

## Work Placement Policy



### **Legislation and Guidance that inform this document**

- Work Experience - a Guide for Secondary Schools (2002)
- Education Act (1996) amended by ...
  - Standards and Framework Act (1998)
  - Education and Skills act (2008)
- Careers Guidance and Inspiration in Schools (Gov.Uk 2014... updated March 2015)

### **Other Red Balloon policies to be read in conjunction with this one**

- Careers Guidance
- PSHEE
- Transition
- Disability and Discrimination
- Risk Assessment

### **Responsibility for Implementation**

It is the responsibility of each coordinator to ensure that work placement opportunities are available to students aged 13 and above (though not compulsory) and that all placements are effectively monitored. Each coordinator will identify a member of staff with daily responsibility for overseeing and implementing this work.

### **Statement of intent:**

As per our 'Careers Guidance Policy', we seek to ensure that all students are prepared for 'life in modern Britain'. We aim to provide experiences that enable students to develop the necessary values and attributes that they need to become successful employees and entrepreneurs and to flourish in an ever changing 'employment world' eg self-efficacy, resilience, determination, flexibility, interpersonal skills (see 'Student Wellbeing Policy').

As a key element of transition planning, staff will identify those students for whom it is appropriate to undertake a work placement and ensure that such placement is interwoven within the student's bespoke learning programme.

### **Practice Guidance:**

As described later in this document, there is a variety of 'types' of work placement, but this document focusses mainly upon work experience placements. Work experience is defined (2002 guidance) as, "a placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience."

If such an experience is decided to be appropriate for a student, a member of staff will work with that student and her / his parent(s) / carer(s) to identify an appropriate placement.

Such a placement may be for a block period or at regular agreed intervals during a student's time at a centre (during KS4).

In making approaches to prospective 'employers', students should be encouraged to play a key role in negotiating placements.

It is important that work experience provides worthwhile learning outcomes. The student and responsible staff members (Red Balloon and from the placement) should identify intended outcomes both in terms of general work based skills and knowledge and skills specific to the placement. Students should be enabled to understand the need to assess risk within the workplace and to recognise potential hazards and any risks to health and safety.

Staff and student should develop a placement plan that covers:

- what is to be learned;
- how it is to be learned;
- evidence of learning to be presented;
- assessment measures to be used.

These should be revisited during the placement and modified if deemed appropriate.

#### Equality of Access:

Centres will pursue a policy of equal opportunities in their work experience programmes. Any placement should be considered within the context of Red Balloon's Disability and Discrimination Policy, particularly in areas such as countering gender stereotyping, increasing students' confidence and challenging under-achievement. Students should be encouraged and given extra support when choosing non-stereotyped placements eg girls choosing engineering. As a minimum, centres will check that their programmes are free from both overt and covert stereotyping, and that students with a disability are appropriately provided for.

#### Hours of work:

During a work placement, the number of hours worked and the pattern of work is normally a matter for agreement between employer, school, parent(s) / carer(s) and the student. In keeping with Red Balloon's common law duty to look after students, staff should ensure that they (students) are not asked to work excessively long or unsocial hours. Unless there are strong reasons to the contrary, students should not work more than a standard eight-hour day. Students should not work for more than five days in any consecutive seven-day period.

#### Risk assessing placements:

In accordance with Red Balloon's 'Risk Assessment Policy', staff will complete a risk assessment for all placements. Should any risk be considered to be 'unacceptable', then the placement will not be 'pursued'.

#### Ensuring good communication with parent(s) / carer(s)

The responsible member of Red Balloon staff must provide parents/carers with:

- the purposes and aims of the placement, including links to the curriculum;
- learning benefits for the student, including skills to be developed;
- when and where the placement will take place;
- details of travel arrangements and any associated costs;
- description of the nature of the work involved;
- precise working hours;
- any significant risks to health and safety and the control measures in place to protect the young person as identified by the placement provider's risk assessment;
- the name of the Red Balloon member of staff responsible for the placement for general communication and in case of emergency or complaint;
- how they can support their child during the placement period;
- the name and contact details of the person responsible for the student in the workplace.

#### *Communications with placement provider*

The member of Red Balloon staff responsible for overseeing the placement will maintain contact with the placement provider at pre-agreed intervals. The purpose of such communication is to monitor progress against learning objectives and to resolve any issues (practical eg transport arrangements, or other eg student reticence to engage with appropriate tasks) that arise during the placement.

#### *Supporting the student:*

There will be a member of RB staff who is responsible for the placement. That person will make themselves available to the student and provide any support required during the placement. The student will maintain access to any wellbeing or other staff that they routinely work with during the period of the placement.

### Insurance arrangements:

Red Balloon staff must ensure that the placement provider has appropriate insurance in place. A range of risks may arise in the context of student visits to the workplace. The principal ones are:

- injury to the students themselves;
- injury to others on the premises (employees, visitors, customers, etc);
- injury to others not on the premises (including customers and members of the general public);
- damage to, or loss of, employers' property;
- damage to, or loss of, other property.

The ABI, the British Insurance and Investment Brokers Association and Lloyd's of London agreed as a matter of convention that students on work experience programmes that meet the requirements of the Education Act 1996 should be treated as employees for the purposes of insurance against personal injury (that is, they will be covered by the Employers' Liability Policy), provided that the insurer has had appropriate notification. Red Balloon staff must ensure that any 'employer' has notified their insurers of the placement.

- Student injury arising from other forms of attachment would normally be covered (as per all injuries to visitors etc) by the employer's Public Liability Policy.
- Any injuries caused to employees or students, provided that they arise out of activities undertaken in the employer's name, should normally be covered by the employer's Public Liability Policy or the Employers' Liability Policy.
- Damage to the employer's property should normally be covered by the Material Damage Policy.
- Damage to the property of others on the employer's premises should normally be covered by the Public Liability Policy.

Red Balloon staff must ensure that the employer possesses such policies (public liability, employers' liability and material damage) and has notified each insurer of the placement.

### Student induction

Red Balloon staff must assure themselves that the student will receive full and proper induction to the workplace. If a placement is the first with that employer, it is good practice for the Red Balloon member of staff to attend the induction.

Induction will vary according to the nature of the workplace but areas that should 'typically' be covered are:

- line management;
- safety procedures (to include who the key health and safety staff are);
- prohibited areas;
- workplace hazards eg dangerous substances, machinery;
- good lifting practice (if required);
- general housekeeping - maintaining a safe and clean work environment;
- hygiene;
- first aid;
- accident procedures;
- fire procedures;
- evacuation procedures.

### Safeguarding issues:

Red Balloon staff supervising work experience placements should assure themselves that the workplace staff have a basic understanding of safeguarding procedures. There need not necessarily be a written policy and staff do not *have* to have undertaken safeguarding training, but conversations with managers, staff who will have regular contact with the student, and particularly any member of staff who is likely to be alone with the student for significant periods of time should be had:

- a) to check that staff understand their responsibilities;
- b) to monitor the general 'approach' within the workplace.

Should it become clear that there is limited awareness of or disregard for safeguarding values, the placement should not be pursued. Red Balloon staff should always err on the side of caution with regard to safeguarding.

### Other types of placement:

Work experience is not the only type of work placement that Red Balloon staff will consider for students. Other placements may cover:

- work shadowing - in which an individual student is assigned to 'shadow' an 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;
- work observation - in which individuals or groups of students are guided round the workplace to watch a range of employee activities or work processes;
- projects - in which individuals or groups of students carry out projects on employers' premises, for example, work-related problem solving exercises set by employers or coursework assignments;
- mock interviews - in which students are given experience of interviews.

### Restrictions upon placements:

The Education Act 1996 placed limitations on the sorts of work students can engage with. The Act prohibits work experience placements where the work concerned is subject to a statutory restriction based on age limits expressed as a number of years. The Act also makes it clear that restrictions apply to work on ships. However young people can do work otherwise prohibited by age under the 'Employment of Women, Young Persons and Children Act 1920', provided they are on approved programmes of work experience. Staff should seek advice from the appropriate local authority if they have any concerns re the legitimacy or safety of any placement.

Policy updated Sept 2018 by Bob Sproson, Director of Education - for annual review.

