider would need to justify for each record why it was still being held even though there was no current placement activity.

Deletion of Data

When data is no longer relevant it is recommended that paper records be shredded in accordance with Principle 7 to prevent the data being used unlawfully.

Learner Data

Home learning bases/schools/School Governors/Local Authorities require learner records to be held for up to eight years. Where paper evidence of the learner's work experience, is held by a central placement organiser e.g. WEXA, it will be returned to the home learning base/school for storage.

Security

The Data Protection Act requires that measures be taken to prevent data from being accidentally damaged or lost or processed unlawfully. This includes:

- the necessity of having an adequate backup facility for electronically stored data;
- having an effective password regime in place for access to computer databases;
- access to backup media is secure;
- physical building and room security is secure by the appropriate use and control of keys to doors, cabinets etc.

Safeguarding Guidance for Pre-placement Assessors

It is the expectation of the Local Authority that all pre-placement checks relating to young people of compulsory school age and/or who have a specific learning disability and/or vulnerability, are referred to the Leicestershire Education Business Company (LEBC) for completion. A failure make referrals of this kind to the agency could be considered as a direct contravention of local and national safeguarding policies and procedures.

As part of safeguarding and promoting the welfare of learners it is essential that, placement providers are confident they are not putting at risk the learner or themselves through the offer of an inappropriate placement.

Where a home learning base/school has decided to organise its own work experience/work related learning placement, the organisation must ensure that it has competent staff (see '*Safeguarding Learners – An introduction*', p.3-4). Competency for Pre-placement Assessors can be defined as, but is not limited to:

Qualifications - NEBOSH qualified for High to Low risk placements/opportunities
- previous industry experience and a specialism

Induction experience - which ensures an enhanced understanding of pre/post-16 work experience

Training - which covers processes and procedures
- which covers Health and Safety continual professional development (CPD) via in-house and through IOSH association
- which ensures understanding of the curriculum and educational updates

CPD - Through membership and association of which all Pre-placement Assessors are expected to regularly participate in.

A home learning base/school must not be purely satisfied that a Pre-placement Assessor has the NEBOSH General Certificate of Qualification; the individual must also provide evidence of working practice, experience and underpinning knowledge of current legislation and approved codes of practice. The home learning base/school **must** also be confident that the Pre-placement Assessor is able to apply both practice and knowledge to a large and diverse number of industries at High, Medium and Low risk level from sole traders to multi-national companies and multiple working sites.

In addition, the home learning base/school **must** be assured that the Pre-placement Assessor will consider the restrictions imposed for the learner/cohort of learners when agreeing with a placement provider, the tasks that need to be undertaken and the subsequent risk assessment.

The Work Experience Co-ordinator in conjunction with the DSP must organise child protection training for Pre-placement Assessor as part of ensuring that he/she can

effectively raise awareness of child protection issues with placement providers. Good practice dictates that the Work Experience Co-ordinator will not allow a pre-placement visit to be undertaken by an Assessor who does not have the appropriate qualifications, experience, knowledge or training in employer assessment for health, safety and welfare and also safeguarding young people.

It is expected that the Pre-placement Assessor will ensure that placement providers i.e. employers have a child protection policy or statement of principles that are consistent with the home learning base/school's safeguarding policy. The Pre-Placement Assessor as well as the Work Experience Co-ordinator **must** ensure that the person who has primary responsibility for overseeing a learner during a placement, and/or any adult who has been CRB checked receives a child protection briefing/training session.

As part of any pre-placement assessment, the Assessor must take account of the Health and Safety Procurement Standards (HASPs) by the Learning and Skills Council (LSC), which ensures there is a consistency of standards as well as assurance that, learners are in a safe, healthy and supportive environment.

There are nine core standards however, it is the tenth standard that is specific to the learner and will need to be agreed by the placement provider for each learner because of the individual needs and the duty of care owed to them. Standard 10 consists of the following elements:

- a) the employer has assessed the risk to any learner and/or young person taking account of his/her age (and inexperience, immaturity and lack of awareness of risk) and any other special needs or circumstances, including any disability and/or medical condition;
- b) the employer has put in place control measures for learners and/or young persons as a result of (a) and informed the learner and his/her supervisor;
- c) the employer has identified any necessary prohibitions and restrictions that, apply to any learner and/or young person as part of (a) and (b);
- d) the employer provides competent supervision for any learner and young person and has a designated person to take overall responsibility for any learner or young person. In cases where the learner is of compulsory school age and/or has a specific learning disability and/or vulnerability, this may require formal checks of suitability for reasons of child protection;
- e) the employer provides an induction and ongoing information, instruction and training to any learner or young person, reflecting the result of the risk assessment; environment, tasks and the learner or young person's age, experience and any special needs;
- f) the employer provides free of charge any necessary (determined from the risk assessment) personal protective equipment and clothing to the learner and ensures its proper and effective use).

The Pre-placement Assessor must do all that is reasonably practicable to ensure learners are not placed in a working environment where there are significant risks to their health and safety. The Pre-placement Assessor needs to be satisfied that, placement providers have:

- **systems** in place to ensure the health, safety and welfare, so far as is reasonably practicable for the learner while under their control;
- **competence** to manage health and safety in relation to the placement; and
- **supervision** of work experience by competent people.

For those learners who find their own placements, the Assessor has the same duties towards them as those learners who have their placements centrally organised. The Management of Health and Safety Regulations 1999 highlights the fact that family businesses, like any other employer, needs to comply with the general health and safety requirement to carry out a risk assessment and other requirements in specific health and safety law.

It should be noted that, the Pre-placement Assessor visit will also enable an assessment of the general suitability of the adult role models in the workplace, particularly those likely to have substantial contact with the learner. The following list provides a useful tool in diagnosing where the incidence of such risk is likely to be potentially significant.

In the first instance the Pre-placement Assessor should establish (either by questioning or observation as appropriate) whether or not the placement involves any of the elements itemised below. For example, where learners are required to:

- Work alone with one employee/employer for extended periods of the day e.g. with a single farm worker or a plumber
- Work in isolated environments – e.g. game-keeping or a builder working in a lonely residential premises
- Travel around in company or private vehicles as a regular aspect of the placement e.g. a vicar or telephone engineer
- Work in environments where they are alone for substantial periods of the day exclusively with employees of one sex
- Work with a young workforce and therefore may be subjected to initiation ceremonies and horse play
- Work unsocial hours, either early in the morning, in the evening or though the night e.g. on a milk round, at a leisure centre or doing shift work (recommended hours of work should be within 07.00am to 19.00pm – a maximum of 8 hours including breaks per day and no more than 37 hours per week)
- Work in situations where direct physical contact between the student and an employer/employee/client is an inevitable aspect of the placement activity – e.g. in a sheltered workshop or fashion agency
- Work where there is a distinct chance of unsupervised access to the Internet – e.g. some offices
- Work with vulnerable groups (young children, the elderly, disabled or SEN e.g. – in a nursery or residential home).

If any one or more of the above are features of a placement, the Pre-placement Assessor should establish the extent of confidence-building measures which may alleviate the potential for situations where there is a heightened level of risk.

- The proximity of other personnel e.g. someone within hailing distance;
- The extent to which the learner's location is likely to be visited by other employees or members of the public e.g. member of the public have direct and unannounced access to a retail operation;
- The extent to which the mentoring employee has to maintain regular and direct contact with the operation base e.g. haulage or farm work;
- The existence of an emergency means of communication readily accessible to the learner e.g. the lending of a mobile phone to the learner for the duration of the placement.

As part of the assessment documentation, the Pre-placement Assessor should fill out the documentation as specified in the section of this publication *entitled 'Administrative process for Work Experience/Work-related Learning Opportunities'* p.87 relating to whether or not safeguarding/child protection issues have been discussed and whether or not literature relating to child protection issues was left with the prospective placement provider.

In seeking to come to a conclusion as to the appropriateness of the placement, the Pre-placement Assessor should seek further information and advice from the Work Experience Co-ordinator and the DSP about the individual learner/cohort of learners that are to be placed. The Pre-placement Assessor should then go on to document the reasons why the placement provider is suitable for learners. This documentation should then be given to the Work Experience Co-ordinator to file accordingly.

Safeguarding Guidance for Pre-placement Assessments

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 assessing a placement for a learner aged over compulsory school age, has the following been done by the:

Home learning base/school

A check has been made of the individual Assessor's qualifications, experience and understanding of the client group. In addition that the Assessor understands and has experience of completing Standards 1-9 of HASPs administration for each employer	<input type="checkbox"/>
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Pre-placement Assessor

Assessing the environment the learner will be working in e.g. working alone with one employee	<input type="checkbox"/>
Where concerns about the immediate environments are identified, confidence-building measures are put in place to alleviate potentially risky situations	<input type="checkbox"/>
Discussion has been had with the Work Experience Co-ordinator and Designated Senior Person for Child Protection regarding the appropriateness of the placement and this has been formally recorded	<input type="checkbox"/>
All the appropriate documentation has been completed and given to the Work Experience Co-ordinator (see the section of this publication entitled ' <i>Administrative process for Work Experience/Work-related Learning Opportunities</i> ' p.87	<input type="checkbox"/>

Work Experience Co-ordinator

Discussion has been had with the Pre-placement Assessor and the Senior Designated Person for Child Protection regarding the appropriateness of the placement and this has been formally recorded by the Pre-placement Assessor	<input type="checkbox"/>
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DSP

Discussion has been had with the Pre-placement Assessor and the Work Experience Co-ordinator regarding the appropriateness of the placement and this has been formally recorded by the Pre-placement Assessor	<input type="checkbox"/>
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Vulnerable Learners

It is important for Work Experience Co-ordinators to understand that safeguarding/ child protection guidance does not only refer to long-term extended work placements, but also to young people who are considered as vulnerable.

Background

Annex A of *Safeguarding Children in Education and Safer Recruitment in Education (DCSF, 2007)* addresses specifically the issue of child protection on long-term extended work placements. In the main the guidance refers to long-term extended work placements, but there are special factors that all Work Experience Co-ordinators need to consider.

The overall message to Work Experience Co-ordinators is that they should regard child protection/safeguarding in a similar way to health and safety. Currently, a great deal of attention is rightly paid to ensuring that placements are generally suitable and that risks have been reduced to the lowest level practicable. 'Safe learners' (a term used by the Learning and Skills Council see www.safelearner.com) should also have some health and safety briefing in preparation for the placement and an induction by the employer. Pre-placement Assessors have a responsibility for assessing the general suitability of the placement, while employers have a responsibility to carry out a risk assessment.

An additional consideration that the Work Experience Co-ordinator should also take into account is the duration of the placement. Guidance issued by the DfES entitled "*Extended Work Experience and Child Protection: Safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers – 20/12/04*" states that in order to thoroughly safeguard learners a distinction should be made between short-term and long-term extended work experience placements (see *Glossary of Terms* p.103).

Any potential risks to the learner from the placement should be considered as part of this initial assessment of general suitability which looks at health, safety and **welfare**. Additional safeguards may be necessary when there are certain risk factors present. Some of these risk factors apply equally to short-term extended work experience or block placements include:

- Where the learner may be vulnerable.
N.B. A variety of factors can make a child vulnerable, including special needs, immaturity, abuse or neglect, substance misuse, etc. The home learning base/school that the learner attends should identify any learner who may be vulnerable, and who may therefore require additional safeguards, to the Work Experience Co-ordinator
- Where the nature of the business means that the learner is likely to be or will be alone with an adult as part of the work placement, e.g. sole trader, journeyman (i.e. self-employed tradesperson), self-employed person working from home (NB. this does not apply to short periods alone, for example, a solicitor taking a learner to and from court in a properly insured car).
- Where the work placement has a residential component.

Short-term extended work experience placements have recently developed as part of IFP and GCSEs in vocational subjects. As an alternative to a block placement, learners often go out for half a day or a day per week for a term. The amount of time spent on such placements is broadly equivalent to a block placement that is typically for five or ten working days, but it could be for 15 days. A day's placement once a week during the longest school term would be roughly equivalent to a three-week placement.

Such short-term extended placements would not normally require the additional safeguards to be in place, although the home learning base/school and central placement organiser should still take child protection into account when assessing the general suitability of the placements. However, central placement organisers should consider, in consultation with the home learning base/ school, whether any additional safeguards might be necessary.

Long-term extended placements became common as part of programmes of extended work-related learning which accompanied the disapplication of the National Curriculum regulations. Many learners are still on extended work experience, say one day a week, as part of alternative curriculum programmes which may last for the whole of Year 10 and/or Year 11. Students taking NVQs or other vocational courses as part of IFP may also have long-term extended work experience. Most recently learners taking part in the Young Apprenticeship programme typically will have up to 50 days of work experience during Key Stage 4.

The DCSF thinks that because of the greater amount of time and the spread of time – over several months or one or two years - that learners will spend in the company of adults, there is a greater risk than in short-term placements. Hence, additional safeguards are necessary to protect children.

The measures that need to be in place are common-sense policies and procedures. In some circumstances they should include obtaining CRB Enhanced Disclosures on individuals working with a child as part of the placement (further advice about CRB Disclosures is given in page 12. Additional safeguards are only required for long-term extended work placements as defined above. Nevertheless, Work Experience Co-ordinators should use their judgement and that of the DSP to decide what additional measures may need to be put in place.

Guidance

It is recognised that there are children who are vulnerable e.g. to bullying or abusive behaviour, or have emotional and behavioural difficulties, the Work Experience Co-ordinator along with the DSP must take this into account when arranging a placement.

At all times the Work Experience Co-ordinator will take into account the vulnerability of individual learners and seek to categorise the level of risk and then identify appropriate safeguards to reduce the level of risk. The indicators of risk that exist for an individual learner will dictate what appropriate safeguards are put in place and these may be

discussed with the placement provider **only after parental consent and that of the learner has been given.**

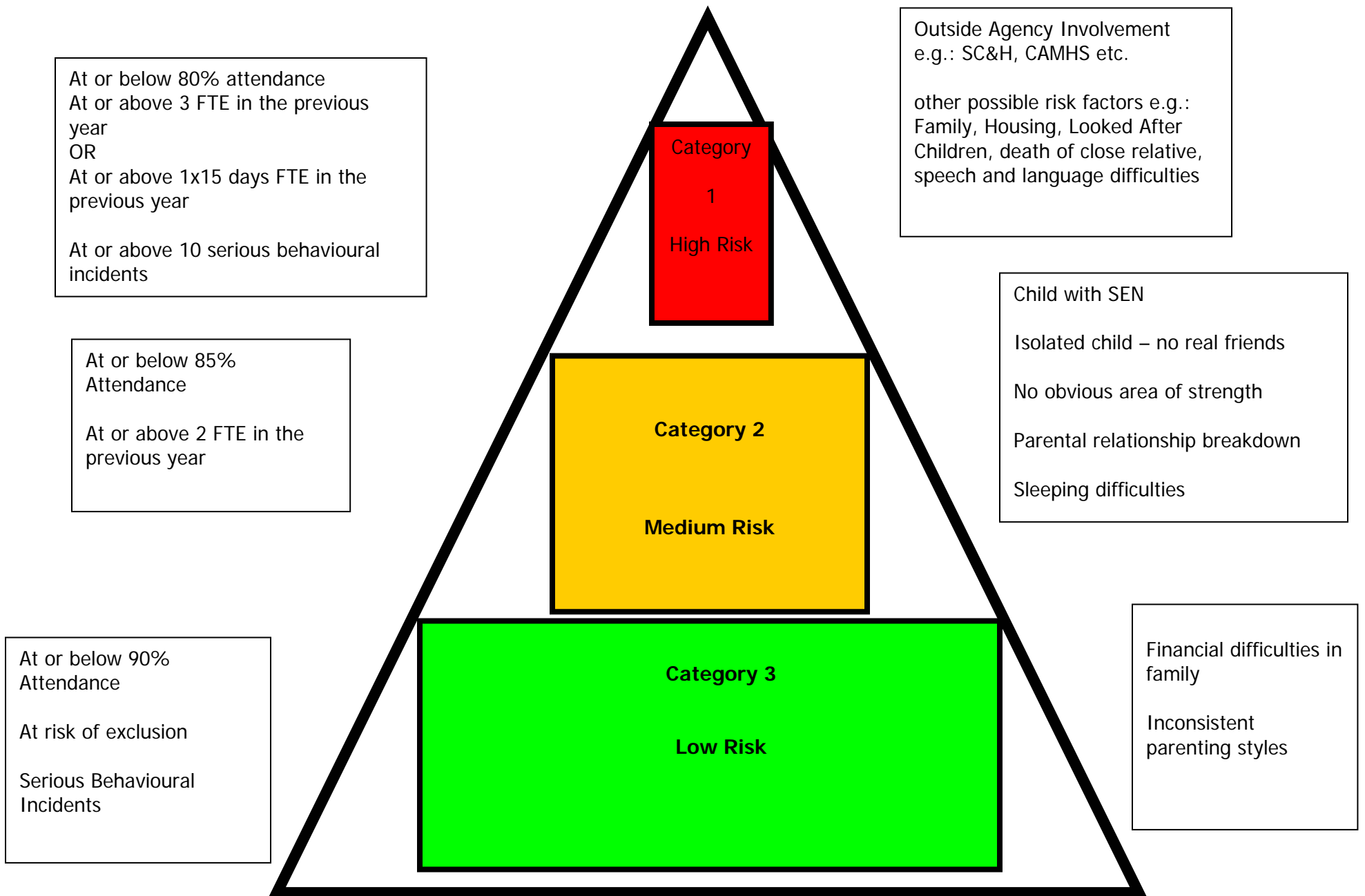
There is also a very real possibility that a young person might pose a risk to vulnerable groups because of behaviours exhibited. In such circumstances, careful consideration needs to be made by the DSP as to the placement being organised, the risks involved and also the control measures.

Where a young person is identified as a child in the care of the local authority, the designated teacher for Looked After Children and also the Work Experience Co-ordinator should discuss the suitability and logistics of a work experience/work-related learning opportunity with the young person's Social Worker, so as to ensure that there are appropriate control measures in place to safeguard and promote the welfare of the young person.

Categorising level of risk and appropriate safeguards

Category of risk	Indicators of risk	Appropriate safeguards
Level 1 – High Risk	<ul style="list-style-type: none"> • Attendance below 80% • At or above 3 FTE in the previous year or At or above 1 x15 days FTE in the previous year • At or above 10 serious behavioural incidents e.g. history of violent behaviour • Known drug use • Outside agency involvement e.g. CAMHS (Child & Adolescent Mental Health Service) • Other possible risk factors e.g. family, housing, Looked After Children, death of a close relative, speech and language difficulties 	<ul style="list-style-type: none"> • CRB Enhanced Disclosure check to be carried out (if eligible, see p.15) • Placement organiser to contact placement provider on the first day of the placement. • First visit to be made on the second week of the extended placement • Further visits to be carried out every three weeks
Level 2 – Medium Risk	<ul style="list-style-type: none"> • Attendance below 85% • At or above 2 FTE in the previous year • Child with SEN (Special Educational Needs) • Isolated child – no real friends • No obvious area of strength • Parental relationship breakdown • Sleeping difficulties 	<ul style="list-style-type: none"> • CRB Enhanced Disclosure check to be carried out (if eligible, see p.15) • Check arrival of young person by telephone with the placement provider • First visit to be made on the second week of the extended placement • Further visits to be carried out every three weeks
Level 3 – Low Risk	<ul style="list-style-type: none"> • Attendance at or below 90% • At risk of exclusion • Serious behavioural incident 	<ul style="list-style-type: none"> • CRB Enhanced Disclosure check to be carried out (if eligible, see p.15)

	<ul style="list-style-type: none">• Birth of a new sibling• Financial difficulties in the family• Inconsistent parenting styles	<ul style="list-style-type: none">• Placement organiser to contact placement provider after 1 week• First visit to be made on the third week of the extended placement• Further visits to be carried out every four weeks
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Firstly, the Work Experience Co-ordinator must be aware of the policies and procedures in place concerning what action will be taken, and by whom, should a child protection issue be raised before, during or after the placement. This should be written down along with essential and useful contacts, for example, its local Children's Access Service (see *Appendix B – Contact details for Child Protection Concerns* p.97). Making sure these procedures are in place is also part of a general duty of care.

Vulnerable Learners

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 placement, has the following been done by the:

Designated Teacher for Looked After Children/Work Experience Co-ordinator

The vulnerability of the individual learner has been taken into account using the categorisation table and discussed, if the young person is identified as being a child in the care of the local authority on p.41	<input type="checkbox"/>
A risk assessment has been completed by the placement provider, which takes into account the vulnerability of the learner	<input type="checkbox"/>

Reporting Procedure for Child Protection Concerns

The Work Experience Co-ordinator in conjunction with the DSP **must** ensure that there are arrangements in place for either the learner or placement provider to report child protection concerns before, during and after the placement.

A child protection concern raised with a member of staff from the placement provider

If a child protection concern is raised by a learner, to an adult who works at the placement, the adult who has heard the concern must respond in the following way:

- do not investigate, or ask leading questions, or examine the learner;
- do not promise confidentiality;
- reassure the learner that s/he has acted correctly;
- as soon as possible, write a dated and timed note of what has been disclosed, noticed, said or done;
- contact the Work Experience Co-ordinator immediately and pass on the written record; the Work Experience Co-ordinator will then inform the DSP;
- not discuss the matter with anyone until advised to do so;
- if this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

The DSP will then follow the normal procedural steps required for a child protection concern.

A child protection concern raised with a Tutor/Teacher

If a child protection concern is raised by a learner to an adult who is either visiting the placement or reviewing the placement when it has ceased, the adult who has heard the concern must respond in the following way:

- do not investigate, or ask leading questions, or examine the learner;
- do not promise confidentiality;
- reassure the learner that s/he has acted correctly;
- as soon as possible, write a dated and timed note of what has been disclosed, noticed, said or done;
- report to the DSP immediately and pass on the written record;
- not discuss the matter with anyone until advised to do so;
- if this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

The DSP will then follow the normal procedural steps required for a child protection concern. If you are unable to contact the Work Experience Co-ordinator and/or DSP please refer directly to the local Children's Service Duty team in your locality.

If a serious concern is raised during 'out of normal working hours' then contact must be made with Emergency Duty Team on 0116 255 1606.

Third Party Arrangements

Work-related learning and the Law states that:

*'In any **work related learning programme**, much depends on the roles identified in any service level or partnership agreements between schools, providers and employers. However, the duty of care owed by the school to its students cannot be removed by a service level agreement. The school, therefore, will retain some responsibility – although other additional responsibilities will be placed on third parties through legislation, the common law, or guidance.*

(Work-related Learning and the Law: Guidance for Schools and school business links practitioners, 2006 p.19)

Consequently, the home learning base/school needs to ensure the following, when making arrangements with a third party e.g. FE College, work based learning provider, employer etc:

- that the supervision of activities is adequate i.e. that the supervision is sufficient and that the supervisors are trained or otherwise proven competent;
- that safeguarding/child protection arrangements are secure i.e. vetting arrangements for staff and volunteers meet national requirements (see '*CRB Checks*' page 15)
- that attendance is recorded offsite and regularly transposed to the school records;
- that work experience placements organised by the third party comply with the home learning base/school and the local authority's policies;
- that the home learning base/school has confidence in the health, safety and welfare arrangements for the learners while at the FE College or work based learning provider;
- that the insurance cover of the provider extends to the learners (see '*Insurance*' page 21);
- that disclosure of information to the provider is relevant, sufficient and negotiated with learners and parent(s)/carer(s);
- that data protection arrangements are secure (see pages '*Data Protection Guidance for Home Learning Bases/School and Work Experience Co-ordinators*' p.27)
- that travel and transport arrangements, including funding are appropriate and agreed; (see '*Travel and Transport*' page 23);

- that behaviour-management policies and disciplinary procedures have been agreed;
- that staff support in classrooms has been organised, where necessary;
- teachers, support staff or learning mentors support the learners with regular monitoring and progress visits; and
- arrangements are in place for feedback and reporting to the home learning base/school, parent(s)/carer(s) and learners;
- external qualifications are approved i.e. on the Section 96 list of the Learning and Skills Act 2000.

These arrangements will be informed by the providers existing policies and procedures e.g. behaviour management, recruitment and vetting policy; data protection; health and safety policy; transport and travel policy. The home learning base/school must be satisfied that there are robust arrangements in place **before** negotiating and arranging work experience/work-related learning opportunities for an individual or cohort of learners. Failure to do so could possibly result in a learner's health, safety and welfare being placed at risk.

A further indicator of good practice regarding safeguarding that a home learning base/school should look out for is the internal quality assurance mechanisms employed by third party provider(s). Where sufficient resources have been allocated by an organisation to ensure that its policies and procedures are 'fit for purpose', it is possible that this information can be taken as an indicator of good practice.

Where a home learning base/school is satisfied that the third party arrangements for safeguarding are robust, negotiation of a Service Level Agreement (SLA) can begin. A SLA should set out specific guidelines and objectives which act as a minimum standard for collaborative provision. The SLA is designed to ensure that the home learning base/school and third party provider(s) are fully aware of their roles and obligations.

The SLA for the purposes of robust safeguarding arrangements should specify terms and conditions for the following areas:

- vetting and recruitment arrangements;
- induction and attendance;
- supervision;
- adherence to local and national safeguarding policies and procedures;
- health, safety and welfare for individual learners/a cohort of learners/vulnerable learners;
- insurance cover;
- data protection and disclosure of information;
- travel and transport arrangements for individual learners/a cohort of learners/vulnerable learners;
- supervision arrangements during breaks;
- behaviour management;

- staff support for individual learners/vulnerable learners;
- feedback arrangements for the home learning base/school; parent(s)/carer(s) and learners;
- risk control measure(s) that need to be adopted for an individual learner/cohort of learners/vulnerable learner and how the measures will be disseminated by the home learning base/school.

In the event the third party subcontracts out part of the work experience/work-related learning provision, it is imperative that is specified in the SLA, and that the home learning base/school is confident about safeguarding arrangements that have been made on behalf of its learners.

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.

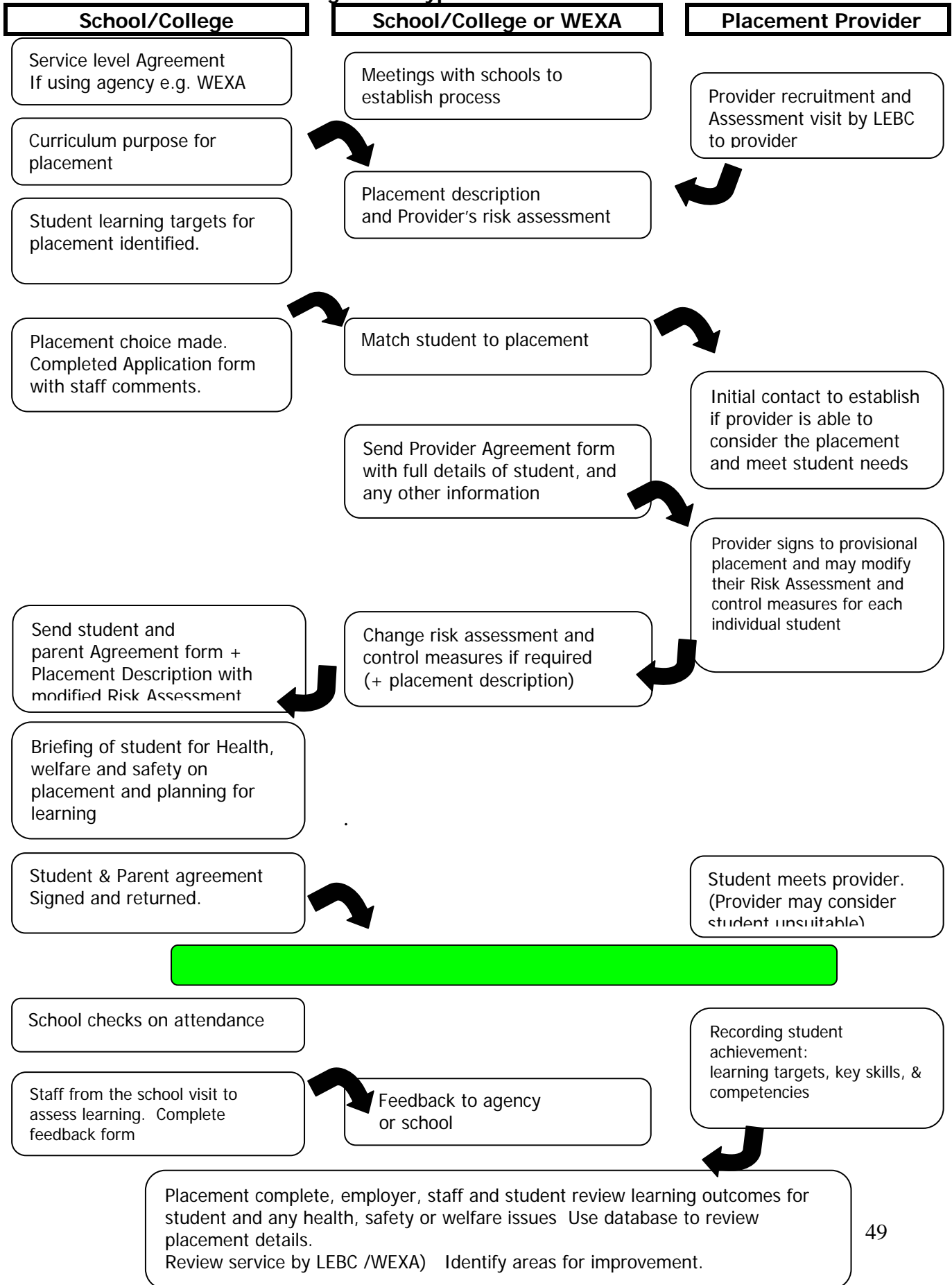
Leicester City Safeguarding Unit – 0116 252 8400
Leicestershire County Council Safeguarding Unit – 0116 305 7570

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:

<p>Receive a Work Placement Description</p>	<p>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).</p>
<p>CRB Checks</p>	<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</p>

	<p>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 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>
<p>Insurance</p>	<p>All employers hosting a work experience placement must have Employers Liability and Public Liability Insurance.</p> <p>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>
<p>Data Protection</p>	<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>
<p>Briefing the Learner</p>	<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</p>	<p>It is a contravention of national and local safeguarding policies and procedures if the Work Experience Co-ordinator does not</p>

Parental Responsibility²	<p>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 placement; • 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 RECIEVED</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>
Safeguarding/Child Protection Procedures	<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>
Supervision	<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</p>

² 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>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 exist within the environment of the placement e.g. a photographic studio • 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 Meals³	<p>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.</p>
Absence	<p>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.</p>
Working days	<p>No more than 5 working days in any week.</p>
Working hours	<p>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.</p>

³ see Admin Memo No:67 – Free School Lunches. Leicestershire County Council

<p>When the learner cannot attend the placement because it is cancelled or closed for a period of time</p>	<p>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.</p>
<p>Debriefing the Learner</p>	<p>All learners are entitled to be fully debriefed on the completion of their work placement.</p> <p>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.</p> <p>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.</p>

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"/>

Employer involvement in Work Experience

Work Experience Co-ordinators have an important role in enabling parent(s)/carer(s) to understand the involvement of employers in work experience

Employers involved in work experience must agree:

- to work with the learner's teachers and any agency involved to provide appropriate activities and support the learner's education wherever possible;
- to follow health and safety procedures as required by the law;
- to provide equal treatment for learners in line with Equal Opportunities legislation;
- to provide appropriate insurance cover;
- to provide an assessment of risk and identified control measures for the activities carried out as part of the placement;
- To carry out their duty of care for the learner with appropriate and adequate supervision and training.

Employer expectations of schools

- he/she receives sufficient information about the learner to inform the assessment(s) of risks the learner presents;
- a minimum of paperwork, which is clear, concise and follows a similar format;
- that learners should have identified learning targets to help the employer plan suitable tasks (learners also need to be flexible if the tasks present different learning possibilities);
- to get some feedback from home learning base/schools;
- an agreed visit(s)/ telephone call(s) by the Tutor/Teacher from home learning base/school;
- that learners, prior to the placement, should have been taught and/or briefed **by the home learning base/school**, about:
 - health and safety issues relating to their placement;
 - sickness or accident reporting;
 - reporting concerns to their supervisor;
 - appropriate dress;

- timekeeping;
- appropriate speech and conduct;
- any tasks to complete on placement;
- Completion of the log book or diary.

During work experience placements

Much of the success related to a work experience placement will rest on how well the Work Experience Co-ordinator and/or the central placement organiser have communicated and organised the placement. An essential element of the placement is a visit or telephone call by a named member of staff i.e. a Tutor/Teacher to the learner and the placement provider.

The purpose of the visit or telephone call is to:

- check on the learner's health, safety and welfare, including safeguarding/child protection issues;
- confirm that the tasks being carried out are only those covered in the placement description;
- check that the learner has identified the learning that has to be achieved;
- Discuss with the placement provider and the learner the targets that are to be met for learning and the continuing placement.

The meeting/telephone call with the learner and employer will provide an opportunity for feedback. These issues should be followed up on site as appropriate and formally recorded on the form entitled *Work Experience Programme Periodic Visit* (for those home learning bases/schools that organise their own placement see '*Administrative process for Work Experience/Work-related Learning Opportunities*' p.82. If the visiting Tutor/Teacher has any serious concerns relating to any aspect of the placement, but especially child protection or a health and safety issue, these concerns must be communicated to the DSP, if the DSP is not available contact should be made with Children's Social Care see *Appendix B – Contact details for child protection concerns* p.97. The DSP should withdraw the learner immediately; the parent(s)/carer(s) must be notified and a discussion must be had with the central placement organiser, as well as the local authority. The DSP, dependent on where the home learning base/school is situated **must report** to:

Leicester City Council CYPS - Health and Safety Team
0116 252 7873

or in cases of child protection
Duty and Assessment Service
0116 252 8400 *or*

Emergency Duty Team
0116 255 1606

Leicestershire County Council -
CYPS

Health, Safety and Training Team
0116 305 6402

Safeguarding Unit
0116 305 7570

Extended Work Experience Placements

Safeguarding Learners on Extended Work Experience Placements

Below is a table of providing an overview of the various aspects and guidance that must be taken into account by the Work Experience Co-ordinator when organising a work placement for one session per week for a maximum of 15 weeks.

Furthermore, the Work Experience Co-ordinator should compile the following information and assess it appropriately before placing a learner on an extended placement:

- whether or not the learner has a disability and/or other vulnerability;
- employers' understanding and awareness of safeguarding issues;
- home base learning/school or placement arranger needs to be aware of safeguarding issues;
- Where there is an eligible employee, there will be a requirement for an Enhanced CRB Disclosure to be undertaken.

<p>Receive a Work Placement Description</p>	<p>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).</p>
<p>CRB Checks</p>	<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</p>

	<p>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 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>
<p>Insurance</p>	<p>All employers hosting a work experience placement must have Employers Liability and Public Liability Insurance.</p> <p>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>
<p>Data Protection</p>	<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.</p>

	<p>Where the home learning base/school organises its own placements see '<i>Administrative process for Work Experience/Work-related Learning Opportunities</i>' p.82</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>
<p>Briefing the Learner</p>	<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.

	<ul style="list-style-type: none"> • 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 Responsibility⁴</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 placement; • 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 RECIEVED</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>

⁴ 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.

Supervision	<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 exist within the environment of the placement e.g. a photographic studio • 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 Meals⁵	<p>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.</p>
Absence	<p>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.</p>
Working days	<p>No more than 5 working days in any week.</p>
Working hours	<p>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.</p>

⁵ see Admin Memo No:67 – Free School Lunches. Leicestershire County Council

	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	<p>All learners are entitled to be fully debriefed on the completion of their work placement.</p> <p>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.</p> <p>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.</p>

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 Extended Work Placements

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"/>

Work placements that have unique characteristics

Work Experience taking place out of Term Time

There will be occasions when a learner is expected to continue attending a placement during what is traditionally understood and known as 'School Holidays'. When such occasions do take place it is expected that senior managers including the DSP will deal with issues related to the placement during school holidays. The following principles **must** guide the Work Placement Co-ordinator/individuals responsible for managing and organising the placement:

- All existing Code(s) of Practice will apply, whether the placement is in or out of term time and therefore all placement providers must be vetted and approved, all contractual documentation **must** be completed.
- The home learning base/school systems **must** be robust enough to ensure that there is always someone at the end of a phone, to deal with any work-related learning problems during working hours, regardless of whether the call comes from the placement providers, parent(s)/carer(s) or learners regarding an incident/accident, absent learner, learner sickness or missing learner.
- Should a placement provider, parent(s)/carer(s) or learner need to make contact with a member of staff from the home learning base/school/FE college outside normal working hours, a system **must** be in place. Where initial calls are answered via an answering machine, this should clearly indicate an alternative phone number (normally a mobile telephone number). The answering machine should be monitored by home learning base/school staff on a regular basis during the school holidays. The person responsible for out of hours contact **must** be a senior manager within the home learning base/school, who will have emergency contact numbers for relevant staff e.g. premises officers, Work Experience Co-ordinator etc.
- Where the home learning base/school has its own website it **must** create a web page that explains what individuals are to do in case of an accident/incident. This information should be shared with learners and also parent(s)/carer(s).
- The home learning base/school has in place robust systems to ensure that learners are visited and regular contact takes place with the placement provider.

Details of emergency numbers can be found in *Appendix B - Contact details for Child Protection Concerns p.97*

Work Experience taking place out of Term Time

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/extended work placement, has the following been done by the:

Work Experience Co-ordinator

A senior member of staff has been identified to take any phone calls related to work related learning during the school holidays.	<input type="checkbox"/>
A system is in place to deal with work related learning enquiries or emergencies, where initial calls are answered via an answering machine, this should clearly indicate an alternative mobile telephone number, and the answering machine should be monitored by home learning base/school staff on a regular basis during the school holidays.	<input type="checkbox"/>
Details appear on the home learning base/school website regarding what individuals are to do in the case of an accident/incident	<input type="checkbox"/>
Robust systems are in place to ensure that learners and placement providers are contacted regularly by a designated member of staff from the home learning base/school	<input type="checkbox"/>

Work Experience placements in a neighbouring local authority and Work Experience placements Abroad

Work Experience placements in a neighbouring authority

The LEBC works closely with the East Midlands Regional Group consisting of Lincolnshire & Rutland, Derbyshire, Nottinghamshire and Northamptonshire. Together the group has agreed a working protocol for vetting employer placements to ensure the same standard of employer assessor, the assessing process and the documentation gathered and produced.

Where a learner is taking up a work related learning opportunity or work experience placement in a neighbouring local authority, the expectation is that the home learning base/school is to follow the guidance, as set out in this Code of Practice. In particular, where a health, safety and welfare check is being undertaken by an agency other than LEBC, the LEBC must be satisfied that the checks are being carried out by competent persons and they operate their checks in line with LSC HASPS standards as adopted by both Local Authorities.

In the event a home learning base/school is using LEBC to carry out its health, safety and welfare checks, the home learning base/school **must** be satisfied that LEBC has in place an approved subcontracting arrangement with an agency in another local authority, and that evidence has been provided to support this. Where a learner may undertake a placement in a neighbouring county, safeguarding considerations **must** be given to travel and possibly overnight arrangements by the home learning base/school and the parent(s)/carer(s) of the learner.

Work Experience placements abroad

Work placements abroad do have the benefit of offering a 'once in a lifetime' opportunity for a learner. However, the necessity to safeguard and promote the welfare of a learner should not be underestimated. If the learner is of compulsory school age, it is strongly recommended that alternative arrangements are made.

Where a home learning base/school is approached by a learner or parent(s)/carer(s) regarding a work placement abroad, the approach should be referred to a senior manager with responsibility for work related learning.

The senior manager for work related learning should then contact his/her respective local authority to discuss the following, bearing in mind the official stance of each authority:

- the health and safety regulations of the country in question;
- the differences in insurance requirements
- the challenges associated with a different language and culture
- assessment of risks involved in travelling, including health and vaccination requirements;

- provision of contacts , if the learner has any worries or problems, and who to contact during an emergency;
- additional preparation required, so the learner knows what to expect and what is required of him/her.

Leicester City Council maintained Schools

It is the view of Leicester City CYPS that maintained schools that come under its jurisdiction in terms of safeguarding should not arrange work placements abroad. For further discussion and explanation of this policy decision, contact should be made with the following services within CYPS:

- Health and Safety Team
0116 252 7873
- Insurance and Claims Manager
0116 252 7485
- Education Officer (Residential and Outdoor Education)
0116 252 6002
- Safeguarding Unit
0116 252 8400

Leicestershire County Council maintained Schools

Leicestershire CYPS has taken the view that, maintained schools within its jurisdiction in terms of safeguarding should not arrange work placements abroad, unless it can be proven that, this experience is essential to fulfil the requirements of a vocational placement, and it can be proven that the experience offered is not available within the United Kingdom. Contact should be made with the following services within CYPS in order to obtain advice:

- Health, Safety and Training Service
0116 305 6402
- Insurance Manager, County Treasurer
0116 305 7658
- Residential and Outdoor Education
01509 890119
- Safeguarding Unit
0116 305 7570

Work Shadowing

Work shadowing involves learners spending time with someone from the world of work. Learners are usually briefed to observe work in progress as an employee carries out his/her role. It has been noted by the DCSF that there are some instances of work shadowing where learners help the worker with some of their work tasks. Learners may also shadow employees as they travel to and from various settings. In such circumstances if the learner is required to complete a task/tasks, then the placement **must not be considered a work shadowing opportunity but rather a work experience placement**. Where it is identified that the learner will be carrying out tasks, the procedures that **must** be followed are those for work experience placements.

A variation on work shadowing is *'take your son/daughter to work day'*. The aim of the day is to enable pupils to better understand the work their parent(s)/carer(s) are employed to do. The key difference between work shadowing and *'take your son/daughter to work day'* is the fact that, it is the parent, rather than a stranger spending time with the learner.

Where a Work Experience Co-ordinator is aware that the home learning base/school runs a work shadowing scheme/arrangement or has in place a *'take your son/daughter to work day'*, the action that is required is broadly the same as work place visits. Consequently, the Work Experience Co-ordinator must consult with the school's Educational Visits Co-ordinator on the following factors:

- compliance with the school and LA visit procedures see Leicester City CYPS – Planning for Safe Trips and Visits Bulletin No.33 or Leicestershire CYPS Code of Practice 11- Educational Visits and Adventurous Activities. See also the document entitled *Appendix C - Risk Assessment Work Related Off-site Learning*, p.99 an outline of the visit, its aims and objectives and emergency contact contingencies;
- transport and routes to and from the workplace;
- length of the visit, including rest and lunch breaks, supervised and un-supervised;
- the size and supervision levels of manageable groups and routes to be taken;
- a health and safety induction or briefing on the premises or sites;
- the parameters of any activities involved and the likelihood of an accident or injury;
- permission from parent(s)/carer(s) – this may be generic for a series of visits;
- the level of Public Liability Insurance is a minimum of £5,000,000 as required by the local authority.

A risk assessment **must** be completed, and it may be necessary for young people with additional needs to be individually risk assessed and a discussion had with their parent(s)/carer(s). Where this is necessary, the home learning base/school **must** put in writing what has been agreed **before** the work shadowing/*'take your son/daughter to work day'* event.

Work Shadowing

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 work-related learning opportunity in an alternative environment, has the following been done by the:

Home learning base/school Tutor/Teacher or Work Experience Co-ordinator

Details of the work shadowing experience are clearly understood and a check has been made regarding whether the learner is expected to complete any tasks	<input type="checkbox"/>
Has it been identified that the learner is to undertake a task or a range of tasks, if so, procedures for work experience must be followed p.74	<input type="checkbox"/>
A risk assessment has been completed	<input type="checkbox"/>
The risk assessment has been reviewed by the Educational Visits Co-ordinator	<input type="checkbox"/>
Consent of the learner's parent(s)/carer(s) has been obtained	<input type="checkbox"/>

The Educational Visitor Co-ordinator:

The risk assessment has been reviewed and approved	<input type="checkbox"/>
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Alternative Learning Environment

Safeguarding Learners in an Alternative Learning Environment

An Alternative Learning Environment (ALE) can be defined as a venue where a learner accesses the curriculum outside of the traditional home learning base/school environment, examples include work visits; a residential experience; business mentoring and e-mentoring programmes.

The role of the Educational Visit Co-ordinator under such circumstances is to:

- Support the Headteacher and governor with approval and other decisions;
- Assign competent people to lead or otherwise supervise a visit;
- Assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
- Organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc;
- Organise thorough induction of leaders and other adults taking pupils on a specific visit;
- Make sure that Criminal Record Bureau disclosures are in place as necessary – see Code of Practice 11: Educational Visits and Adventurous Activities (Leicestershire County Council) or Leicester City CYPS – Planning for Safe Trips and Visits Bulletin No.33
- Work with the group leader to obtain consent or refusal of parent(s)/carer(s) and to provide full details of the visit beforehand so that parent(s)/carer(s) can consent or refuse consent on a fully informed basis;
- Organise the emergency arrangements and ensure there is an emergency contact for each visit;
- Keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses');
- Review systems and, on occasion, monitor practice⁶

⁶ Taken from the publication 'Standards for LEAs in overseeing educational visits, July 2002'

Consequently the role of the Educational Visits Co-ordinator is vital in ensuring that health and safety procedures are followed robustly.

Contact	Educational Visit Co-ordinator
Risk Assessment	A risk assessment must be completed by the home learning base/school Tutor/Teacher organising the ALE (see <i>Appendix C - Risk Assessment Work-related off-site learning</i> p.99). This assessment must then be reviewed by the Educational Visit Co-ordinator before the final preparations are made for the ALE. In the event the Tutor/Teacher of the home learning base/school fails to have the risk assessment reviewed and approved by the Educational Visits Co-ordinator this will in effect be a contravention of local safeguarding procedures.
Informed consent of Person and Parental Responsibility⁷	Consent of the person with parental responsibility is required for: <ul style="list-style-type: none"> • the learner to undertake an alternative learning environment; • the learner to travel independently to and from the ALE; • day time emergency contact telephone numbers of the learner's parent(s)/carer(s); • the passing on of additional information including medical needs (also to be discussed with the learner) • should the placement provider request the taking of photographs
Free Meals	Although the 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	Parent(s)/Carer(s) of the Learner are to contact the home learning base/school (where he/she is on roll) in the case of absence
Working days	ALE provision can only occur during the working week
When a pupil cannot go to a placement because it is cancelled or closed for a period of time	Should an ALE provision be cancelled at short notice or closed for one day, the learner must attend his/her home learning base/school.
In the event of an	The Work Experience Co-ordinator is to notify the learner's

⁷ 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.

accident in the workplace	parent(s)/carer(s) and the local authority. The appropriate accident/incident Report must be completed and a copy must be: <ul style="list-style-type: none">• retained by the Work Experience Co-ordinator• sent to the respective Health and Safety Department, CYPS Leicester City Council /Leicestershire County Council
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Safeguarding Learners in an Alternative Learning Environment

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 learning in an alternative environment has the following been done by the:

Home learning base/school Tutor/Teacher

A risk assessment has been completed	<input type="checkbox"/>
The risk assessment has been reviewed by the Educational Visits Co-ordinator	<input type="checkbox"/>
Consent of the learner's parent(s)/carer(s) has been obtained	<input type="checkbox"/>

The Educational Visitor Co-ordinator:

The risk assessment has been reviewed and approved	<input type="checkbox"/>
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Mentoring

Business Mentoring and E -Mentoring

Business Mentoring

Business Mentoring involves someone from business, typically a young manager, mentoring a student over an academic year. In most school-based business mentoring programmes the mentors meet their mentees at the school. However in some business mentoring learners are mentored at the workplace either while on extended work experience or as the principle site for regular meetings.

It is acknowledged that some home learning bases/schools will run their own business mentoring programme, but the majority of schools will tend to rely on their local Education Business Link Organisation (EBLO) to provide trained and checked mentors.

The main principles of good practice relating to business mentoring are found in the publication entitled *'The Approved Provider Standard'* which was developed by the National Mentoring Network (now known as the Mentoring and Befriending Foundation). The publication provides a generic minimum quality standard covering all forms of mentoring. In addition the Mentoring and Befriending Foundation (MBF) has also issued a publication called *'Excellence in Mentoring in Schools'* which is essentially a quality framework and standard.

Information regarding both publications can be obtained from www.mandbf.org.uk.

As part of taking forward any business mentoring scheme, there are a number of key steps that have to be implemented.

Step 1 – Clear rationale for the programme

From the outset the home learning base/school must have a clear rationale for the business mentoring programme that includes a set of objectives and a target group of mentees. Critical decisions will need to taken on:

- recruitment and selection of mentees;
- the location and frequency of meetings;
- the setting of boundaries
- monitoring and supervision

Once these decisions have been made, it will be necessary to undertake a risk assessment. This will enable the home learning base/school to identify the key risks associated with the programme and to spell out the control measures that need to be put in place.

In order to safeguard mentees and promote the success of the programme, the home learning base/school will need to appoint a Mentoring Co-ordinator, an individual that has a defined role and designated responsibilities for the programme. Where a home learning base/school is relying upon an EBLO or other agency to provide mentors, it is essential that there is a form of written agreement that sets out the responsibility of each partner, as well as the terms and conditions of the programme. Those terms and conditions will need to be inclusive of how the EBLO or other agency intends to safeguard learners.

Another aspect that will need to be considered at the planning stage is matching. *Work-related learning and the law* (DfES, 2006) states that in most schemes there are more women mentors than men (roughly 70:30), but the balance of mentees (in mixed schools) is generally the other way round. The home learning base/school will need to decide in conjunction with the EBLO or other agency organising the programme if male mentors will be matched with female mentees for reasons of safeguarding. Consideration will need to be given to the nature of the relationship between the mentor and mentee, as well as the maturity and competence of the learner. Many scheme managers do not allow a male mentor to be matched with a female mentee for reasons of child protection and this is supported by *Work-Related learning and the Law* (DfES, 2006) which states that in practice this type of match should be avoided.

Step 2 - Parents

As with all work related-learning activities the explicit permission of the parent(s)/carer(s) must be sought for a learner to be involved in a business mentoring programme.

Guidance provided by *Work-Related Learning and the Law* (DfES, 2006) states that, what makes a business-mentoring programme a success is the fact that it is voluntary on both sides. Some schemes will encourage mentors to meet the parent(s)/carer(s) of the mentees, on the grounds that they will want to know who is acting as mentor to their child. An alternative approach is to invite learners, mentors and parent(s)/carer(s) to a social evening at the home learning base/school where they can meet and talk informally.

Step 3 – Learner Preparation

The national quality standards for mentoring state that, the preparation of learners is a requirement. Moreover, it is an important aspect of fulfilling the home learning base/school's duty of care and it also promotes safeguarding.

Any briefing should include a session on boundaries in the mentor-mentee relationship and clear ground rules about contact between the mentor and mentee. A further useful precaution, according to the guidance *Work-Related Learning and the Law* (DfES, 2006) is a personal safety briefing, of the type offered by The Suzy Lamplugh Trust (www.suzylamplugh.org).

The majority of mentoring programmes insist that contact only be carried out through recognised channels. The rule is usually that the home learning base/school and

business telephone numbers and emails addresses should be exchanged for contact. Home and personal numbers and addresses **must not** be exchanged.

Step 4 – Insurance

It is recommended that Personal Accident Insurance (PAI) is taken out before a programme begins. The expectation is that mentors are covered by the home learning base/school. Moreover, as adults who meet regularly with learners the mentees name and CRB reference details should be added to the Single Central Record held by the home learning base/school.

Step 5 – Safeguarding

It is essential that, home learning bases/schools, as well as EBLOs and other organisations managing or supporting business mentoring programmes have in place robust vetting policies and procedures for would-be volunteers. It should be noted that, the younger and/or more vulnerable a learner is, the more thorough and longer the vetting procedures for would-be mentors will have to be. However, as stated by *Work-Related Learning and the Law* (DfES 2006) there is a need to strike a balance, in order to ensure that the selection process is not too onerous and sufficient checks are made as to the suitability of the individual.

Where the home learning base/school is undertaking its own mentoring screening, they must follow the 4 stages below as recommended by *Work-Related Learning and the Law* (DfES 2006).

- **Induction** – mentors attend an initial briefing following an expression of interest. Here they are informed about CRB checks and the vetting procedure.
- **Interviews** – in some schemes which are specifically geared for learners who are vulnerable, the prospective mentor. However, this is not the norm in most business-mentoring programmes.
- **Training** – mentors once approved, attend a training programme. This is likely to vary in length and content depending on the aims and objectives of the business-mentoring programme. The average programme is likely to include:-
 - Background and rules of the programme;
 - The school and student group;
 - The skills of mentoring
- **CRB checks** – The Co-ordinator for the programme should be alert to factors like inappropriate motivation; indications that the individual is likely to be a poor listener or signs of an overbearing manner.

Step 6 – Confidentiality

Mentoring is generally regarded as a confidential process involving a mentor and mentee having regular discussions. In general, both are briefed not to talk about the subject of their relationship to a third party. There are clear exceptions to this rule, particularly

where there may be an issue of child protection. This exception must be made explicit during training and in written procedures.

Step 7 – Supervision

An important aspect of any business-mentoring programme is supervision. The Mentoring Co-ordinator must be available at all times to supervise meetings, as well as meet and greet mentors. Usual practice is that, the mentoring takes place during the school day at the home learning base/school.

Where possible, the mentoring session should take place in a large space such as a school library or hall. Increasingly, many home learning bases/schools have interview rooms or pastoral areas which have large 'sight' panels in the doors.

Should the mentoring session take place at the mentor's workplace, a risk assessment may need to be carried out, particularly if the learner is travelling independently to the work place. Learners will also need to be given a health, safety and welfare induction at the work place or before the first meeting.

Step 8 – Support and Supervision

Once the mentoring relationship is established, it is essential that there is ongoing monitoring and support procedures by the Mentoring Co-ordinator. Discussion (either formal or informal) must be had with learners, in order to check that the mentoring is proceeding as planned and there are no boundary issues occurring. Discussion must also be had with mentors, who value contact from the home learning base/school for feedback as to the impact the mentoring is having on the learner.

E-Mentoring

Web-based e-mentoring must have built-in procedures, which are likely to include a random selection of messages being sent to the Co-ordinator to read. In addition, messages must be archived for a period of 8 years, consequently making the provision of the Data Protection Act 1998 relevant, see p.52.

Should a home learning base/school decide to create a web-based e-mentoring programme, the development in terms of moderating the communication between the mentor and learner must be discussed with the Local Authority's broadband provider, i.e. embc (East Midlands Broadband Community) and the Safeguarding Development Officer, with responsibility for E-safety with the respective Safeguarding Unit.

Educational Visits

Work-related Learning Educational Visits

Workplace visits represent one of the most popular and longstanding types of work-related learning activity. The most common form of visit is a group of learners accompanied by a teacher visiting a workplace for half a day, having a guided tour and a closing session in a meeting room.

Another example of workplace visits include a 'masterclass' where learners may spend anything up to 2 hours in a training room receiving briefings from various employees as part of a Business Studies class. A further example includes a group of unaccompanied learners visiting a workplace as part of an investigative assignment to gather information by interviewing one or more employees about various aspects of the business. It may also be necessary for an individual learner to make an unaccompanied visit when making a pre-work experience visit for the purpose of interview and/or pre-placement briefing.

Whatever the type of work-related learning educational visit being organised by the home learning base/school, the organisation still retains a duty of care. However, the employer is responsible for the learner when he/she is on the premises, or a site or situation where they have duties under health and safety legislation and codes of practice.

As part of ensuring that the home learning base/school is fully meeting its duty of care the Work Placement Co-ordinator or member of staff organising a visit must consult with the school's Educational Visit Co-ordinator on the following factors:

- compliance with the school and LA visit procedures see Leicester City CYPS – Planning for Safe Trips and Visits Bulletin No.33 or Leicestershire CYPS Code of Practice 11- Educational Visits and Adventurous Activities. See also the document entitled *Appendix C Risk Assessment Work Related Off-site Learning* p.99
- an outline of the visit, its aims and objectives and emergency contact contingencies;
- transport and routes to and from the workplace;
- length of the visit, including rest and lunch breaks, supervised and un-supervised;
- the size and supervision levels of manageable groups and routes to be taken;
- a health and safety induction or briefing on the premises or sites;
- the parameters of any activities involved and the likelihood of an accident or injury;

- permission from parent(s)/carer(s) – this may be generic for a series of visits.

Once the above factors have been fully considered the risk assessment and other necessary documentation must be completed and stored by the home learning base/school for a period of 8 years. The risk assessment and other necessary documentation should also be copied to the organisation hosting the educational visit and arrangements should be in place to contact the home learning base/school.

Parent(s)/carer(s) should be notified formally of the arrangements that are in place for the visit(s) including dates, times and exactly which activities will be undertaken, and what procedure will be followed if the learner does not turn up.

Work-related Learning Educational Visits

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-related learning opportunity in an alternative environment has the following been done by the:

Home learning base/School Tutor/Teacher

A risk assessment has been completed	<input type="checkbox"/>
The risk assessment has been reviewed by the Educational Visits Co-ordinator	<input type="checkbox"/>
Consent of the learner's parent(s)/carer(s) has been obtained	<input type="checkbox"/>

The Educational Visitor Co-ordinator:

The risk assessment has been reviewed and approved	<input type="checkbox"/>
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Administrative Process for Work Experience/Work-related Learning Opportunities

Where a home learning base is organising its own work placement or work related learning opportunity and is **not** calling upon the services of a central placement organiser e.g. WEXA. The organisation must have already considered the curriculum purpose for the placement/work-related learning opportunity as well as the learning targets that are to be completed as part of the activity. It is after these considerations have been made that, that the administrative process begins with the Work Experience Co-ordinator. The Work Experience Co-ordinator should begin the process by making available to the learner and his/her parent(s)/carer(s) an Application Booklet.

The Work Experience Co-ordinator of the home learning base/school when organising a placement/opportunity **must** use the specified administrative documentation as outlined in the Code of Practice, these are listed below:

- Work Experience/Work Related Learning Opportunity Application Booklet;
- Work Experience Programme Pre-placement Assessment;
- Placement Letter and Employer's Contract;
- Working with Young People – Child Protection Guidance for Placement Providers;
- Letter of Understanding between [*Name of home learning base/school*], Leicestershire County Council/Leicester City Council and employers providing work experience/a work-related learning opportunity;
- Learner Work Experience/Work Related Learning Agreement Form;
- Work Experience Programme Periodic Telephone Call/Visit.

The administrative process is as follows:

Stage 1

Once a work experience placement/work related learning opportunity has been identified the learner should be provided with the Application Booklet. This booklet is to be completed by the learner, his/her parents; the educational Tutor and the employer.

The Work Experience Co-ordinator will need to specify to the learner when Section 1 (Placement Details); Section 2 (Medical Information) and Section 3 (Data Protection) are to be completed and the Booklet returned. Once the Application Booklet with Sections 1-3 have been completed by the learner and his/her parent(s)/carer(s) it should be swiftly passed to the Tutor to fill in Section 4 (Tutor's Comments). The Work Experience Co-ordinator should provide the Tutor with the Information Sheet entitled, '*Tutor's Comments for a Work Experience/Work-related Learning Opportunity*'. Again, the Work Experience Coordinator will need to specify exactly when this section of the Application Booklet should be completed by.

The Application Booklet should then be returned to Work Experience Co-ordinator who will arrange for the learner and his/her parents to see the Tutor's comments and sign accordingly.

The Application Booklet should then be sent to the employer to complete and return a Health and Safety Risk Assessment by a specified deadline, given by the Work Experience Co-ordinator. The employer should also sign page 14 which provides initial agreement and consent to the placement.

Stages 2 & 3

Whilst the Application Booklet is being completed by the various parties, the Work Experience Coordinator should be arranging for a Pre-placement assessment to be completed, in order to ascertain if the placement is suitable in terms of health, safety and welfare.

During the course of a Pre-placement assessment it is essential that the Assessor completes the correct administrative forms and the documentation '*Working with Young People – Child Protection Guidance for Placement Providers* and '*Letter of Understanding between*' is discussed and given to the employer. All the necessary administrative forms **must** be completed before moving to the next stage.

During the course of a Pre-placement assessment it is essential that the Assessor completes the correct administrative form – *Work Experience/Work-related Learning Opportunity Pre-placement (Form A)* and the documentation '*Working with Young People – Child Protection Guidance for Placement Providers* and '*Letter of Understanding between*' is discussed and given to the employer.

Once Pre-placement assessment has been completed using *Work Experience/Work-related Learning Opportunity Pre-placement (Form A)*, this must be handed to the Work Experience Co-ordinator who must complete the *Summary of Pre-placement (Form B)*.

Further information regarding these Stages 2-3 can be found in the guidance on pages 32-36.

Stage 4 & 5

The '*Placement Letter*' and '*Employer Contract*' will need to be completed, and as soon as possible, sent to the employer by the Work Experience Co-ordinator. This documentation formally confirms all aspects of the placement in terms of the learner's details, the date the placement/work-related learning opportunity is to start, as well as the Placement Description. The Work Experience Co-ordinator will need to specify exactly when this documentation should be returned **before** the placement/opportunity begins.

In the meantime the Work Experience Co-ordinator will complete the details required for the '*Learner Work Experience/Work Related Learning Agreement Form*' and '*Placement Description*'. This documentation must then be sent to the learner and his/her parent(s)/carer(s) to sign and return **before** the placement/work-related learning opportunity begins.

Stage 6

As part of the safeguarding activities that need to be carried out when a learner is on placement or undertaking a work related learning opportunity, it is imperative that a representative from the home learning base/school contact the employer and the learner to check on progress. This contact must be recorded using the *'Work Experience Programme Periodic Telephone Call/Visit* (see *Checklist for safeguarding learners on Work Experience* pages 55-56).

The table below sets out what documentation is to be used when, and reference is also made to the relevant sections of the Code of Practice.

Stage of the process	Documentation to be used	Relevant sections of the Code of Practice
1.	Work Experience/Work Related Learning Opportunity Application Booklet	<ul style="list-style-type: none"> • CRB Checks p.15 • Insurance p.21 • Transport and Travel p.23 • Medical conditions p.26 • Data Protection Guidance for home learning bases/schools p.27 • Safeguarding Learners on Work Experience p.48 • Safeguarding Learners on Extended Work Experience Placements p.61 • Employer involvement in Work Experience p.58 • During work experience placements p.60 • Work Shadowing p.74
2.	Work Experience/Work-related Learning Opportunity Pre-placement Assessment (Form A) Home Learning Base/School Summary of Pre-placement Assessment (Form B)	<ul style="list-style-type: none"> • Safeguarding Guidance for Pre-placement Assessors p.32
3.	Working with Young People – Child Protection Guidance for Placement Providers; Letter of Understanding between <i>[Name of home learning base/school]</i> , Leicestershire County Council/Leicester City and employers providing work related activities;	<ul style="list-style-type: none"> • Safeguarding Learners on Work Experience p.48 • Employer involvement in Work Experience p.58
4.	Placement Letter and Employer Contract	<ul style="list-style-type: none"> • Employer involvement in Work Experience p.58
5.	Learner Work Experience/Work Related Learning Agreement Form; Placement Description	<ul style="list-style-type: none"> • Safeguarding Learners on Work Experience p.48 • Safeguarding Learners on Extended Work Experience Placements p.61
6.	Work Experience Programme Periodic Telephone Call/Visit	<ul style="list-style-type: none"> • Safeguarding Learners on Work Experience p.48 • Safeguarding Learners on Extended Work Experience Placements p.61

Glossary of Checklists

Name of Checklist	Page No.
Work-related learning – An introduction	10
Health, safety and welfare arrangements	14
CRB checks	19
Travel and Transport	25
Data Protection Guidance for Home Learning Bases/Schools and Work Experience Co-ordinators	29
Safeguarding Guidance for Pre-placement Assessors	36
Vulnerable Learners	43
Safeguarding Learners on Work Experience Placements	56
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Specific hazards to young people – Appendix A

Please note. This table forms part of the publication, Work Related Learning – Safeguarding Young People (August 2008), and the information contained should not be interpreted without reference to the guidance.

Agents, processes and work activities	What is the risk?	Control measures (how to avoid the risk)
Psychological capacity	<p>In the vast majority of jobs there is no difference in the kind of mental and social skills used by young people and adults.</p> <p>But there may be large individual differences in the psychological capacity of young people (due to training, experience, skills, personality and attitudes), However, there are some areas of work that could be beyond a young person's ability, such as;</p> <ul style="list-style-type: none"> • dealing with violent and aggressive behaviour and; • decision making in stressful situations. 	<p>A risk assessment must identify any critical tasks that rely on skill, experience and an understanding of the task requirements.</p> <p>Training and effective supervision must be provided, particularly where young people are:</p> <ul style="list-style-type: none"> • Using machinery with exposed dangerous parts (e.g. food slicing machinery). • Potentially exposed to violent or aggressive behaviour.
Physical capacity	<p>Accidents, injuries and/or musculoskeletal disorders that can occur in tasks that require repetitive or forceful movements, particularly in association with awkward posture or insufficient recovery time. Young people may not be capable of driving or operating machinery that is designed for adults.</p>	<p>The risk assessment must take into account factors relating to physique, general health, age and experience. Training and effective supervision must be provided.</p>
Work where the pace is determined by machinery and involving payment by results	<p>Young workers may be more at risk as their muscle strength may not be fully developed, and they may be less skilled, E.g. in handling techniques or in pacing the work according to their capacity.</p> <p>They may also be more subject to peer pressure to take on tasks that are too much for them, or to work more quickly.</p>	<p>The risk assessment must take account of age and experience.</p> <p>Training and effective supervision should be provided.</p>
Extreme cold or heat	<p>Exposure to extreme heat carries risks for workers of all ages, including heat exhaustion or potentially fatal heat stroke. Protective clothing may prevent the body losing heat normally. Their response to work in hot conditions will depend on physical fitness, physique and past experience of hot conditions, which will be vary from person to person. Exposure to extreme cold also carries risks for workers of all ages. Principally hypothermia and local cold injuries such as frostnip/frostbite.</p>	<p>It must be ensured that any intended exposure to extreme heat or cold is carefully risk assessed and minimised by:</p> <ul style="list-style-type: none"> • Suitable work patterns. • Reducing work rates. • Controlling work periods. • Getting a medical assessment of the young person before they start work. • Effective supervision.

Agents, processes and work activities	What is the risk?	Control measures (how to avoid the risk)
Noise	There is no evidence that young workers face greater risk of damaged hearing from exposure to noise than other workers.	The general requirements of the Noise at Work Regulations apply (risk assessment, hearing protection, etc.). The HSE advises that hearing protection (e.g. hearing defenders) be provided to young persons where daily exposure exceeds the 'first action level' (see departmental guidance on noise at work as appropriate). Effective supervision must be provided to ensure hearing protection is worn properly.
Hand-arm vibration	There is no evidence that young workers face a greater risk of developing Hand-Arm Vibration Syndrome (Vibration White Finger). However, there is an increased risk in the onset of non-occupational Raynaud's disease during adolescence which can give similar symptoms to vibration white finger. Young people with non-occupational Raynaud's Disease should not be exposed to HAV.	Control measures relevant to all employees must be implemented, including: <ul style="list-style-type: none"> • Identifying hazardous equipment/tasks. • Limiting exposure. • Providing effective supervision. • Health surveillance.
Whole-body vibration	Regular exposure to shocks, low frequency whole-body vibration, e.g. driving or riding in off-road vehicles on uneven surfaces, or excessive movement may be associated with back pain, and other spinal disorders. Young workers may be at greater risk of damage to the spine as the strength of the muscles is still developing and bones do not fully mature until around the age of 25.	Controls must be introduced where significant risks are identified. Controls may include; <ul style="list-style-type: none"> • identifying hazardous equipment/tasks; • limiting exposure by reducing either the time and/or level; • providing effective supervision; and • health surveillance.
Ionising radiation	The risk of developing cancer and hereditary defects from exposure to ionising radiation is slightly higher for young people. Setting statutory annual dose limits controls the risk of developing cancer and hereditary defects from exposure to ionising radiation. The dose limits for young trainees are set at 30% of the adult limits.	Work procedures should be designed to keep exposure to ionising radiation as low as is reasonably practicable. Young people are not permitted to be designated as 'classified persons' and must only enter a 'controlled area' under the terms of a written safe system of work.

Agents, processes and work activities	What is the risk?	Control measures (how to avoid the risk)
Non-ionising electro-magnetic radiation	Optical radiation: There is no evidence that young workers face greater risk of skin and eye damage.	Procedures for adult employees exposed to non- ionising radiation (e.g. outdoor workers) must be applied.
Non-ionising electro-magnetic radiation (continued)	Electromagnetic fields and waves: Exposure within current recommendations is not known to cause ill health. Extreme over-exposure to radio-frequency radiation may cause harm by raising body temperature.	Exposure to electric and magnetic fields must not exceed restrictions published by the National Radiological Protection Board.
Biological agents	Young workers are not intrinsically more susceptible to infections from biological agents than adults. Like any other worker, they may be at greater risk if they suffer from any disease or from the effects of medication or pregnancy.	Controls must be implemented for all employees regardless of their age or state of health against the risk of: <ul style="list-style-type: none"> • Infection at work, and • Acquiring an allergy to certain micro-organisms. Relevant COSHH risk assessments must be carried out and control measures implemented (e.g. maintaining high standards of hygiene, use of Personal Protective Equipment, etc.). Vaccinations (e.g. Hepatitis B) should be offered as a supplement to procedural or physical controls.
Very toxic, toxic, harmful, corrosive and irritant substances	Young people are not physiologically at any greater risk from exposure to such substances. However, they may not appreciate the dangers to their health, or follow instructions properly because of their immaturity. Some substances can cause allergic reactions in people, which may result in dermatitis or asthma, although they do not affect young people any differently.	COSHH risk assessments must be carried out for all substances in this group. Particular attention must be paid to the requirements for: <ul style="list-style-type: none"> • Information, instruction and training. • Effective supervision within a safe system of work. See control measures detailed above. For further advice on asthma and dermatitis please contact your Dept. H&S Adviser.

Agents, processes and work activities	What is the risk?	Control measures (how to avoid the risk)
	Some substances (carcinogens) may cause cancer. They need special consideration because of that property — they have no special effect on young people.	There are special precautions for Carcinogens under the COSHH Carcinogens ACOP. Please contact your Dept. H&S Adviser for further information.
	Some substances may impair a woman's ability to have children or may damage the unborn child. These substances do not affect young people any differently from adults.	A separate risk assessment of new and expectant mothers at work must be carried out (see separate guidance).
Asbestos	Young people are not physiologically at any greater risk from exposure to asbestos. However, young people may not appreciate the dangers and/or follow instructions properly because of their immaturity.	In addition to normal controls for all employees, special attention must be paid to the provision of information, instruction and training, and effective supervision.
Flammable liquids	Accidental spills can cause fires or explosions. Flammable liquids must be used only for their intended purposes.	Information must be given on: <ul style="list-style-type: none"> • The basics of flammability. • What to do if a liquid is spilt. • The dangers of misusing flammable liquids.
Flammable gases	Leaking gas from pipes, appliances or cylinders can cause fires or explosions.	Information must be given on: <ul style="list-style-type: none"> • The basics of flammability. • How to detect leaking gas. • What to do in the event of a gas leak.
Gas cylinders	Leaking gas from cylinders (e.g. due to physical damage) may cause fires or explosions. Heavy cylinders may cause physical injury if not properly handled.	Information must be given on: <ul style="list-style-type: none"> • The basics of flammability. • How to detect leaking gas. What to do in the event of a gas leak.
	Physical damage to cylinders which may lead to fires or explosions. Heavy cylinders may cause physical injury if not properly handled.	Gas cylinders need to be properly handled, to avoid: <ul style="list-style-type: none"> • Danger of fire or explosion • Risk of physical injury to the worker, e.g. crushed toes.
	Application of heat to gas cylinders may cause them to burst, possibly resulting in a 'shrapnel' type explosion; Alternatively, the contents may be vented through a pressure release valve resulting in fire or explosion.	It must be ensured that gas cylinders are safely stored and used, away from direct sources of heat.

Agents, processes and work activities	What is the risk?	Control measures (how to avoid the risk)
Work involving a risk of structural collapse	E.g. demolition, dismantling, construction, refurbishment and alterations when structures may be either deliberately or accidentally weakened.	Young people must only do such work if properly trained and under effective supervision.
Work involving high-voltage electricity (1000 Volts and above)	There is no evidence that young workers face greater physical risks from electricity than other workers.	As with adults, young people must not undertake any work involving electricity unless; <ul style="list-style-type: none"> • they have the necessary technical knowledge and/or experience to prevent danger or injury; or • are under an appropriate level of supervision.
Work with fierce or poisonous animals	Farm animals (including semi-domesticated animals such as deer, as well as domesticated animals such as horses, cows and sheep) may occasionally show aggression. Young works may be more at risk due to inexperience or lack of appreciation of the risks.	Effective supervision and training is essential. Consideration must be given to prohibiting young people working with fierce or poisonous animals. Employees must be segregated from potentially fierce animals, so far as is reasonably practicable.
Woodworking machines	The Approved Code of Practice 'Safe Use of Woodworking Machines' states that young people must not be allowed to use high-risk woodworking equipment unless they have the necessary maturity and competence i.e. completed appropriate training.	Young people must not be permitted to operate any woodworking machine which is hand fed and any of the following machines: <ul style="list-style-type: none"> • Sawing machines with circular blade or saw band. • Planing machines used for surfacing. • Vertical spindle moulding machines.

Contact details for Child Protection Concerns

If an Employer Calls in with concerns

They must be encouraged to either contact the Head Teacher at the school/college the student is from or contact Children's Services within their local authority area.

If a Tutor/Teacher from the home learning base/school calls in with concerns

This should be dealt with by the Designated Senior Person for Child Protection within the home learning base/school.

If the Learner calls with Concerns regarding an Employer/Supervisor whilst on placement

This should be dealt with by the Designated Senior Person for Child Protection within the home learning base/school. The Designated Senior Person, after taking advice from their respective Children's Duty Desk should contact the Central Placement Organiser, advising them that an allegation has been made.

CONTACTS CITY & COUNTY:

Leicester City Council

Children & Young People's Services 1, Grey Friars Leicester LE1 5PH	Children's Duty Desk: 0116 253 1191 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606
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Blaby, Oadby & Wigston

Bassett Street South Wigston Leicester LE18 4PE	Children's Duty Desk: 0116 278 7111 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606
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Hinckley

27 Upper Bond Street Hinckley Leicester LE10 1RH	Children's Duty Desk: 01455 636964 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606
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Market Harborough	
Brooklands 34 Northampton Road Market Harborough LE16 9HE	Children's Duty Desk: 01858 465331 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606
Charnwood	
Pennine House 2 Lemyngton Street Loughborough LE11 1UH	Children's Duty Desk: 01509 266641 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606
Melton Mowbray	
County Buildings Leicester Road Melton Mowbray LE13 0DA	Children's Duty Desk: 01664 564698 (Mon-Thurs 8.30am – 5pm/Fri 8.30am – 4.30pm) Outside Normal Hours: 0116 255 1606

Appendix C - Risk Assessment
Work Related Learning Off-site

Risk Assessment – Work Related Off-site Learning			
Hazard	People Harmed	Risk Control	Further Action
Inability to look after oneself	Learners	<p>Home learning base/schools must be sure that the Learners can operate unaccompanied by an adult, but in a small group of up to 5 learners</p> <p>Home learning base/schools have a reasonable expectation that any instructions issued to the learners will be adopted by them.</p>	This requires a previous knowledge of the behaviour of the Learners and their capabilities to carry out instructions.
Emergency situations	Learners	<p>Ensure that learners have a method of making contact in the event of an emergency arising, and that they are aware of the correct procedure to adopt in these circumstances.</p> <p>Home learning base/schools to have emergency procedures in place to deal with any emergency situation arising.</p> <p>Placements sites to make clear exactly what Personal Protection Equipment (if any) is required for the duration of the placement.</p>	<p>Simple instruction card to be issued to all Learners with details printed on.</p> <p>Built into the home learning base/school emergency action plan.</p>

Parental knowledge of arrangements	Parents	<p>Ensure that parents / carers are fully aware of the arrangements in place for the off-site learning including dates, times and exactly which activities will be undertaken.</p> <p>Arrangements in place for placements to contact the home learning base/ school when learners do not turn up for sessions, the school can then contact parents to alert them of absence.</p>	
Child Protection Issues	Learners	<p>Ensure that organisations to who visits are being made, have relevant child protection procedures in place.</p> <p>Ensure that all adults who will have regular or unsupervised access to learners have undergone relevant CRB checks.</p>	See the publication, Work Related Learning – Safeguarding Young People
Challenges when outside school	Learners	Learners to have a card issued by the home learning base/ school authorising their absence from the home learning base/school site with details of the placement and times / dates as appropriate. To be presented to officials (police, child welfare officers etc.) if challenged.	Relevant cards to be produced and issued.
Inappropriate placements	Learners	<p>Similar checks to be carried out upon providers as those completed for work experience placements including insurance, suitability, supervision, welfare, relevant policies & procedures, accident & emergency procedures, relevant risk assessments, lone worker policies, transport policies etc.</p> <p>Monitoring of placements by home learning base/school staff on a regular basis.</p>	To be checked centrally or individually by the home learning base/school.
Weather	Learners	Systems to be in place to get Learners home should there be weather emergencies during the placement.	

Examples of work related learning activities

Activity	Description
Careers information	Careers Education helps to develop the knowledge and the skills needed to make successful choices, manage transitions in learning and move into work. Careers Guidance enables young people to use the knowledge and the skills they have gained to make decisions about learning and work that are right for them.
Curriculum-linked visits	Student visits to work environments. Schools and colleges link with businesses to plan visits and agree learning outcomes. The information and experience gained from the visit is then incorporated into the students' studies.
Enterprise Education	A key element of the work-related learning framework, which aims to encourage young people to be more enterprising.
Industry days	One or more employers delivering sector-specific information to groups of learners on school, college or employer premises.
Mentoring	People with industrial or commercial experience providing 1-to-1 encouragement and support to students and trainees.
Mock interviews	Simulated interviews by people who interview candidates as part of their job – injects reality into job/placement searches.
Practical experience	Short job-specific tasks and other hands-on experiences which provide opportunities for students to practice what they have learned in the classroom e.g. drafting a guide or interpreting a set of financial accounts and preparing a report.
Part-time work	Increasing numbers of young people take part-time employment at age 16+ - this provides opportunities to learn about taking responsibility, customer and cash handling and health and safety procedures, as well as to gather evidence for building a portfolio,, whether for A-levels in vocational subjects, key skills or general records of achievement.
Projects	Students, individually or in teams, working on analysing and or solving business related problems.
Tasters	Taster sessions providing insights into the world of work – usually in sector or industry-based workshops – organised by employer forums or Education Business Partnership Organisations.
Work simulations or role plays	Teams of students taking part in business games and work simulations to resolve complex business related problems and using role playing, teamwork, decision-making and problem-solving skills.
Work experience	A placement with an employer in which a young person carries out a task – or a range of tasks – and duties in much the same way as an employee with the emphasis on learning from the experience. Work experience provides opportunities for learning about the skills and personal qualities, careers, roles and structures that exist within a workplace or organisation. Work experience is a requirement of 14-19 Diplomas.
Work Shadowing	Learners observing others in real working environments, undertaking tasks and talking to staff to find out more about organisations.

Workshops

Employers lecturing and/or leading discussions with students on school, college or employer premises about the realities of the employment and training environment.

GLOSSARY OF TERMS

Business Mentoring	<p>Business mentoring involves someone from business, typically a young manager, mentoring a student over an academic year. In most school-based business mentoring programme, the mentors meet the mentees at school.</p>
Central Placement Organiser	<p>An organisation sourcing placements for students in schools and colleges e.g. WEXA or LEBC</p>
CRB (Criminal Records Bureau)	<p>The Criminal Records Bureau is an executive agency of the Home Office which vets applications for people who want to work with children and vulnerable people. There are 3 types of disclosure:</p> <ul style="list-style-type: none"> • <i>Basic Disclosure</i> This shows the applicant's unspent criminal convictions only. • <i>Standard Disclosure</i> This shows the applicant's spent sentences, unspent sentences and cautions. Only those applicant's working in a "position of responsibility" as defined in law can have a Standard Disclosure. • <i>Enhanced Disclosure</i> This is the same as a Standard Disclosure with one or two useful additions. An Enhanced Disclosure conveys the spent and unspent sentences plus cautions and in addition seeks information from the police force local to where the applicant lives. If the applicant has lived at several addresses this may involve a check with more than one police force. If the applicant is under surveillance for suspected criminal activity or the police have intelligence about this person that has not yet lead to a conviction or caution it is conveyed in a special report that comes in addition to the Disclosure itself. This check is preferred by most organisations that employ people working with children or vulnerable adults and can include a check of the vulnerable adult and child protection registers.

Data Protection Act

The Data Protection Act 1998 gives individuals the right to know what information is held about them and it provides a framework to ensure that personal information is handled properly. It promotes openness in the use of personal information. Under the Act every organisation that processes personal information (personal data) must notify the Information Commissioner's Office, unless they are exempt.

The Data Protection Act 1998 applies to anyone who handles or has access to information concerning individuals. Everyone in the workplace has a legal duty to protect the privacy of information relating to individuals. The Act can be summed up in 8 principles, which must be satisfied when processing personal data (information that will identify an individual). The Act also gives rights to the people the information is about and allows individuals to find out what information is held about them.

The eight principles are that personal data must be:

- Processed fairly and lawfully
- Personal information must be processed for specified purposes
- The information held must be adequate, relevant and not excessive
- The information must be accurate and up-to-date
- The information should not be held no longer than is necessary
- The information should be processed in line with individuals rights
- The information must be kept secure
- The information should only be transferred only to other countries with suitable security measures.

For further information, go to Data Protection website, which can be found at:

<http://www.informationcommissioner.gov.uk/>

<p>Designated Senior Person for Child Protection (DSP)</p>	<p>A senior member of the school's leadership team designated to take lead responsibility for:</p> <ul style="list-style-type: none"> ▪ managing child protection issues ▪ providing advice and support to other staff/adults in the school ▪ liaising with the LEA ▪ working with other agencies <p>The Designated Senior Person for Child Protection must have the status and authority within the school management structure to carry out the duties of the post, including committing resources to child protection matters and, where appropriate directing other staff.</p>
<p>Educational Visits Co-ordinator</p>	<p>All establishments must have an educational visits co-ordinator (EVC). This may be the head. It could ideally be a teacher or other member of staff – in which case the EVC will be appointed by and act on behalf of and assist the head. The EVC will be involved in the planning and management of educational visits including adventure activities led by establishment staff. The EVC will be specifically trained via attendance on an EVC Training Course run by the LEA. If the existing EVC leaves the establishment, a replacement must attend the next available course. If an establishment has no trained EVC, all visits may be prohibited until the situation is rectified.</p>
<p>Employer's Liability Insurance</p>	<p>Insurance by employers in respect of their liability to employees for injury or disease arising out of and in the course of their employment. With some exemptions this insurance is compulsory in Great Britain, and can only be provided by an authorised insurer.</p>
<p>E-mentoring</p>	<p>In mentoring schemes, mentors and students communicate via school and company email addresses. There are also web-based e-mentoring schemes which have greater levels of security than email-based programmes.</p>
<p>Long term work placements</p>	<p>Those placements that are part of the programmes for extended work-related learning which accompanies the disapplication of the National Curriculum regulations. The Work Experience Co-ordinator will in all cases of what is judged as long-term work placement apply additional safeguards that are consistent with DCSF and this document. These additional safeguards include:</p>

	<ul style="list-style-type: none"> • where necessary, obtain a CRB Enhanced Disclosure on individual working with a pupil as part of the placement; • the policies and procedures to be followed if a child protection concern is raised; • endorsement by the placement provider of either a child protection policy and/or statement of principles; • child protection briefing/training for the person who has prime responsibility for overseeing the pupil during the placement.
Mentoring	A student mentor is a volunteer from business who is prepared to spend some time regularly with a student in order to give support and encouragement. A mentor acts as a role model and helps the student think about what they might aim for, within and beyond school. The student has the chance to build a relationship with an adult who is not an authority figure. Mentoring supports young people who are not achieving as well as they might, those who lack parental support, and those who need encouragement to broaden their outlook, raise their ambitions and gain confidence.
Mock Interview	When students are given experience of interviews.
Pre Placement Assessor	Person who is competent to make judgements about the suitability of an employer to offer a work experience placement. Competence includes a high level of knowledge about Health & Safety (e.g. NEBOSH) and other safeguarding issues in the context of work experience and up to date training in these and the educational context. Currently the LEBC is funded to provide competent persons to carry out this service free for all pre 16 students.
Provider	Employer providing work experience.
Public Liability Insurance	The insurance of liability for accidental bodily injury or damage to the property of third parties. Public liability insurance is designed to cover businesses so that if a member of the public sues them as they feel they have suffered a loss then they will be insured.

Risk Assessment	An investigation into what could cause harm to participants on a particular venture and the measures taken to eliminate the danger or minimise the outcome of any such occurrence. Risk assessments must be written, if not they have no legal standing.
Safeguarding children	<p>Safeguarding and promoting the welfare of children is defined in the Education Act 2002, s.175 as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of care; and • undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully. <p>For local authorities, schools and FE colleges, safeguarding therefore covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, and bullying about which there are statutory requirements, and a range of other issues e.g. arrangements for meeting medical conditions, first aid etc.⁸</p>
Short term work placements	<p>Those where the amount of time spent on such placements is broadly equivalent to a block placement that is typically for 5 – 10 working days, but could go up to 15 working days. Short-term placements <u>do not normally</u> require additional safeguards to be in place however, the Work Experience Co-ordinator will still, as part of assessing the general suitability of the placement, take child protection into account. The Work Experience Co-ordinator will also consider if there are any risk factors associated with the placement in the form of:</p> <ul style="list-style-type: none"> • the nature of the business, meaning the pupil is likely to be or will be alone with an adult as part of the work placement e.g. sole trader (this does not apply to the pupil spending short periods alone with an adult, for example, a solicitor taking a pupil to and from court in a properly insured car); and

⁸ Safeguarding Children in Education, 2006 p.9

	<ul style="list-style-type: none"> • where the work placement has a residential component.
Work Based Projects	When individuals or groups of students carryout projects on employers' premises, for example, work-related problem solving exercises set by employers or coursework assignments.
Work Experience Co-ordinator	Senior person in school with responsibility for all work experience placements.
Work Observation	When individuals or groups of students are guided round the workplace to watch a range of employee activities or work processes.
Work Shadowing	When a student is assigned to 'shadow' an individual employee going about his or her normal activities, allowing close observation of jobs which for reasons of complexity, safety or security cannot be actively undertaken by the student
Young Apprenticeships	The Young Apprenticeship programme for 14-16 year olds involves learners pursuing industry-specific vocational programmes outside school in addition to studying the core national curriculum. Young Apprentices (YAs) spend on average 2 days a week on the programme over two academic years. YAs study for level 2 vocational qualifications and undertake extended work experience of 50 days over the course of the programme.

Work-related Learning resources

Data Protection Act

<http://www.informationcomissioner.gov.uk/>

Diploma in Business, Administration and Finance – A brief introduction

<http://publications.teachernet.gov.uk/eOrderingDownload/Diploma-Business.pdf>

Diploma in Environmental and Land Based Studies – A brief introduction

<http://publications.teachernet.gov.uk/eOrderingDownload/Diploma-Environment.pdf>

Diploma in Hair and Beauty Studies – A brief introduction

<http://publications.teachernet.gov.uk/eOrderingDownload/Diploma-Hair-Beauty.pdf>

Excellence in Mentoring – Mentoring and Befriending Foundation (MBF)

www.mandbf.org.uk.

The Diploma

http://yp.direct.gov.uk/diplomas/?utm_source=CXDutm_medium=Banner&utm_campaign=diplomas

The Work-related Learning Guide – First edition: A guidance document for employers, schools, colleges, students and their parents and carers

<http://publications.teachernet.gov.uk/eOrderingDownload.WRLG.pdf>

The Suzy Lamplugh Trust

www.suzylamplugh.org

Teachernet (Child Protection) – Guidance on Work Experience

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/workexperience/>

Teachernet – Work Experience

<http://teachernet.gov.uk/management/atoz/w/workexperience/index.cfm?code=fagu>

Vocational and work-related learning at Key Stage : guidance for managers in schools and their partners in the community

<http://publications.teachernet.gov.uk/eOrderingDownload/dfes-0514-2002.pdf>

Work Experience: A guide to secondary schools

<http://publications.teachernet.gov.uk/eOrderingDownload/SPDWESO102.pdf>

Work-Related Learning and the Law

<http://publications.teachernet.gov.uk/eOrderingDownload/DFES-0340-2006.pdf>

Young Apprentices: A guide to your rights and responsibilities at work
<http://publications.teachernet.gov.uk/eOrderingDownload/DFES-0227-2.pdf>

Young People at Work (Health and Safety Executive webpage)
<http://www.hse.gov.uk/youngpeople/>

Reference documents

Building on the Best: Final report and implementation plan of the review of 14-19 work-related learning. DfES, 2007.

Bulletin No:33 – Planning for Safe Trips and Visits. May 2006. Leicester City CYPS, Leicester City Council.

Code of Practice No:11 – Educational Visits and Adventurous Activities, Leicestershire CYPS, Leicestershire County Council.

Introducing the Sunderland 14-19 Quality Framework 2007-2008. Sunderland Partnership.

Quality Standards for Work Experience. DCSF, June 2008.

Standards for Health and Safety: Information on the Learning and Skills Council's health and safety standards for learners. Learning and Skills Council, February 2006.

Standards for LEAs in overseeing educational visits. DfES July 2002

The Work-related Learning Guide- First edition: A guidance document for employers, schools, colleges, students and their parents and carers. DCSF, 2008.

Work Experience: A guide for employers. DfES

Work Experience Organisers, Health and Safety Executive.

Work Experience: A guide for Secondary Schools. DfES, February 2002

Work-Related Learning and the Law: Guidance for Schools and school business link practitioners. DfES, 2006.