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<b>Change Record</b>		
Version	Date	Description
1.1	FGB Q&P 3 Nov 16	Changes to Process section & new Appendix 1
1.2	FGB 21 Sep 17	Changes to staffing from assistant Principal to Head of School
1.3	FGB Nov 19	Nomenclature changes and additions including change to KCSIE 2019.
1.4		

**"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"**



## WORK EXPERIENCE AND CHILD PROTECTION

### Introduction

This guidance note covers regulation of off-site activities including work experience, placements into FE or training providers and managing visitors into school. It does not cover staff recruitment and training, recognition of abuse and neglect, or recording and disclosure of incidents which may occur during mainstream school time.

**Duty of care:** The College retains the primary duty of care for students engaged in off-site activity as part of the curriculum. Child protection should be part of the initial approval process similarly to health and safety when approving activities

**All off site activities** (see Appendix 1) should be considered including partnerships, placements with training providers and employers. For placements brokered through FE Colleges or Training Providers, schools should obtain confirmation that the necessary conditions are in place with regard to the use of competent staff, supervision, health and safety and child protection clearance and the communication of sensitive data.

**Block work experience** placements do not usually require additional child protection safeguards, however employers should be informed of any serious medical or learning needs which could affect the safe management of the student and consideration should be given to the communication and storage of sensitive personal data. **DBS checks will always be obtained for work experience placements.**

**Extended work experience** placements require additional safeguards to be in considered in settings where students are most at risk including placements:

- a) **for more than one day per week**
- b) **for longer than one term per year**
- c) **for vulnerable children (SEN, pre 16)**
- d) **where there is substantial unsupervised access**
- e) **where there is a residential component**

In these cases staff organising placements should have child protection training, the employers should be asked to sign a child protection endorsement (statement of intent) and where the employer (or supervisor) has a designated role in supporting young people they should have DBS clearance and child protection training.

**Risk assessment of young people:** Settle College will consider the individual needs and behaviour of the student when making work experience arrangements. For extended placements and students with recognised additional needs the young person's risk assessment is a vital part of the matching process, and should include:

- o The age and maturity of the student
- o Learning, medical or behavioural needs
- o Past history including any potentially unsuitable settings
- o The likelihood or opportunity for contact with unsuitable adult role models
- o The working environment including non-contact time
- o The level of preparation which will be provided
- o Parental wishes

Students may be subject to DBS checks if they are undertaking work in the care or education sectors. The College will allow for the additional time required to obtain clearance before starting the placement.



**Staff awareness:** Staff arranging work experience should have child protection training including knowledge of the schools' internal policy for handling disclosures and what action should be taken by whom and when if any child protection issues are raised prior to, during or after an off-site activity. At Settle College the WEX Co-ordinator has completed the necessary training.

**Student awareness:** Students should be informed about reporting concerns as part of preparation. They should have a continuing point of contact within the school whilst on placement. The Personal Development programme provides opportunities for students to learn about unacceptable/acceptable behaviour and keeping safe.

**Visitors to School:** There is no necessity for DBS disclosure for occasional visitors, where the visitor remains with a member of staff at all times. For regular contributors a DBS check will be obtained.

**Volunteers:** No formal measures are required for occasional volunteers e.g. accompanying outings, provided that the person is not left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school e.g. sports coaches from a local club, the College will obtain assurance from the organisation that the person has had the appropriate clearance.



<b>Process</b>	<b>Decision</b>	<b>Documentation</b>
<p><b>Initial decision to include extended work experience in the curriculum to include:</b></p> <ul style="list-style-type: none"> <li>○ Target group(s)</li> <li>○ Learning aims, personal goals including accreditation</li> <li>○ Time allocated (relevant DCSF and other guidance to be taken into consideration)</li> <li>○ Strategy for contacting employers/ FE / Training providers</li> </ul>	<p>Is the placement solely with an employer or sub-contracted through another provider?</p> <p>If work experience is part of a college (or other provider) programme Settle College retains responsibility for ensuring that all necessary conditions are met with regard to health and safety / child protection and achievement of learning aims.</p>	<p><b>Key Staff</b> Attendance and Careers Manager Student Services Director of Sixth Form Headteacher</p> <p>Record minutes</p>
<p><b>Initial meeting with Headteacher/WEX Co-coordinator/Learning Support/Special Needs Team in school to consider individual cases including</b></p> <ul style="list-style-type: none"> <li>○ Student background</li> <li>○ Home / school friendship groups</li> <li>○ Awareness of problems including medical or learning needs, behavioural problems, substance misuse etc.</li> <li>○ Outside agencies already involved.</li> </ul>	<p>College DSL (Designated Senior Lead for Child Protection) WEX Co-ordinator and Attendance and Careers Manager to agree cases where placements may not be suitable in a particular occupational area or where additional support and monitoring will be required on placement.</p>	<p>Young Person's Risk Assessment completed and retained in school</p>
<p><b>Interviews</b> with student/s to agree a personal learning plan</p>		<p>ILP retained for monitoring progress</p>
<p><b>Student preparation to include:</b></p> <ul style="list-style-type: none"> <li>○ Employer's expectations</li> <li>○ Communicating problems</li> <li>○ Health and safety</li> <li>○ Child protection areas of concern</li> <li>○ Progress towards learning goals</li> </ul>	<p>Via PRCE Lessons and Tutor time</p>	
<p><b>Communication with parents/carers</b> to include initial consent, communication of medical or learning needs to employer.</p>	<p>Letters copied and placed in student files, phone calls logged on SIMS communication log by Attendance and Careers Manager</p>	



<p><b>Employer liaison to include:</b></p> <ul style="list-style-type: none"> <li>○ Job role / hours / dates / duration</li> <li>○ Students' goals</li> <li>○ Medical or learning needs</li> <li>○ The need for risk assessment, on-going monitoring, and accreditation visits</li> <li>○ Child protection recommendations.</li> </ul>	<p><b>Does the placement meet the criteria for additional safeguards?</b></p> <p>College to refer to guidance in "Work Related Learning and the Law, DfES, update 2009" and "Keeping children safe in education" (2019)</p>	<p>Written agreement with employer on job role, hours, PPE, duration and day(s) retained in College</p> <p>Employers to be given copy of NYBEP guidance.</p>
<p><b>Final matching</b></p>	<p>Dependent on students and employers risk assessment information, the need for DBS and supervision – is this a suitable placement?</p>	
<p><b>Pre placement interview</b> with employer (mentor support if required)</p>	<p>For long term placements</p>	<p>Records of meeting</p>
<p><b>Completion of consent form</b> (WE4) form (this would include discussion of possible DBS requirement of employer if necessary) and discussion about P4E accreditation visits</p>	<p>Communication of significant risks to parents/carers and student before placement</p> <p>Attendance and Careers Manager</p>	<p>Consent form (WE4) retained in school</p>
<p><b>H&amp;S clearance</b> obtained from NYBEP</p>	<p>Does the clearance cover the entire length of the placement? If not log the expiry date and arrange for a repeat visit.</p> <p>Attendance and Careers Manager</p>	<p>Copies of Health and Safety clearance filed by Attendance and Careers Manager</p>
<p>Employer to sign <b>Child Protection endorsement</b> as part of initial vetting</p>	<p>For companies requiring H&amp;S visits, NYBEP will manage this process and retain records.</p> <p>If the company has current health and safety clearance the school should manage the endorsement form and return to NYBEP.</p> <p>The employer will only be asked for this once, unless there are significant staff changes affecting the placement.</p>	<p>Child Protection endorsement form retained by NYBEP (copy retained in school)</p>
<p>College to take final decision on need for <b>DBS</b> (this may impact on start date – provision to be made</p>	<p>Have circumstances requiring DBS been limited as far as possible?</p>	<p>DBS process carried out through NYCC – results of disclosure communicated</p>



for the student in the event of delays due to DBS clearance)	Is there a clear rationale for placements not incurring a DBS check?	to Headteacher /DSL
<b>Monitoring and review plan agreed</b> to include <ul style="list-style-type: none"><li>○ Record of attendance</li><li>○ Joint review meetings with student and employer in placement</li><li>○ Regular home contact for updates</li></ul> School review meetings with HOY and other relevant staff to identify issues and potential problems early	College to agree a plan for <ul style="list-style-type: none"><li>○ Early withdrawal of students</li><li>○ Reporting accidents / incidents</li></ul>	Notes of review meetings and achievements retained in school  College policy on disclosure  NYBEP guidance note on reporting Child Protection areas of concern
<b>Recording progress</b>		Termly report Headteacher /DSL End of year progress report retained on file.



### Child Protection – referral to other agencies

If any student makes an allegation during or following a work experience placement about mistreatment it may have to be referred to an outside agency for investigation. It is important to obtain a statement from the student, with permission if it is to be referred outside school. Statements should be stored securely.

Child protection allegations should be referred to NYBEP in the first instance who will remove the company from the NYBEP website pending further investigation. These company details will be retained safely in an archived database for future reference.

The DSL for child protection should be informed. NYBEP may with agreement pass on the matter to the Social Services Customer Relations Units in each area as follows. It is important to impress on schools/parents/students that this places an obligation on social services to investigate. The investigation may include further interview/video interview and a professionals meeting including social services and the police to consider what action, if any, to take.

<p><b>Hambleton/Richmondshire</b> The Old School East Road Northallerton DL6 1SZ Tel: 01609 779999 Fax: 01609 778488 <a href="mailto:cru.northallerton@northyorks.gov.uk">cru.northallerton@northyorks.gov.uk</a></p>	<p><b>Craven</b> 45 Otley Street Skipton BD23 1RY Tel: 01756 793700 Fax: 01756 796120 <a href="mailto:cru.skipton@northyorks.gov.uk">cru.skipton@northyorks.gov.uk</a></p>
<p><b>Scarborough/Ryedale</b> Ground Floor Elders Street Day Centre Scarborough YO11 1DZ Tel: 0845 9501555 Fax: 01723 501808 <a href="mailto:cru.scarborough@northyorks.gov.uk">cru.scarborough@northyorks.gov.uk</a></p>	<p><b>Ripon</b> Sharow View 75 Allhallowgate Ripon HG4 1LE Tel: 01765 608636 Fax: 01765 608722 <a href="mailto:cru.ripon@northyorks.gov.uk">cru.ripon@northyorks.gov.uk</a></p>
<p><b>Selby</b> Brook Lodge Union Lane Selby YO8 4BA Tel: 01757 213651 Fax: 01757 213965 <a href="mailto:cru.selby@northyorks.gov.uk">cru.selby@northyorks.gov.uk</a></p>	

If an emergency arises outside office hours, the emergency number for Social Services advice is 01904 762314.

Textphone users can call 0845 6036391.



## Appendix 1 – taken from NYBEP guidelines for the Management of work Related Learning Placements 2016- Policy

### Child protection

#### Policies for child protection and work related learning

Child protection should be considered as part of the initial placement approval and matching process. Every attempt should be made to minimise any potential risks, and in a few cases DBS checks may be appropriate.

Employers should be informed of any serious medical or learning needs which could affect the safe management of the learner, and consideration should be given to the communication and storage of sensitive personal data.

**Staff awareness:** Staff arranging work placements should have child protection training including knowledge of the provider's internal policy for handling disclosures, and what action should be taken by whom and when, if any child protection issues are raised prior to, during or after an off-site activity.

**Learner awareness:** Learners should be informed about reporting concerns as part of preparation. They should have a continuing point of contact within the school whilst on placement.

#### Disclosure and Barring Service (DBS) checks

*"Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.*

*Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college would have to consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be: unsupervised; and providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period, or overnight).*

*If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.*

*Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.*

*If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16."*

(ref: 'Keeping children safe in education', Dept for Education (2016) p.38-39)

**Cost of DBS checks:** Employers are generally regarded as volunteers for the purposes of providing work placements and therefore there should be no cost for a DBS check, unless this would be a normal expectation for the job in which case employers will have to cover the costs (e.g. for staff in nurseries or care homes).

**Reporting child protection areas of concern:** Employers and staff in school should follow local procedures for reporting child protection areas of concern.





## **Vulnerable learners**

Vulnerable learners (including those with additional social or learning needs which could affect where they are placed) should be identified as early as possible.

Additional help required by such learners whilst on placement should be agreed with the provider lead on child protection, recorded and communicated and agreed with parents/carers. Relevant information must be communicated to the employer to enable them to complete an individual young person's risk assessment.

If an employer feels unable to adequately support the learner, the provider should discuss any additional support they can offer or find an alternative placement. All placements for vulnerable learners should be reviewed on a case-by-case basis and be subject to increased safeguarding provision (including increased arrangements for monitoring).

## **Parental/carer consent**

Parental/carer consent is required for work placements for young people under 18 years. Consent must be for the specific job role, location and conditions agreed. Key findings from the young person's risk assessment must be communicated, including any agreement to provide personal protective equipment and additional support measures being applied.

**No placement can go ahead without appropriate parental/carer consent.**

## **Final approval**

Placements can only be considered suitable when:

- they have been assessed on health, safety and grounds
- they have been assessed on child protection/safeguarding grounds
- parents/carers have given informed consent verbally (documented) or in writing
- details of the Young Person's Risk Assessments have been communicated to parents/carers/learners.
- the school/college has confirmed that the learner has no previously identified additional needs and therefore standard checks are sufficient
- the school/college has identified learners with additional needs, which have been communicated to the employer who has undertaken an individual risk assessment if required.

All decisions should be recorded and paperwork retained for audit purposes. Work placement co-ordinators should check with their local authority/governing board regarding local policy.

## **Learner experience**

### *Preparation*

All young people should receive appropriate information about their placement and understand what is expected of them whilst in their chosen workplace including:

- the aims of the activity
- the nature of the business or employer offering them the placement
- health and safety in the workplace
- child protection - appropriate behaviour and reporting concerns
- setting learning goals for accreditation, personal and employability skills
- practical arrangements, including: travel, break times, health and safety equipment (where the learner has to provide it) and arrangements for learners on free lunch entitlements.

Some learners may need additional preparation and needs should be assessed on an individual basis. It is recommended that all learners attend a pre-placement interview with the employer.

NYBEP can provide structured preparation for work placements - for further information please contact: [workexperience@nybep.org.uk](mailto:workexperience@nybep.org.uk)



### *Attendance at placement*

Employers should be asked to **call the provider** if a learner does not arrive at, or stops attending their placement.

### *Monitoring on placement*

Learners should be visited while they are on work placement. The visit should be made by someone who knows the learner and can assess their academic and personal progress. The visit is important for gathering evidence for accreditation, assessing general welfare and the quality of supervision and experience provided by the employer. Feedback from both learners and employers shows that they value the input from staff during placements.

### *Debrief*

All learners should have the opportunity for debrief which may include:

- letter of thanks
- reviewing learning objectives
- peer review
- practising presentational skills
- completing written reports for GCSE or other coursework
- immediate and longer term reflection on skills development or learning aims
- contributions to CVs or portfolios.

NYBEP can provide structured debrief sessions – for further information please contact: [workexperience@nybep.org.uk](mailto:workexperience@nybep.org.uk)

### **Monitoring, feedback and evaluation**

**Monitoring:** All aspects of WRL planning and delivery should be subject to monitoring. This can be used to ensure that the original aims are being met, that sufficient resources were allocated at the start, and to provide a basis on which to manage quality. Examples of monitoring information include:

- attendance and behaviour on work experience or other events
- supervision and instruction from employers
- the quality of induction given
- observation of external partners
- completion of paperwork
- visits to learners or phone calls to employers
- keeping records of what monitoring is place and who is responsible
- keeping records of achievement and completion rate.

**Evaluation:** is a measure of the actual value of the activity, or its impact on the individual learner, the provider, or the local business community. Examples of evaluative material include:

- the contribution of WRL to school performance or inspection
- the impact of WRL on achievement and motivation
- whether administrative systems, communications or emergency plans are adequate
- how to adapt activities in future based on information received
- how to utilise learner feedback in the planning of WRL activities.

Carrying out monitoring and evaluation can ensure that resources are targeted correctly and there is no overlap or duplication.

**Continuous professional development:** All staff involved in WRL delivery should have access to relevant information, training and support. NYBEP will organise bi-annual networking opportunities and can facilitate learning sessions for staff involved in managing work related learning, which may be of particular benefit to staff new in the role.



### **Incident reporting in schools**

As procedures may vary from one Education Authority to another, the guidance provided by the Local Education Office should be followed but in all cases **all accidents, near misses and dangerous occurrences must be reported promptly according to the instructions issued.**

### **Other information Expressed learners**

If a learner has been placed into Year 10 ahead of time, then that learner should not be considered eligible, because of age, for work experience until the following year. Rather, these learners can be given lower-risk, work-related projects similar to those undertaken by younger learners on employer's premises.

### **Learners educated at home**

For young people not attending any school or comparable institution, any arrangements are between the parents/carers and employer alone.

### **Attendance and discipline**

Learners are subject to discipline at work in the same way as employees.

Employers may warn learners that any misconduct may result in termination of the placement. In the event of serious misconduct the employer must telephone the provider in the first instance to make arrangements to collect the learner.

An agreement on reporting attendance should be in place between providers and employers, whereby the provider is aware of any unreported absence at the earliest opportunity. If a learner is temporarily withdrawn from a placement (e.g. due to illness) prior notification must be given to provider/parents and an agreement reached as to whether the learner should be collected or may travel independently.

**No learner should leave their placement early without prior notice to the provider/parents/carers.**

If for any reason the learner stops attending a placement regularly, the parent(s) or carer of the young person should inform both the provider and employer to review the arrangement.

### **Non placement of learners**

Excluded learners cannot go on work placement. Alternative arrangements must be made by providers if they decide a learner is unsuitable to undertake a work placement.

### **Withdrawal of learners**

Any placement which has been initially agreed but subsequently found to be unsatisfactory by any relevant party should be reported immediately to NYBEP. The learner should resume attendance at the provider upon suspension of the placement if no alternative can be found. If the employer wishes to temporarily or permanently suspend a learner from placement they should inform the provider at the earliest opportunity and give an explanation.

**No learner should be sent away from the workplace without prior notice to the provider/parent/carer.**

### **Family placements**

Placements with family members are subject to the same level of health and safety, child protection clearance and supervision as others. Where the placement is in a larger company owned or run by family members, the learner should be placed with a non-relative for the duration of the placement where possible.



Close relatives are defined as grandparents, uncles, aunts, brothers and sisters. In very small businesses some of the objectives of work experience are unlikely to be met and this should be taken into consideration when setting up the placement.

### **Self-found placements**

Providers may consider learners finding their own placements as part of life skills or personal development. These must be managed to the same standard as other placements. Sufficient time should be allocated to this task to allow for health and safety and child protection clearance.

### **Hours of work**

Working hours must comply with the Working Time Regulations 1998, and the EU Working Time Directive. In general, learners should work the normal hours of the employer subject to a maximum of 40 hours per week. Learners of compulsory school age should not work on Sundays or Bank Holidays, or before 7am or after 7pm. A one hour consecutive break should be provided after four hours work and two clear days off in seven. Saturday jobs should be aggregated into the total hours worked. Proposals for older learners to work outside the stated hours should be individually checked with employers to ensure that legal requirements are not infringed. Provision should be made for appropriate meal breaks in accordance with any general employment legislation that is applicable.

Where a placement includes a 'day off' during the week e.g. retail placements, the providers must ensure there is a plan in place for times when the learner is not required to work. This must be documented and agreed with parents/carers. Providers must accommodate learners if they are not engaged full-time on work placements.

Arrangements may vary from provider to provider and learners should be made aware of these arrangements, but it is advisable that providers ensure that a member of the management team is available for the times the learners are in the workplace. A contact number should be communicated to learners and employers and parents/carers for the duration of the work placement period. This includes work outside normal school hours or Saturdays.

See: <https://www.gov.uk/child-employment/restrictions-on-child-employment>

### **Non-contact time/unsupervised periods**

All placements may include unavoidable non-contact time (e.g. lunch or break times). This forms part of the risk assessment, and signed parental consent will be sought to acknowledge this. In all instances the competent person carrying out a health and safety vetting visit will advise the employer on the best way of handling this to ensure that learners are never left in potentially unsafe situations unsupervised. Some employers request that learners remain on site / stay at the employer's premises during the lunch break.

### **School holidays**

Where placements are arranged during school holidays as part of a brokered arrangement to support the curriculum, they are subject to the full provisions of these guidelines. Providers should check that their insurance applies over this period, and ensure that all other support mechanisms will be available including visits, preparation and debriefing and a named member of staff for communication purposes. In these circumstances the provider has a duty to ensure that all relevant parties are properly briefed before the placement can be begins.

Where parents enter into a private arrangement with an employer to supply work related learning during the school holidays without the knowledge of the provider or other relevant sub-contractor (e.g. NYBEP), they will not be covered by these guidelines.

**Providers MUST NOT use condoned holiday absence during term time to allow a placement to go ahead, even where parents are willing to sign a waiver assuming full responsibility. In the event of an accident the school/college will be seen to have collaborated in the arrangement.**



## **Travel**

Travel to and from placement is the responsibility of the learner and their parents/carers. Occasionally the employer may offer to pick up a learner on the way to and from work, where this is the case parental/carer consent is required. If the provider or Local Authority arrange transport, then it is likely they will be deemed responsible for the safety of the learner. Significant risks associated with the location of the placement will be identified in the health and safety visit.

## **Payment and expenses**

Learners should not expect to be paid for the work they do on work placement, although employers may sometimes be willing to help with travel or meal costs. Learners may receive a token gift as a 'thank you' for their participation during their Page 29 placement. Learners should not pay any employer or organisation for the provision of any work related learning activity. Learners entitled to free school meals retain their entitlement whilst on work placement (dependent on the school/college managing this entitlement by either reimbursing the employer or providing funds to the learner).

NYBEP does not hold funds for the payment of travel or other costs relating to work related learning activities – unless this is part of a funded programme and so described at the start.

## **Indemnities**

Work placement co-ordinators should not independently sign any form of indemnity without first referring it to their Local Authority/Governing Body, who in turn may need to take legal/ insurance advice.

## **Sensitive data**

NYBEP will pass on relevant information to the employer so they can provide a suitable experience and do everything reasonable to protect the health, welfare and safety of students. All personal information will be kept to a minimum and will be handled in compliance with the Data Protection Act (1998).

## **Harassment and bullying**

Providers are under a legal duty to implement measures to prevent bullying and these should take into account that many learners will undertake part of their education off site.

All employees including learners are entitled to a work place where discrimination and bullying are not tolerated. Although such instances are extremely rare, learners should be given clear instructions as part of preparation and induction on how to report incidents of bullying.

## **Out of area and placements abroad**

UK placements outside the immediate boundaries of Yorkshire and the Tees Valley may be supported by NYBEP under a reciprocal arrangement whereby another suitable organisation may visit the employer to carry out the Health and Safety visit.

For work placements abroad, providers will need to ensure that they abide by relevant requirements for visa requirements and/or work permits. It should be noted that under UK law, the Local Authority and school governing body must satisfy themselves that adequate arrangements are in place.

**NYBEP does not support work placements abroad.**

## **Accident and incident reporting**

### *Emergency contacts*

All schools/colleges must provide employers with contact details, including out of hours emergency contact information.



#### *Legal obligation to report incidents - RIDDOR*

Reporting accidents and ill health at work is a legal requirement under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013 (RIDDOR). All employers, self-employed or in control of work premises have duties under RIDDOR.

For the latest information see: [www.hse.gov.uk/riddor/index.htm](http://www.hse.gov.uk/riddor/index.htm)

#### *Recording and reporting incident information*

Providers have a duty to record incidents and report to the Local Authority (where relevant) using agreed procedures.

Responsibility for investigating incidents rests with the Local Authority/ Governing Body. Dependent on the severity of the incident this may be referred to the HSE or other regulating body.

NYBEP must be informed of reportable incidents. In the event of a reportable incident or serious child protection area of concern the placement will be temporarily or permanently removed from the database pending the outcome of investigation and a revisit. Any other learner on the same placement at the same time will be withdrawn.

For minor incidents it is sufficient for the employer to enter the details in their accident book and notify the school/college.

#### **Reporting child protection areas of concern**

If any member of school/college or NYBEP staff is made aware of a potential child protection area of concern either during or after a placement agreed child protection protocols should be followed. The allegation should be reported as soon as possible to the designed lead in the provider's organisation and Local Authority (where relevant).

In the event of a reportable child protection area of concern the placement will be temporarily or permanently removed from the database pending the outcome of investigation and a revisit. Any other learner on the same placement at the same time will be withdrawn.