

»» How to contact us

Should any issues cause you concern during the placement contact should be made immediately with the school Work Experience Co-ordinator and/or the Work Experience Team at the Ealing EBP.

In order to make the most of the generous support we receive from employers we actively encourage feedback about any issues raised during participation in Work Experience.

For this reason you may be asked to complete an evaluation form at the end of the school year. In the meantime to encourage continuous improvement to the programme we welcome your comments and queries.



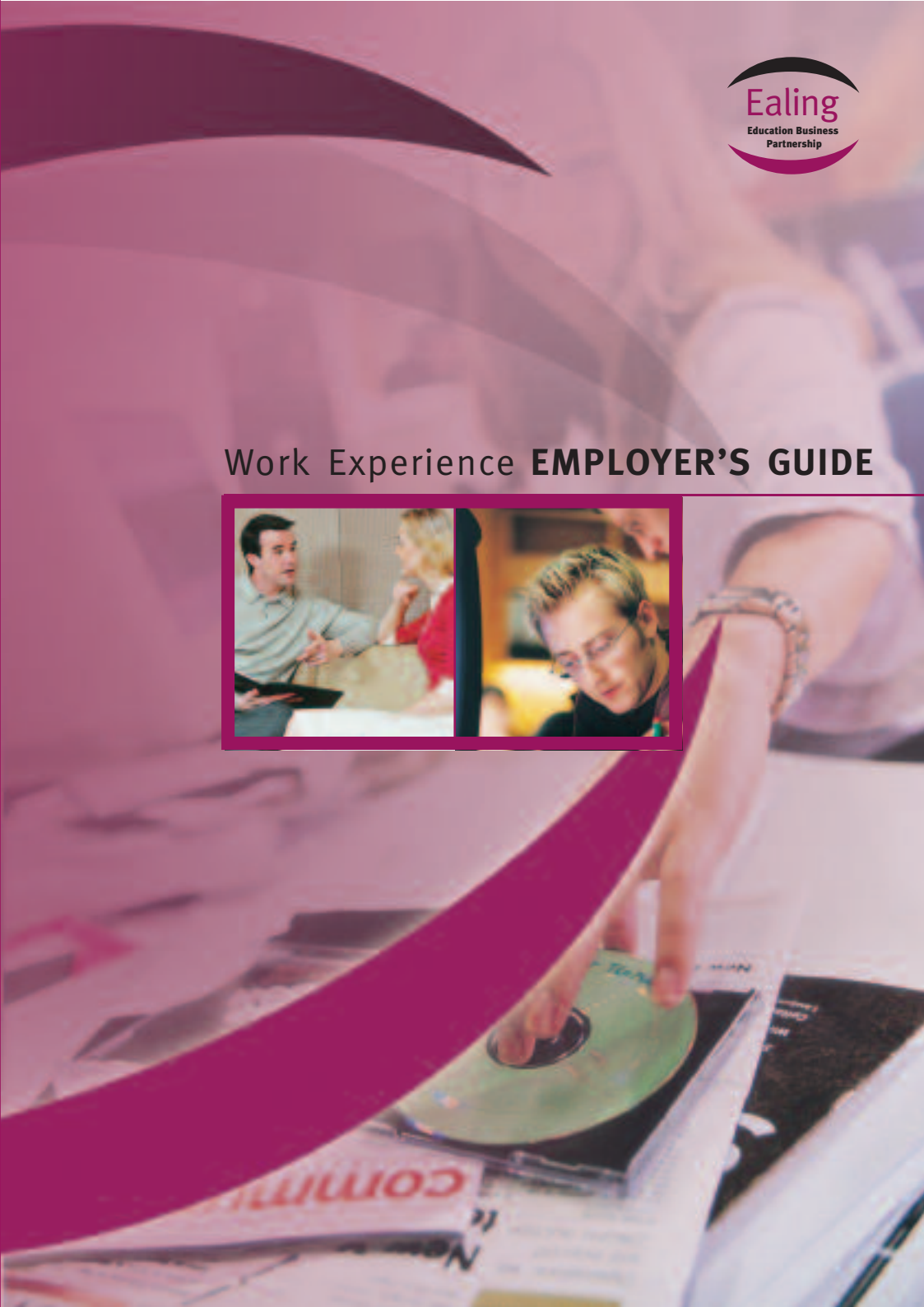
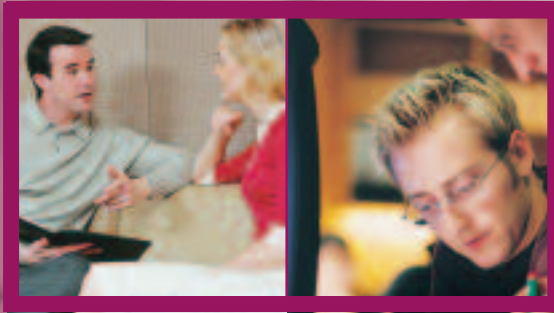
Ealing Education Business Partnership

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Please contact the Work Experience Team if you would like to attend Work Experience Preparation Workshops and help to assist Ealing EBP staff in delivering workshops in Ealing Schools, which focus on Customer Service, Telephone Techniques and Interview Techniques. This has been piloted with several Ealing employers and has proved very successful and we would like to encourage even more employers to attend, as this is very beneficial for students to see how businesses operate and employers to see how schools operate.

Work Experience **EMPLOYER'S GUIDE**





INTRODUCTION

Work Experience is an entitlement for all school children but it only works with the valuable support of local employers.

This brief guide aims to help you offer students a quality work experience placement, which we hope will benefit both their learning and understanding of the world of work whilst at the same time benefiting you and your organisation.

Benefits of Work Experience

Students are empowered...

- To manage their own learning
- To self-assess
- To gain confidence
- To obtain evidence for qualifications
- To demonstrate expertise

Business Benefits...

- A better prepared workforce
- Recruitment
- Ensuring the curriculum of schools is up-to-date and that schools are aware of business needs
- Positive PR/Heightened community profile
- Contribution to the wider community/improved business image
- The “feel good” factor from supporting local schools
- Staff motivation/ Development

Staff Development

Get employees to treat supervising a work experience student as a project and ensure they plan for success. Participating in the work experience programme provides opportunities for enhancing the skills of employees (for example communication and presentation skills). Allow them to work with the student before they arrive and during the placement to ensure that the student has a positive experience and the work they do is meaningful. Review the project at the end of the placement with the student and the supervisor and share any learning experiences.





»» OUR ROLE

As an Education Business Partnership we aim to ensure all students, regardless of need, in their penultimate or final year of compulsory education is offered a period of work experience and that this:

- Is co-ordinated efficiently and effectively
- Adds value to their education and meets individual needs
- Exceeds the minimum quality criteria identified in the Government Office for London Guidance on Work Experience
- Continue to raise the awareness and importance of Education Business Links
- Promotes equal opportunities and challenges gender and race stereotypes within workplace environments
- Consider the Health, Safety and Welfare issues of students undertaking a placement.

Your Role

As an employer we would ask that:

- You designate an employee to act as supervisor or guide for the student
- You prepare staff, so that student(s) can observe and take part in appropriate areas of work, ask questions and seek out information
- You carry out a suitable induction with the student
- You (or the student's supervisor) complete a short report on the performance of the student.



INDUCTION

Induction of a work experience student should occur as early as possible in the placement and should cover:

- An overview of the organisation
- Risk applicable to the job they are doing and the appropriate control measures
- Which areas, machines, substances or processors are prohibited
- Who to talk to about any unsafe conditions
- How to use/wear any special protective equipment/clothing
- How to report an accident
- To whom to report an accident
- Where/how an accident is recorded
- How to get first aid treatment
- How to raise the alarm in case of an emergency
- Where the emergency exits are located and how to operate them
- Where to assemble if they have to leave the building
- Student's personal responsibilities as outlined in the company Health and Safety policy
- Where appropriate, how to lift correctly and the reasons for this
- The importance of housekeeping, e.g. keeping cupboards doors and filing cabinets closed, ensuring wires are not trailing etc.
- Timing and punctuality issues
- Discussion around students workbook requirements



>> WELFARE ISSUES

Health & Safety

Students on work experience should be thought of, as employees for the purposes of Health and Safety and consequently all appropriate regulations covered by Health and Safety legislation must be adhered to. You are asked to give clear information about Health and Safety to the student as part of their induction. Your offer of work experience will only be confirmed once the placement has been assessed for risk and an understanding has been obtained, that Health and Safety, Insurance, Legal and other requirements will be met.

The placement will be given a risk banding in line with current Government guidance. Re-appraisal of risk banding will occur at either annual, bi-annual or four yearly intervals depending on initial assessment.

Insurance

Students on placements must be covered by insurance. The association of British Insurers (ABI), the British Insurance and Investment Brokers Association and Lloyds of London have agreed that, as a matter of convention students on Work Experience should be treated as employees for the purposes of insurance against personal injury (that is they will be covered by the Employers Liability Insurance policy, as long as they have informed their insurers that students will be participating in work experience placements, and of the nature of the proposed activities).

Welfare

You are asked to take responsibility for the social as well as physical welfare of students on work placement. It is important that employee relationships with students on work experience are conducted appropriately. You are also reminded of your responsibilities under the Criminal Justice and Court Services Acts.

>> OTHER INFORMATION

Placement types

Placements usually fall into two categories, traditional and extended. A traditional placement often consists of a two-week block period, whereas extended work experience is developed around the students individual needs be they personal or educational.

School Role

Teachers will aim to visit students at least once during the placement to observe them at work and to discuss their progress. During this visit you should voice any concerns you may have regarding the students progress or welfare.

What support do employers receive?

Before and during student's placement, participating employers have the full support of the Ealing EBP, who provide information of what students are expected to do and guidelines offering advice and help in the event of any problems arising during the placement. Should you need help in planning activities for students on Work Experience please contact the Work Experience Team at Ealing EBP.



THE WIDER IMPLICATIONS OF WORK EXPERIENCE

Work Experience is an opportunity for young people to observe and participate in real work activities whilst carrying out a range of studies and investigations under the supervision of a working professional in a real workplace environment. The benefits of a quality work experience placement are far reaching within the National Curriculum, providing opportunities for learning at work to be assessed and accredited towards, personal and social education, careers guidance, GCSE subjects, Citizenship, Key Skills activities and other vocational learning programmes.



CODE OF CONDUCT FOR STAFF WORKING WITH YOUNG LEARNERS

Introduction

This code has been drawn up to assist staff in maintaining entirely proper and professional relationships with Young Learners. It attempts to provide a clear and unambiguous picture of the boundaries associated with staff roles and the use of power and authority.

It is stressed that this Code is not a legal document but is intended to provide guidance to employees in carrying out their responsibilities.

Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with young learners remain, and are seen to remain, entirely proper and professional.

It is recognised that staff are vulnerable to the possible consequences of their close relationship with young learners and to the potential for malicious and misplaced allegations being made by young learners, either deliberately or innocently, arising from the normal and proper associations that staff may have with them.

Principles and guidelines

The duty of staff is to:

Ensure the health and safety of young learners while they are within their responsibility.

Staff members are in a position of trust and they owe a duty of care to the young learner for whom they are responsible.

As a general principle, staff should not have unnecessary physical contact with their young learners - and there should be no unwanted physical contact however well intentioned e.g. Comforting gestures. It is important to be aware that such contact may be misconstrued by a learner, parent/carer or observer. Such contact can include well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which, if repeated with an individual young learner, could lead to serious questions being raised.

Some staff are likely to come into physical contact with their young learners from time to time in the course of their training activities, e.g. When showing a young learner how to use a piece of apparatus or equipment. Staff should be aware of the limits within which such contact should properly take place and should consider the possibility of such contact being misinterpreted by the young learner. There is NO acceptable behaviour that has either explicit sexual connotations or innuendo. Any such behaviour will always be treated as extremely serious and investigated immediately.

Meetings with young learners

Staff should be aware of the potential risks, which may arise from interviewing individual young learners in private. It is recognised that there will be occasions when confidential interviews must take place but, where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by other people.

Caring/First Aid

If a young person complains of sickness, or injury, a judgement should be made as to whether he/she should be referred to a person qualified in First Aid or advised to see his/her own doctor. The young learner's parents/carers should also be informed.

Staff who have to administer first aid (normally a trained First Aider) should ensure wherever possible that another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.

Provision of advice and guidance

Staff may from time to time be approached by young learners for advice. Young learners may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the young learner to a member of staff with experience or responsibility for that young learner. Staff must in these circumstances use their discretion to ensure that e.g. Any probing for details cannot be construed as unjustified intrusion.

Social contact

Social contact with young learners, other than that which is school based or organised by a school, should be positively resisted.

Staff should ensure that their relationships with young learners are appropriate to the age and gender of the young learner, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescent boys and girls.

Comments by staff to young learners, either individually or collectively, can be misconstrued. As a general principle, staff must not make unnecessary comments to and/or about young learners, which could be construed to have a sexual connotation. Staff should be careful in their use of language/terminology and the use of insensitive, disparaging or sarcastic comments is unacceptable.

If staff, at any time, feels that their relationship with a young learner is developing into one that would be inappropriate between a member of staff and a young learner, it is their responsibility to discuss the situation with their line manager, the Work Experience co-ordinator/school or the Ealing EBP Manager.

Health and Safety

In the interests of the student's health & safety, it is essential that he/she is not put at risk whilst on the placement.

Health and Safety and control measures may already have been discussed if you are a new employer to the Ealing EBP and a member of staff should have visited your organisation. However, whether this has happened or not, we respectfully ask for your help in observing the following:

- Ensure the student is supervised by a responsible adult
- Is travelling safely to and from the placement
- If the student does not arrive at their placement by 1 hour after their starting time, please could you contact the students school immediately as the students welfare and safety may be at risk and the school need to be notified that the student has not arrived
- Is not working in isolated areas - e.g. Warehouse/outbuilding
- Has been provided with protective personal equipment/clothing where required
- Is not working more than 39 hours with an hour for lunch included in that time
- Has been advised about breaks (lunch/tea)
- Is not in an environment where racially or sexually explicit materials exist or are displayed
- Knows about the organisation's procedures in case of an emergency
- If Saturday working is required prior agreement will be needed from parents and the school.

Source: Extracts/selected items from Bradford Confederations - Child Protection Guidelines, Appendix 1 (Conference: Child Protection in Education, March 2005)