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# Safeguarding Pupils on Young Apprenticeships

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



This booklet aims to help partnerships to address their responsibility for providing safe, healthy and supportive learning experiences

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OR OTHER LEGAL ISSUES

# Safeguarding Pupils on Young Apprenticeships

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# Introduction

## The Young Apprenticeship Programme

### Purpose

Young Apprenticeships are provided and managed by local partnerships that comprise schools, colleges, training providers, education-business link organisations and employers.

This booklet aims to help these partnerships to address their responsibility for providing safe, healthy and supportive learning experiences. It highlights important issues relating to health and safety, child protection and insurance, and signposts relevant information and guidance.

The booklet is intended only as an aid. It is not an authoritative legal interpretation of legislation and other requirements and it does not diminish the need for partnerships to consult relevant source documents.

### Context

The Young Apprenticeship Programme provides opportunities for Key Stage 4 pupils, aged 14 to 16, to apply skills and knowledge in a vocational setting while studying for qualifications relating to particular occupational sectors. Pupils on the programme are based in school and follow the statutory requirements of the national curriculum, but for two days a week, on average, they spend time:

- working towards nationally recognised Level 2 vocational qualifications delivered by local training providers
- with employers on extended work experience placements (50 days over the two year duration of their programme)
- in school, completing projects and assignments to help them develop both their understanding of the world of work and the skills they will need to manage their employment aspirations.

It is of paramount importance that partnerships pay very close attention to safeguarding pupils on the programme, particularly in view of their age and inexperience, the work-based element of their learning, and the range of organisations collaborating in the partnerships.

### Roles and responsibilities

This section outlines the main roles and responsibilities relating to health, safety and welfare of pupils, their parents or carers and the key partners involved in delivering the Young Apprenticeship Programme. This is not an exhaustive list. Other organisations may also have some involvement.

**Pupils** on Young Apprenticeships have a duty of care to themselves and to others. They will be expected to:

- absorb a great deal of information, instruction and training aimed at raising their awareness and understanding of occupational health and safety
- respond positively to the help and encouragement they will receive from schools, colleges, training organisations and employers; and
- acknowledge and understand the importance of taking responsibility for their own actions in relation to health, safety and welfare.

**Parents or carers** can contribute to the health, safety and welfare of their child by:

- encouraging their child to adopt a responsible attitude towards health, safety and welfare matters
- providing relevant information about their child's medical or behavioural condition; and
- informing placement organisers of any actual or potential health and safety problems in a placement that they may be aware of.

They should be:

- given information about their child's participation in the programme – what it involves together with details of partnership members: partnership organisation/management arrangements, employer risk

assessments/control measures and insurance arrangements

- asked to give their written consent before their child's programme begins; and
- informed well in advance of any arrangements being made on their child's behalf.



Young Apprenticeships are provided and managed by local partnerships

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### **Partnerships** (as collective bodies):

- are responsible for ensuring safe, healthy and supportive learning environments for pupils on the programmes they provide
- must discuss pupil health, safety, child protection and insurance matters thoroughly, and ensure that each partner organisation:
  - fully understands its duties and responsibilities and how they link with those of other partners and the partnership as a whole
  - has the capability to fulfil – and in practice does fulfil – those duties and responsibilities
  - has appropriate service level agreements with other partners to clarify and support the fulfilment of its duties and responsibilities; and
  - is satisfied the partnership’s overall arrangements for safeguarding pupils are suitable and sufficient.
- Partnerships must designate one of their member organisations to take, in conjunction with the partner school(s), the main responsibility for pupil health, safety, child protection and insurance matters, and for ensuring the partnership complies with the requirements and guidance of the Learning and Skills Council (LSC) and the Department for Education and Skills (DfES).

The **Lead Partner** with whom the LSC establishes the contract and funding arrangement for the partnership, is ultimately responsible for ensuring, within the partnership, that roles and responsibilities for health safety, child protection and insurance matters are defined and agreed, and for ensuring the partnership complies with LSC/DFES requirements and guidance.

**Colleges and training organisations** have a ‘duty of care’ for pupils for the elements of the programmes they provide.

**Schools** have overall responsibility for the health, safety and welfare of their pupils on the Young Apprenticeship Programme. Employers have the primary duty of care when pupils are on work experience placement, but schools retain a duty of care at all times. In particular, schools must make sure, directly or through placement organisers with whom they may have service level agreements, that:

- pupils have all the information they need about their personal programmes, including where and when to go and how to get there
- pupils are given clear advice about health and safety and child protection issues, together with details of a named person at the school they can contact in case of any problems
- parents and carers are advised of their

child's proposed participation in the Young Apprenticeship Programme and what it involves together with details of partnership members, partnership organisation/management arrangements, employer risk assessments/control measures and insurance arrangements

- health and safety arrangements for work experience placements are rigorously assessed and continuously monitored by a competent person acting on the school's behalf or employed by the school; and
- employers have relevant information, for example medical/behavioural conditions and prescribed medication, about the pupils to help them provide appropriate support.

Schools retain overall responsibility for pupils on work experience placements. However, 'duty of care' should be considered a shared responsibility.

**Employers** providing work experience placements have the primary 'duty of care' for pupils when they are on work experience placements. They are responsible for:

- assessing any risks to pupils before placements begin, applying risk control measures and advising parents/carers of the outcomes
- providing appropriate and effective induction, training and supervision arrangements
- looking after the health, safety and welfare of the pupils once placements are underway, in the same way as for their own employees; and
- contacting their insurers to advise them of pupil numbers, duration and activities pupils will undertake while in the workplace, and obtain confirmation that the risk has been accepted.

Pupils on work experience placements are designated 'employees' for the purpose of health and safety.

### The **Learning and Skills Council (LSC)**

- LSC National Office is responsible for the overall framework for delivery, funding, support, monitoring and evaluation and for supporting local LSC offices in delivering the Young Apprenticeships Programme.
- Local LSC Offices are responsible for local delivery of the programme, in particular for establishing and maintaining effective partnership arrangements, monitoring the performance of partnerships and taking action where there may be any shortfall in performance.
- Local Health and Safety Advisers and Regional Health and Safety Managers seek assurance that partnerships have suitable and sufficient arrangements for the health and safety of pupils on the programme, and promote the raising of health and safety standards.

### The **Department for Education and Skills (DfES)** has:

- overall responsibility for ensuring the success of the Young Apprenticeship Programme; and
- ultimate responsibility for child protection policy.

### **Sector Skills Councils** and **Sector Bodies** provide:

- the key link with employers; and
- advice, information and support to partnerships managing programmes within their occupational areas.

### **Other organisations** provide policy input and/or support. They include:

- the Sector Skills Development Agency (SSDA)
- the Qualifications and Curriculum Authority (QCA)
- the Office for Standards in Education (Ofsted); and
- the Adult Learning Inspectorate (ALI).



## Important areas to consider

# How to provide safe, healthy and supportive learning experiences

Partnerships considering how to provide safe, healthy and supportive learning experiences should ensure they address the three important areas: **health and safety**, **child protection** and, in case things go wrong, **insurance**.

Each of these areas is discussed within this section. The next section, 'Key points to note', focuses on some specific issues in more detail. Both sections refer to relevant, current source documents, many of which can be accessed via websites. Details are included in 'Further information', starting on Page 23.

### Health and safety

Schools should ensure that pupils embarking on Young Apprenticeships are briefed about health and safety before they go into the workplace and made aware of the SafeLearner Line (see Page 21).

*Resources to support briefing activities are obtainable via the LSC Helpline on 0870 900 6800, in particular: Be Safe! An Introductory Guide to Health and Safety (LSC-P-NAT-050030), together with a 'Be Safe' DVD, 'Risk It' video/DVD; and 'Safe Learner Line' promotional leaflet (LSC/AA000/2376/04).*

### LSC general requirements and expectations

Pupils on Young Apprenticeships spend time in environments and on activities and tasks controlled by employers or other organisations. These environments, tasks and activities may contain risks to pupils and all such risks must be identified, assessed and controlled effectively.

Lead partners, contracting with the LSC on behalf of Young Apprenticeship partnerships, must provide assurance that:

- the local LSC office holds a completed Learner Health and Safety Questionnaire (LSC HSQ1 Form) for the lead (contracting) partner
- the local LSC Health and Safety Adviser has assessed the lead partner's health and safety arrangements as 'acceptable' or better
- arrangements will be put in place to meet the requirement for every pupil to receive and complete a satisfactory induction before undertaking the work-based element of the programme. Documented evidence of satisfactory completion must also be retained
- lead responsibility for health and safety is clearly assigned to one organisation within the partnership. If at any point the lead organisation for health and safety is not clear, then the partner contracting with the LSC will be deemed to be the organisation responsible.

The LSC's health and safety requirements and expectations are set out in the standard 'health and safety clauses' in its contract with the lead partner. In essence, partnerships are expected to:

- assure *safe, healthy and supportive environments* for pupils through *effective health and safety management*; and
- to promote the concept of the '*safe learner*' (see below).

### The 'safe learner' concept, framework and model

The '**safe learner**' concept means 'Safe Learners', through the quality of their learning experience, will:

- gain an understanding of the importance of health and safety
- understand how hazards are identified, risks are assessed and the principles of control measures; and
- develop a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience.

Partnerships should aim to equip pupils on Young Apprenticeship programmes to become 'safe learners'. They should approach this in the context of the *safe learner framework* and the *safe learning model*. These aim to provide an effective structure to help schools, colleges, providers, employers and others equip learners to be 'safe learners', and highlight

the key components to establishing safe and healthy environments while developing positive attitudes and safe behaviours.

The **safe learner framework** comprises:

- the learner
- the learner's supervision arrangements
- the working and learning environment
- the tasks, and the risks associated with the tasks, and what goes on in the environment
- the funded organisation
- the employer (for work-based learners only).

The **safe learner model** breaks the learner's acquisition of health and safety knowledge, understanding and behaviour into five stages:

- Stage 1: Pre-work (experience) briefing
- Stage 2: Workplace induction
- Stage 3: Progression and foundation
- Stage 4: The safe learner and worker
- Stage 5: Lifelong health and safety learning

*More information about the safe learner concept, safe learner model and safe learner framework can be found in The Safe Learner Concept Consultation Paper, which can be accessed via [www.safelearner.info](http://www.safelearner.info)*

What is your partnership doing to ensure pupils on Young Apprenticeships are being developed into 'safe learners'?

### **Providing assurance on health and safety**

Partnerships should be able to provide assurance that:

- the suitability of employers and locations is assessed by a 'competent person' to at least the standards set out in the LSC's Health and Safety Procurement Standards (see '*Competence*' on Page 15, and '*HASPS*' on Page 18)
- standard 10 of HASPS is assessed separately for each pupil (see '*HASPS*' on Page 18)
- risk assessment and control measures are put in place before pupils begin employer placements (see *Management of Health and Safety at Work Regulations, 1999*)
- for each pupil, a learner health and safety training plan is agreed, monitored, assessed and reviewed

- any reportable incident or accident or other harm to a pupil is investigated in line with LSC requirements and legal obligations; and
- pupils do not work unreasonable or unlawful hours or shift patterns – (see *Working Time Regulations, 1998* and *Working Time (Amendment) Regulations, 2002*).

Perceived high quality placements with leading employers do not automatically guarantee effective arrangements for ensuring pupil health and safety. Employers are judged on their actions, not their reputations.

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## Child protection

‘Child protection means protecting children against all forms of abuse, including sexual abuse, physical abuse, emotional abuse, and neglect, and applies to all young people under 18’.  
DfES, 2002

The Education Act 2002 (Sections 157 and 175) requires Local Authorities, Governing Bodies of Maintained Schools, FE Institutions and Proprietors of Independent Schools to have arrangements to safeguard and promote the welfare of children.

**Schools** should give pupils clear advice about how child protection issues might affect them and details of a named person at the school they can contact in case of any problems.

Each **Local Authority** should have a nominated Child Protection Officer who can provide information and guidance on child protection issues.

**Partnerships** must be aware of, and comply with, DfES child protection guidance relating to work experience and ensure appropriate safeguards are put in place. In particular, they must ensure that:

- child welfare and child protection issues are considered carefully as part of the initial assessment of the suitability of a placement
- placement assessments are carried out by people who have received training in child protection to equip them to know what to look for and/or to advise employers and brief supervisors and pupils (those arranging and monitoring placements require similar training)
- a suitable child protection policy and supporting procedures, including named contacts in case of emergency, are established, *before* placements begin, to:
  - protect pupils from harm, particularly in settings where they may be most at risk, for example when in one-to-one situations with an adult for long periods and where there is a residential component
  - identify instances where there are grounds for concern about a pupil's welfare; and
  - deal fairly and promptly with any allegations of abuse – including bullying against pupils, members of staff and others.

- all staff who regularly care for, train or supervise pupils receive:
    - basic child protection training to make them aware of their responsibilities and equip them to recognise and respond to child welfare concerns (see '*What To Do If You're Worried A Child Is Being Abused*')
    - a written statement about child protection policy and procedures
    - name and contact details for the person within their organisation with designated lead responsibility for child protection; and
    - details of people to contact in an emergency and/or outside normal working hours.
  - systems are in place to:
    - prevent unsuitable people working with pupils; and
    - carry out appropriate Criminal Records Bureau checks on new staff and others who work directly with pupils (see '*CRB*', Page 16).
- For more information on child protection, see:*
- '*Work related Learning at Key Stage 4: advice for practitioners on legal background and other areas*' (DfES/0132/2003)
  - *Safeguarding Children in Education* (DfES/0027/2004)
    - *Extended Work Experience and Child Protection: Safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers* (20/12/2004)
  - *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service* (DfES/0298/2002)
  - *Safeguarding Children: Safer Recruitment and Selection in Education Settings* (DfES/1548/2005)
  - *Work Experience and the Law: the essential guide for central organisers, employers schools and colleges* (Anthony Johns with Andrew Miller); and
  - *What To Do If You're Worried A Child Is Being Abused* (31553).

## Insurance

**Partnerships** should ensure that suitable and sufficient insurance cover is in place for pupils at *all stages* of the Young Apprenticeship Programme.

The main types of risk are:

- injury to the pupils themselves, to others on the premises concerned and to others not on the premises (for example, customers and members of the general public); and
- damage to, or loss of, college, training provider, employer or other property.

Instances giving rise to insurance claims when pupils are on work experience occur infrequently, though the risks are higher when pupils are:

- moving between sites, whether on their own or in transport provided by a college, training provider or employer
- on visits organised by the college, training provider or employer
- using practical skills when dealing directly with customers; and
- taking part in activities that may not necessarily appear to be learning experiences, for example ‘after work’ team building events.

The range and level of insurance cover provided by **Local Authorities** varies widely. They should all have insurance policies to cover negligence on the part of their employees. They may also have personal accident insurance to cover

accidents to pupils when they are on work experience and/or attending college/training provider elements of their programmes, where no negligence can be assigned.

**Employers** providing work experience must insure pupils against personal injury for the duration of their placements, as if they were employees. Pupils on placements should be covered by the employers’ Employer Liability Insurance (ELI) policies, *provided* the placements do not contravene the Education Act 1996 and the insurers concerned are informed of the placement details in advance.

Employers must contact their insurers before placements begin to advise the numbers of pupils and the duration and nature of activities that pupils will undertake while in the workplace, *and* obtain confirmation that the risk has been accepted.

Provided they arise out of activities undertaken in the employer’s name:

- any injuries to employees caused by pupils should normally be covered by the employer’s Employers’ Liability policy
- any damage to the employer’s property should normally be covered by the employer’s material damage policy; and
- any damage to anyone else’s property on the premises should normally be covered by the employer’s Public Liability policy.

The DfES document '*Work Experience: A Guide for Employers*' (DfES/SPD/WES/01/1199rev) includes a proforma checklist which work placement organisers can send to employers for them to sign and return. The checklist focuses employer attention on their insurance cover and reminds them to confirm that their insurers have accepted the risks applying to pupils on the programme.

The need for employers to have current Employer Liability Insurance and other insurance in place appropriate to the business undertaking is also highlighted in the LSC's HASPS Standard 9.

*See: Standards for Health and Safety: Information for employers on the LSC's health and safety standards for learners (LSC/AA000/1127/04) and the LSC's Employer/location health and safety assessment record form, both of which are accessible via [www.safelearner.info](http://www.safelearner.info)*

When arranging placements with employers, colleges or training providers, **schools**, or where appropriate, **placement organisers** acting on their behalf, should:

- notify the Local Authority of the numbers involved and the type(s) of activity to be undertaken, and confirm the extent of the cover provided by the Local Authority

- talk to employers, colleges and training providers to check that suitable and sufficient insurance is in place for pupils engaged in learning activities under their control
- satisfy themselves that the cover provided at all stages is suitable and sufficient, and no gaps arise from insurance renewal delays or failures to provide insurers with relevant information; and
- inform parents or carers of the levels of insurance cover provided, including whether or not it extends to accidental injury sustained while travelling to or from a placement, so that they can consider taking out additional cover if they wish.

Three key points about insurance:

- insurance considerations should not distract attention from ensuring effective preventative measures
- suitable and sufficient cover is important, in case things go wrong
- cover should be checked with insurers, never assumed.

*For more information about insurance, see:*

- '*Work-Related Learning and the Law: guidance for schools and school-business link practitioners*' (DfES/0475/2004)
- '*Work Experience and the Law: the essential guide for central organisers, employers, schools and colleges*' (Anthony Johns with Andrew Miller).

# Key points to note

## Young people at work

### Work experience placement restrictions

Partnerships must ensure placements do not infringe age and/or other legal and good practice restrictions applying to young persons.

Restrictions apply to certain locations, areas, activities, processes, use of tools and attendance patterns. Local bylaws may also be a consideration.

For further guidance, see:

- 'Young people at work – a guide for employers' (HSG165)
- 'Managing Health and Safety on Work Experience – A Guide for Organisers' (HSG199)
- 'Working Time Regulations, 1998 and Working Time (Amendment) Regulations, 2002'.

### Assessing and controlling risks

Partnerships should ensure that employers offering work experience placements:

- assess any risks to pupils and do what they can to control those risks; and
- inform parents or carers, *before* pupils take up their placements, of the key findings of their health and safety risk assessments and the measures taken to control the risks. They may wish to do this in writing to protect themselves in case any dispute arises.

**Schools** must ensure placements are assessed by a 'competent person' (see 'Competence' below) *before* pupils begins work experience. This is to ensure the employer has carried out formal risk assessments and applied any necessary risk control measures.

Increasingly, schools are opting for placement assessments to be conducted under service level agreements by placement organisations experienced in risk assessment inspections, rather than seeking to do it themselves. Schools without previous direct experience in placement assessments are advised to explore this option.

Schools cannot remove their duty of care to their pupils through service level agreements.

Schools or placement organisers may help employers by sending out the relevant information relating to risk assessments and control measures along with a job description or other information about the placement.

Assessing risks to health and safety is not sufficient on its own. Identified risks must be followed through and controlled.



*For more information, see:*

- *'Management of Health and Safety at Work Regulations, 1999'*
- *'The Right Start – Work experience for young people: health and safety basics for employers' (HSE, INDG364).*

### **Competence**

Informed judgments about the suitability of work experience placements should be made by a person who is 'sufficiently competent' in health and safety and in occupational hazards, risks, risk control measures and relevant legislation.

The Employment National Training Organisation (ENTO) produces national occupational standards for health and safety. ENTO's *'Health and Safety for People at Work, Unit D: Review Health and Safety Procedures in the Workplace'* is a useful competence benchmark.

*For more information, see LSC briefing note 'Health and safety competency of those assessing employers and learning locations', accessible via [www.safelearner.info](http://www.safelearner.info)*

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### **The Criminal Records Bureau (CRB)**

The CRB acts as a central access point to criminal records held on the Police National Computer, List 99, the list of people whose employment with children is prohibited or restricted and the Protection of Children List. It provides a 'Disclosure' service, commonly known as 'CRB checks', which enables employers to check backgrounds of candidates for roles that involve working with children and establish whether information is held about them which may make them unsuitable.

Employers can ask successful candidates to apply for a CRB 'Disclosure', which will contain information about their criminal record. There are three types of disclosure, each representing a different level of check. The appropriate level of check is determined by the duties of the job or position concerned.

### **CRB disclosures**

**Enhanced disclosures** – are appropriate where normal duties include caring for, training, supervising or being in sole charge of children aged under 18.

**Standard disclosures** – are appropriate where normal duties include working with children aged under 18, but do not warrant an enhanced disclosure.

**Basic disclosures** – are NOT appropriate for people who will work with children.

Standard and Enhanced Disclosures show spent and unspent convictions and cautions. When a person applies for a Standard or Enhanced Disclosure to verify their suitability to work with children, the disclosure will contain details of whether they are on 'List 99' and/or the 'Protection of Children Act List', both of which are maintained by DfES.

Enhanced Disclosures may also include details of acquittals or other non-conviction information, held on local police records, which are relevant to the job or position concerned.

**List 99** contains details of people whose employment in 'relevant employment' has been barred or restricted by the Secretary of State. The **Protection of Children Act List** contains details of people considered unsuitable to work in childcare organisations.

Pupils on work experience elements of the programme that involve contact with children in other schools or education establishments need not be CRB checked. Special care should be taken to ensure any pupil selected for a childcare placement is suitable for the placement in question. A risk assessment should be made, taking full account of any unsupervised access to children, to determine whether a disclosure is required.

The CRB disclosure process is very helpful, but it is not the only aspect of child protection.

*For more information about the CRB and 'Disclosure' see [www.crb.gov.uk](http://www.crb.gov.uk) and [www.disclosure.gov.uk](http://www.disclosure.gov.uk)*

*For more information about when CRB checks are appropriate, see:*

- *'Extended Work Experience and Child Protection: Safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers' (20/12/2004); and*
- *'Criminal Records Bureau: Managing the Demand for Disclosures' (DfES/0780/2002).*
- *Safeguarding Children: Safer Recruitment and Selection in education settings (DfES/1568/2005)*

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## **LSC Health and Safety Procurement Standards (HASPS)**

The LSC has developed standards for funded organisations to use when assessing the suitability of placement employers and locations for work-based learning. They are aimed at providing clear and consistent expectations and greater assurance that LSC funded learning is taking place in a safe, healthy and supportive environment.

HASPS standards 1 to 9 relate to premises and standard legal requirements.

HASPS standard 10 relates to the employer's management of the health, safety and welfare of individual learners. It provides the context for addressing child protection requirements. Standard 10 must be assessed separately for each individual learner.

### **Induction**

Employers must pay special attention to providing effective health and safety induction for pupils, starting on the first day of their placement. This induction should recognise that this may be their very first introduction to the world of work.

*Annex C to Work Experience: A guide for employers (DfES/SPD/WES/01/1199rev) contains a checklist of points to include.*

**Employers must pay special attention to providing effective health and safety induction for pupils.**

## Supervision

Effective supervision is probably the most important single preventative measure to protect pupils involved in activities away from school sites, sometimes from a pupil's own acts and omissions.

Supervisors, mentors, instructors and others who transfer health and safety knowledge, play a vital role in influencing pupil's behaviour and developing them into safe, healthy, capable and competent workers.

Supervision arrangements should take full account of the individual pupil and the circumstances involved. They should therefore only be determined when the risks to health, safety and welfare have been formally assessed for each placement.

Arrangements for supervising pupils during non-contact time, such as lunch breaks, must not be overlooked. They should be based on a separate risk assessment for each pupil.

The Employers' National Training Organisation is developing standards for the safe supervision of learners on work placements.

Supervisors and mentors play an important role in setting the right behaviours by acting as positive role models and encouraging other employees to do the same.

For more information on supervision, see:

- *'Work-Related Learning at Key Stage 4: advice for practitioners on legal background and other areas'* (DfES/0132/2003)
- *'Work-Related Learning and the Law: guidance for schools and school-business link practitioners'* (DfES/0475/2004)
- *'Supervising Learners Health and Safety: A Good Practice Guide for Employers'* (DfES/LSC 2001); and
- *'Health and Safety Supervision of Learners in the Workplace: A Good Practice Guide for Providers'* (DfES/LSC 2001).

## Recording attendance

Schools must record the attendance of pupils during those elements of the programme that take place away from school premises. Partnerships must therefore establish effective procedures for recording pupil attendances and reporting absences.

Schools should inform the relevant college, training organisation or employer immediately a participating pupil's absence is notified to them. Similarly, where another organisation is notified of an absence, the school should be informed immediately.

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It would be good practice for schools to agree with employers:

- an arrangement for confirming attendance during the first day of a placement, and at regular intervals thereafter; and
- a time in each day when, if there has been no contact, a pupil should be considered absent, rather than late, and when employers should report back to the school.

### **Special medical needs**

Schools should discuss any particular medical needs with parents or carers and, where appropriate, obtain their consent to sharing medical information with placement organisers and providers.

If a placement provider is unable to arrange the necessary support, the school must consider how the pupil's health, safety and welfare can be protected during the placement. It is advisable to do this in conjunction with parents or carers.

### **Illnesses**

Partnerships should make suitable arrangements for dealing with pupils who fall ill while on placement.

These arrangements should ensure that the pupils' health, safety and welfare are protected.

## Reporting accidents and incidents

Partnerships must have effective procedures for reporting accidents and incidents to pupils away from the school site. Key points are:

- the school should be notified immediately through a previously agreed contact, in accordance with the Local Authority's/school's reporting requirements
- the school is responsible for ensuring parents or carers are informed as soon as they become aware that an accident or incident has occurred
- partners should be clear about their respective responsibilities under the *Reporting of Injuries and Dangerous Occurrences Regulations (RIDDOR), 1995* and the LSC's incident reporting and information requirements.
- employers must report RIDDOR notifiable accidents and incidents involving pupils on work experience placements to the HSE's Incident Contact Centre. See [www.riddor.gov.uk](http://www.riddor.gov.uk) for further information.
- schools must ensure all assaults and serious and fatal accidents on placements are reported immediately by telephone to the LSC National Health and Safety Team (Tel: 02476 823239).

It is better for an accident to a pupil to be reported twice or more than not at all.

*For further information, see Work Experience: A Guide for Employers (DfES/SPD/WES/01/1199rev).*

## Work experience out of term-time

Most work experience will take place during term-time. If there are good reasons for doing so, it may be undertaken out of term-time *provided*:

- parents or carers give their informed consent
- effective communications, including emergency contact arrangements, are maintained between employer, school, pupil and parents or carers; and
- the employer's insurers have been notified.

## Issues and concerns

Pupils, or their parents or carers, who are concerned about health and safety in the workplace and prefer not to raise the matter directly with the employer can contact the 'SafeLearner Line' by calling 0808 800 4000 or texting 0778 147 2568. It will then be taken up by the local LSC.

*Copies of a 'SafeLearner Line' promotional leaflet (LSC/AA000/2376/04) can be obtained via the LSC Helpline on 0870 900 6800.*

The 'Safe Learner Line' is open Monday to Friday, 8.00am to 8.00pm and on Saturdays from 9.00am to 12.00 noon.

It can be contacted by:

- telephone on 0808 800 4000
- text on 07781 472568
- email at [safelearners@bss.org](mailto:safelearners@bss.org)

The 'SafeLearner Line' should only be used to report concerns about health and safety matters. Any other concerns, such as equal opportunities issues, should be raised directly with the school/partner concerned.

If feedback from a pupil or parent or carer indicates health and safety arrangements at a placement are not satisfactory, then:

- the matter should be investigated and a decision made about whether the current placement should continue; and
- an assessment of the suitability of the employer or location concerned for future placements must be made and the findings acted upon.

### **Data protection**

Partnerships should ensure any personal data held on pupils or employers in relation to health, safety and welfare matters complies with Data Protection Act (1998) principles.

Examples of such data could include:

- accident reports
- CRB check details
- data on employers collected during visits to pupils on placement or through post-placement evaluation forms completed by pupils; and
- data on pupils collected through employer assessment forms inviting employers to comment on pupil employability and attitude.

### **Monitoring, review and continuous improvement**

Partnerships should monitor and regularly review their performance on matters relating to pupil health, safety and welfare.

They should ensure risks are reassessed if there are known changes in circumstances, for example if placements are extended and pupils might carry out an increasing number and range of duties.

Learning points should be identified and used as a basis for continuous improvement.



# Apprenticeships

## Further information

Legislation and guidance on health and safety and child protection is updated frequently. Keep checking relevant websites to keep abreast of developments.

### Key reference sources

[www.safelearner.info](http://www.safelearner.info)

This is the *safe learner* website, established as a 'Good Practice Toolkit for Learner Health and Safety' by the LSC in conjunction with the Association of Colleges and the Association of Learning Providers. It includes contact details for LSC Regional Health and Safety Managers, facilities to download forms, information and guidance documents and links to other health and safety websites.

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

Developed by DfES as a resource to support the teaching profession. It contains information, advice and guidance on child protection issues.

*'Work Experience and the Law: the essential guide for central organisers, employers, schools and colleges'*.  
Written by Anthony Johns with Andrew Miller (updated in 2003 and 2005).

Available from Centre for Education and Industry, University of Warwick, Coventry CV4 7AL. It covers legal basics affecting work experience and guidance on health and safety, child protection and insurance issues.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

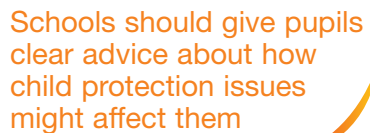
The following can be accessed via [www.safelearner.info](http://www.safelearner.info)

- *Be Safe! An Introductory Guide to Health and Safety* (LSC-P-NAT-050030). This highlights points that will help avoid accidents and ill health at work and includes a workbook to complete. A 'Be Safe' DVD is also available from the LSC Helpline on 0870 900 6800.
- Resources to support '*Risk It*' video/DVD, which is aimed at preparing young people, aged 14-19, for a safe work experience. It focuses on recognising hazards at work, assessing the risks involved and having the confidence to communicate safety concerns to work colleagues. The video and DVD is obtainable from the LSC Helpline on 0870 900 6800.
- *Pocket Guide to Supervising Learner Health and Safety* (LSC/MISC/0612/03). This highlights some of the main health and safety considerations when taking a new young person into the workplace.
- *Supervising the safe learner: Guidance for Employers* (LSC/MISC/0611/03). Provides information and guidance aimed at promoting and encouraging good practice in learner health and safety.
- *Supervising the safe learner: Guidance for Providers* (LSC/MISC/0613/03). Information and guidance aimed at promoting and encouraging good practice in learner health and safety.
- *Supervising Learners' Health and Safety: A Good Practice Guide for Employers* (DfES/LSC, 2001). Includes case studies.
- *Health and Safety Supervision of Learners in the Workplace: A Good Practice Guide for Providers* (DfES/LSC, 2001). Includes case studies.
- *Learner Health and Safety: External Implementation Guide* (LSC/AA000/0959/04). Guidance on the LSC's approach to raising standards and seeking assurance in relation to learner health and safety.
- '*The Safe Learner Concept*' Consultation Paper (LSC/AA000/1197/04). This proposes an approach to take the LSC's safe learner concept forward in a tangible and meaningful way. It includes descriptions of the safe learner framework and the safe learner model.
- *Standards for Health and Safety: Information for employers on the LSC's health and safety standards for learners* (LSC/AA000/1127/04). Guidance leaflet.
- *Health and safety competency of those assessing employers and learning locations* (LSC briefing note). Explains the LSC's requirements and expectations.

- *Managing health and safety: five steps to success* (HSE, INDG275). A quick guide to risk assessment.
  - *LSC Health and Safety Procurement Standards (HASPS)*.
  - *Employer/location placement assessment form*.

The following can be accessed via [www.dfes.gov.uk/ebnet/home/Guidance.cfm](http://www.dfes.gov.uk/ebnet/home/Guidance.cfm)

- *Work Experience: A guide for employers* (DfES/SPD/WES/01/1199rev). Guidance and advice on main issues relating to work experience placements for pupils aged 14-16. This is intended to help employers establish programmes that generate maximum benefit for pupils and themselves.
- *Work Experience: A guide for secondary schools* (DfES/SPD/WES/01/02rev). Guidance and advice on the main issues relating to work experience for pupils aged 14-16. This is intended to help schools establish programmes that generate maximum learning benefit for pupils.



Schools should give pupils clear advice about how child protection issues might affect them

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See [www.dfes.gov.uk/14-19](http://www.dfes.gov.uk/14-19) for

- *Work-Related Learning and the Law: guidance for schools and school-business link practitioners* (DfES/0475/2004). This explains legal background to many work-related learning issues concerning Key Stage 4 pupils. It is intended for use by schools, colleges, training partners and employers.

See [www.dfes.gov.uk/14-19](http://www.dfes.gov.uk/14-19) for

- *Work Related Learning at Key Stage 4: advice for practitioners on legal background and other areas* (DfES/0132/2003). This provides advice and explanation, in 'question and answer' format on legal background and other areas.

The following can be accessed via [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

- *Safeguarding Children in Education* (DfES/0027/2004). Clarifies roles and responsibilities within LEAs and schools and provides information and links to further guidance.
- *Extended Work Experience and Child Protection: Safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers* (20/12/2004). This is designed to accompany 'Safeguarding Children in Education' and is relevant to those involved in organising work experience for pupils aged 14-16.
- *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service* (DfES/0278/2002). Details pre-appointment checks appropriate to people who will have contact with children/young persons. It explains the CRB role and circumstances under which people may be reported to Secretary of State.
- *What To Do If You're Worried A Child Is Being Abused* (31553). Best practice guidance for those working with children in order to safeguard their welfare.

See [www.teachernet.gov.uk](http://www.teachernet.gov.uk) for

- *Criminal Records Bureau: Managing the Demand for Disclosures* (DfES 0780/2002).

The following can be accessed via [www.opsi.gov.uk](http://www.opsi.gov.uk)

- *Management of Health and Safety at Work Regulations 1999*
- *Working Time Regulations, 1998*; and
- *Working Time (Amendment) Regulations, 2002*.

The following can be accessed via [www.hse.gov.uk](http://www.hse.gov.uk)

- *The Right Start – Work experience for young people: health and safety basics for employers* (HSE, INDG364). Provides information and guidance on assessing health and safety risks to young people in the workforce under the age of 18, including work experience students.

The following are obtainable via [www.hsebooks.com](http://www.hsebooks.com)

- *Management of Health and Safety at Work: Management of Health and Safety at Work Regulations, 1999. Approved code of practice and guidance* (L21). Guidance on Regulations including risk assessment, health and safety arrangements, protection of young persons and liability provisions.
- *Managing Health and Safety on Work Experience – A Guide for Organisers* (HSG199). Guidance on organising work experience for students below minimum school leaving age.
- *Successful health and safety management* (HSG65). Guidance for improving health and safety management in organisations.
- *Young people at work – a guide for employers* (HSG165). Outlines employer responsibilities under Management of Health and Safety at Work Regulations 1999, which include particular provisions for young people.

## **Sector body websites**

### **Art and Design/Performing Arts**

[www.cciskills.org.uk](http://www.cciskills.org.uk)

Cultural and Creative Skills

### **Business Administration**

[www.cfa.uk.com](http://www.cfa.uk.com)

CfA (Council for Administration)

### **Engineering**

[www.semta.org.uk](http://www.semta.org.uk)

SEMTA (Science, Engineering and Manufacturing Technologies)

### **Health and Social Care**

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills for Care

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health

### **Hospitality**

[www.people1st.co.uk](http://www.people1st.co.uk)

People1st

### **Carpet manufacturing and fitting**

[www.skillfast-uk.org](http://www.skillfast-uk.org)

Skillfast-UK (apparel, footwear, textiles and related businesses)

### **Motor Industry**

[www.automotiveskills.org.uk](http://www.automotiveskills.org.uk)

Automotive Skills

### **General information on sector skills councils**

[www.sdda.org.uk](http://www.sdda.org.uk)

Sector Skills Development Agency

## **Other useful websites**

HSE

[www.riddor.gov.uk](http://www.riddor.gov.uk)

CRB

[www.crb.gov.uk](http://www.crb.gov.uk) and

[www.disclosure.gov.uk](http://www.disclosure.gov.uk)

Employment National Training Organisation

[www.ento.co.uk](http://www.ento.co.uk)





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