



Teaching and Learning Policy and Procedures

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1. What is the policy and why do we need it

We are committed to providing high quality teaching, learning and assessment to enable all learners to achieve their potential. This will be achieved through high quality teaching and learning opportunities, rigorous assessment, feedback and sharing of good practice. Our teaching and learning policy aim is to provide an effective framework for the delivery of high-quality teaching and learning.

We develop learning that helps people gain the skills and knowledge needed to get there. We want people to gain a love for learning, to continue to learn, grow and achieve.

We deliver a wide range of courses across our provision. The Teaching and Learning policy aims to provide a holistic overview to support the effective delivery of teaching and learning across all areas, while recognising that each has its own external drivers and influences.

The key external policy drivers for us include the Ofsted Education Inspection Framework and the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training.

Across our provision we embrace our core values of;

- Positive
- Honest
- Ambitious

Our curriculum intent statement ensures that we foster this in everything we do and is regularly reviewed to encompass learner and our peoples' voice.

This policy is underpinned by procedures.

2. Who does this policy apply to?

This policy applies to all our teams working in our education and skills service area, volunteers supporting our delivery, learners of all ages and their families, contractors or partners delivering services on our behalf in this area, the group Board and any other third-party organisation working in partnership with us.

3. Our policy is...

We aim to provide:

- An induction and fair assessment for all learners and the team who deliver teaching and learning.
- A welcoming, and well-maintained environment, that stimulates learning.
- A safe environment always following health and safety procedures at all times.
- Access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved,
- An environment for all learners promoting equal opportunities, diversity and inclusion.
- Curriculum delivery that provides interaction, flexibility and encourages a wide range of teaching and learning activities to help people succeed.
- Opportunities for teaching and learning to be discussed and promoted with good practice and techniques being shared.
- Learners with SEND the necessary adjustments.
- Qualified tutors that have appropriate Continuous Professional Development (CPD) opportunities for teaching all.
- Environments that promote positive behaviours and engagement.
- Teaching and learning that is relevant for the local workforce and promotes aspiration.
- Assurance that our teaching meets awarding body and funder standards at all times.
- Support for all our delivery teams to ensure standards are met and maintained.

Qualified tutors will ensure that all lesson are prepared and delivered to the highest standards. Learning sessions will:

- Show clear evidence of planning with learning outcomes appropriate to the level and used to monitor learner progress.
- Meet the needs of all individuals with, where appropriate, the full involvement of Inclusive Learning in the planning and delivery of the session.
- Meet all course / programme objectives and requirements.
- Build on learners' prior knowledge and understanding, using formative assessment to monitor progress and inform future learning.
- Have strong links between theory, practical and industry practices.
- Promote independent learning.
- Be informed by current research and scholarly activity.

- Have completed up to date Risk Assessments.
- Adhere to safeguarding procedures.
- Use findings from learner feedback to improve planning and delivery.
- Generate learner confidence through the sound subject knowledge of tutors.
- Use learning methods that inspire and challenge learners.
- Actively promote the development of Maths and English and British Values in lessons.
- Promote and demonstrate Equality, Diversity, and Inclusion.
- Provide a teaching schedule that shows the outline plan for the programme and provides opportunity for learners to plan ahead.
- Provide opportunity for learners to take part in module/course evaluation surveys (learner voice) to provide effective evaluation.
- Enable tutors to reflect on and develop their practice using the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training.
- Include marking of assessments that is accurate, consistent, and diagnostic, identifies incorrect spelling and grammar and provides effective feedback that leads to improvements.
- Promote positive behaviour that promote and challenges learning situations where standards do not meet this.
- All learners having the opportunity to succeed and be empowered to fulfil their potential.
- Placing the learner at the centre of the learning process.
- Active promotion of diversity and equality of opportunity.
- The self-esteem and aspirations of all learners being raised through mutual support and commitment.
- All team members and learners having high expectations and working together to develop high levels of achievement and success.
- Ensuring learners are retained and achieve their qualification.
- Developing employability skills as part of the curriculum.
- Taking opportunity to develop Maths and English as appropriate.
- Providing excellent progression opportunities, to employment, apprenticeships, or further learning.
- Recognising and celebrating success.
- Using assessment to provide effective learning opportunities through feedback.
- Ensuring levels of satisfaction and learner voice feedback are high across all courses.
- Using research to inform and inspire learners.
- The subject expertise and pedagogic content knowledge of the team leading to excellent teaching and learning.
- Inspire learners to exceed their aspirations through stimulating and challenging courses with highly qualified and motivated team.
- We will deliver a learner experience which consistently exceeds expectations.
- We will create opportunities for all to succeed.

- Promote positive behaviour in all settings.

The curriculum aims to ensure that teaching across our provision is inspirational and of the highest quality by:

- All learners having the opportunity to succeed and be empowered to fulfil their potential.
- Placing the learner at the centre of the learning process.
- Active promotion of diversity and equality of opportunity.
- The self-esteem and aspirations of all learners being raised through mutual support and commitment.
- All team members and learners having high expectations and working together to develop high levels of achievement and success.
- Ensuring learners are retained and achieve their qualification.
- Developing employability skills as part of the curriculum.
- Taking opportunity to develop Maths and English as appropriate.
- Providing excellent progression opportunities, to employment, apprenticeships, or further learning.
- Recognising and celebrating success.
- Using assessment to provide effective learning opportunities through feedback.
- Clear and consistent teaching principles including, planning that is flexible and responsive enough to meet learner needs.
- Tutors will be quality assured through our observation process.
- Ensuring levels of satisfaction and learner voice feedback are high across all courses.
- Using research to inform and inspire learners.
- The subject expertise and pedagogic content knowledge of the team leading to excellent teaching and learning.
- Inspiring learners to exceed their aspirations through stimulating and challenging courses with highly qualified and motivated team.
- Delivering a learner experience which consistently exceeds expectations
- 'Creating opportunities for all to succeed.
- Providing a learning environment and experience that inspires learners to exceed their expectations and achieve what they never felt possible.
- Delivering appropriate IAG at all times.
- Creating opportunities for people to explore their aspirations and goals.

We are committed to providing a safe, caring and friendly environment for all our learners, to enable them to study and learn in a relaxed and secure atmosphere. Bullying in any form is highly unacceptable and will not be tolerated at the institute. This applies at all our centres.

We aim to ensure that our environment across our provision is inspirational and of the highest quality. This is achieved through:

- Providing a learning environment and experience that inspires learners to exceed their expectations and achieve what they never felt possible.

- Appropriate first aider, fire marshals on site at all times.
- A welcoming site with visitor sign in procedure
- Fostering an inclusive, positive environment through what we deliver, how we deliver it and what we role model.
- A zero tolerance to bullying and drug.
- Clear access to raising concerns, procedures and practices to support people.
- Strong external relationships for specialist support.
- Celebrate achievement and success
- Confiscate prohibited items
- Clearly co-designed 'own it' philosophy contracts in all settings, to set expectations and standards.
- Accessible environments, including on-line learning when needed.

4. When this policy and procedures will be reviewed

This Policy and related procedures will be reviewed fully every three years, with an annual check or before, if necessary, as a result of changes, contractual obligations, awarding body guidance or best practice.

5. How we will monitor this policy and procedures

The Education Quality Team will monitor and review outcomes for all cases on a quarterly basis and when updates and changes are made to the Awarding Organisation's procedures.

6. Links to procedures, other documents and legislation and regulations

- Document Retention Schedule
- Fees Policy & Procedures
- Group Business Continuity Plan
- Group Data Protection Policy
- Group Equality, Diversity and Inclusion Policy
- Group Feedback Policy (includes complaints)
- Group Health & Safety Policy
- Group Safeguarding Policy and safeguarding young people in our education settings
- Examination Policy

Teaching & Learning Procedures

- Anti Bullying
- Behaviours & Exclusion
- Careers, Education, Information, Advice & Guidance (CEIAG)
- Drug Incidents in Educational Settings
- First Aid
- Internal Quality Assurance (IQA) – Education
- Marking & Feedback

- Observation
- Visitors to Sites
- Special Educational Needs & Adjustments
- Trips & Visits

Legislation and Regulations

- Education Act 2011
- Education Reform Act 1988
- Equality Act 2010
- Education Inspection Framework (EIF)

7. Jargon Buster

Assessor malpractice: any deliberate action by a tutor/assessor/other staff member which has the potential to undermine the integrity of accredited qualifications.

Awarding Organisation - an examination board which sets examinations and awards qualifications

Head of Education & Skills or their nominees: responsible for any investigation into allegations of malpractice.

Internal Quality Assurance: responsible for malpractice checks when internally verifying work.

Joint Council Code of Practice: for the majority of our awarding bodies for qualification delivery this is JCQ. Of which they set out minimum practice guidelines we MUST adhere to in all delivery.

Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work. For example, plagiarism, collusion, cheating, etc.

Maladministration: where protocols required by an awarding body are not correctly followed so that an incorrect claim is made. These instances would never involve a deliberate act of obtaining certificates (or other forms of accreditation) for learners who had not earned the right to receive them.

Minor acts of learner malpractice: handled by the tutor/assessor by, for example, refusal to accept work for marking and the learner being made aware of malpractice policy. Learner resubmits work in question.

Major acts of learner malpractice: extensive copying/plagiarism by learner; second or subsequent offence that is inappropriate for the tutor/assessor to deal with; destruction of another's work; falsification or fabrication of results or altering learners' work by tutor or other staff member.

Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own. This includes using resources from the internet without citing the source

SEND – Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their: behaviour or ability to socialise, for example they struggle to make friends. reading and writing, for example because they have dyslexia.

Tutor/Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

Procedures

Anti-Bullying Statement

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
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1.0 Strategic Objectives

This strategy sets out the following strategic values and objectives:

- Culture: To foster and develop a culture of inclusivity, diversity, tolerance and respect for all students and our people in line with our EDI policy and values and principles across the organisation.
- Learner Wellbeing & Success: To ensure that all students feel safe and supported to be their authentic selves, without fear of discrimination or victimisation, to achieve their qualifications and have a positive college experience.

1.1 Who is this procedure for

This statement is for those working with young people across the education provision.

2.0 Purpose and Scope

We are committed to providing a safe, caring and friendly environment for all our learners, to enable them to study and learn in a relaxed and secure atmosphere. Bullying in any form is highly unacceptable and will not be tolerated at the institute. This applies to all members of team and to all young people learners enrolled on a course at our centres.

The purpose of this statement is:

- To prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all team members, volunteers, learners, and their families about what we should all do to prevent and deal with bullying.
- All team members, learners and parents/ carers should understand what bullying is.
- All learners and parents should be aware that we address issues around bullying and what their course of action should be in the event of a bullying issue arising.

- As an organisation we take bullying very seriously, learners' parents and carers should rest assured that they will be supported in the event of any bullying incidents.

3.0 Our intent:

Learners:

- will have the ability to achieve their full potential whilst studying with us.
- are confident; they have respect for themselves and others.
- develop essential personal and social skills to support them in their working lives.

As an organisation we

- reduce bullying behaviour and bullying within our environment.
- Promote an understanding of what bullying entails and its implications, throughout all staff and learners.
- Record, Monitor and report all incidences of bullying.
- Ensure regular reviews of reported incidents of bullying.

4.0 What is bullying?

Bullying includes a range of abusive behaviour that is repeated and intended to hurt someone either physically or emotionally. Bullying can take place in many forms:

Emotional

- Being unfriendly.
- Excluding.
- Tormenting (e.g. hiding books, threatening gestures).

Physical

- Pushing.
- Kicking.
- Hitting.
- Punching or any use of violence.

Verbal

- Name-calling.
- Sarcasm.
- Spreading rumours.
- Teasing.

Racist and religious

An incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse.
- Name calling.
- Racist jokes.
- Offensive mimicry.
- Physical threats or attacks.

- Bringing racist leaflets, comics, or magazines.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults, even against food, music, dress, or customs.
- Refusing to co-operate in work or play.

Sexual bullying

This is generally characterised by:

- Abusive name calling.
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendos and propositions.
- Pornographic material, graffiti with sexual content
- Sexual assault.

Sexual orientation

This can happen even if people are not lesbian, gay or bisexual. This can be in the form of:

- Use of homophobic language.
- Looks and comments about sexual orientation or appearance.
- Verbal abuse by name-calling.
- Offensive mimicry.
- Mockery of a person's demeanour or way of speaking.

SEN or disability

Learners with a learning difficulty or disability are at greater risk of bullying. This can be characterised by:

- Name calling.
- Comments on appearance.
- Comments regarding perceived ability and achievement levels.

Online abuse

This is on the increase and can involve people receiving threatening or disturbing messages from possibly anonymous perpetrator. This can be done by using:

- Chatrooms and Message Boards.
- Sending anonymous or threatening messages.
- Groups of people victimising individuals.
- Email.
- Sending unpleasant or threatening messages.
- Forwarding unsuitable content including images.
- Accessing someone else's email.
- Social Network Sites.
- Posting unpleasant comments and images.
- Making private information public.

5.0 Child on child abuse

Teams should be aware that learners can abuse their peers. This is generally referred to as child-on-child abuse and can include, though not limited to:

- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling and other forms of physical harm.
- Sexting (also known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Bullying including cyberbullying.

Whilst we need to be aware of the gendered nature of child-on-child abuse, all abuse is unacceptable and will be taken seriously and will not be tolerated. Abuse is abuse and will not be passed off as banter. Every report of child-on-child abuse will be taken seriously and considered on a case-by-case basis, supported by other agencies, such as children's social care and the police as appropriate.

All our people must report such allegations to the Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

We will make an immediate risk and needs assessment following the report of child-on-child abuse. The risk assessment will consider any risks posed to all learners and adequate measures will be put in place to protect them and keep them safe.

The risk and needs assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator.
- All other learners (and if appropriate adult learners and staff) and any actions appropriate and proportionate to keep them safe.

We will undertake action following the report of child-on-child abuse. Immediate consideration will be given on how to support and protect the victim and alleged perpetrator. Dependent on the case, we will respond in one or a combination of the following four ways when managing any reports of child-on-child abuse.

- Manage internally.
- Early help.
- Referral to social care.
- Report to the police.

The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by us, external agencies or a combination of both.

6.0 Legal framework

This procedure has been drawn up based on legislation, policy and guidance that seeks to protect children in the UK. This includes, but is not limited to, the following:

- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Human Rights Act 1998
- Education Act 2011

This statement has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

The NSPCC provides summaries of the key legislation and guidance on:

- bullying - <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>
- online abuse - <https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>
- child protection - <https://learning.nspcc.org.uk/child-protection-system>

Who believe that:

- children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

Who recognise that:

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

7.0 Strategies

A whole organisation proactive approach is adopted to preventing child-on-child abuse and includes. For example.

- training through mandatory training.
- Student awareness through tutorials.
- Zero tolerance to child-on-child abuse articulated through statement, tutorials and training.

More detailed information about bullying is available from NSPCC Learning: <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying> .

We will seek to prevent bullying by:

- Developing a code of behaviour and strategy that sets out how everyone involved in the flare programme is expected to behave, in face-to-face contact and online, and within and outside of our activities.
- Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:
 - All of us having the responsibility to look after one another and uphold the behaviour code.
 - respecting differences.
 - dealing with problems in a positive way.
- checking that our anti-bullying measures are working well.

- providing support and training for all our people and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying putting clear and robust anti-bullying procedures in place
- making sure our response to incidents of bullying considers:
 - the needs of the person being bullied.
 - the needs of the person displaying bullying behaviour.
 - needs of any bystanders.
 - our organisation.

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference.
- increasing diversity within our teams, volunteers, children, and young people
- welcoming new members to our organisation.
- align our approach to bullying with our Equality Diversity and Inclusion practices group wide.

7.1 Practical strategies

We aim to increase and maintain awareness of instances of bullying, harassment and victimisation and educate learners on ways to identify and resolve these issues. This will primarily be achieved through the 'Bee Aware' campaign which will not only maintain awareness. The group will support members however needed – whether that be advice, guidance, acceptance, or community support – and develop a network of peer-support amongst members.

It will aim to gather first-hand feedback from learners on any issues or concerns they may be experiencing and work to rectify where possible.

We want to ensure learners are ready for the world of work and their communities. We aim to foster and develop relationships between our organisation and any relevant external groups / agencies.

The group will also encompass British Values (BV) by focusing on mutual respect and tolerance, and the rule of law (discrimination) as well as Equality.

8.0 Linked documents

- Safeguarding Policy
- Behaviour and Exclusions procedure

Behaviour and Exclusions Procedure Children and Young people

Lead officer	Rachael Crawford – Quality & Compliance Manager
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Behaviour & Exclusion Contents

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1. Rationale

We will promote and expect the highest standards of learner and participant behaviour, in order that high quality learning and support can take place and so that all learners can feel happy and safe to come to us.

We will have a positive ethos which empathises respect, responsibility and participation; we will place a high emphasis on establishing positive relationships with learners, based on honesty and fairness; everyone will be expected to behave with courtesy and good manners.

We will employ a range of rewards and supportive measures in the management of learner behaviour; these will be reviewed regularly and published to learners and parents. Our rewards and sanctions will reflect and reinforce the ethos. Bullying will not be tolerated, and we will make this clear to all learners each year.

We will use several strategies to combat bullying, including the use of peer mentors, contracts of behaviour and the use of 'restorative justice' (enabling those exhibiting bullying behaviours to understand why the behaviour was so serious and to enable him/her to try to make amends to the victim).

1.1 Who this procedure for

This procedure is for those working with children and young people across the education and skills provision. It is also to be used as guidance for leaders within education and skills when considering behaviours that challenge.

2. Aims of the procedure

- To create a culture of exceptionally good behaviour: for learning, for community and for life.

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the procedure

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self- esteem and self – discipline.
- Teach appropriate behaviour through positive interventions.

Importantly, we believe that it is important that learners are able to accept responsibility for their own actions and are aware that all behaviour has consequences, whether it is intended or not.

4. Roles and Responsibilities

The Delivery Manager will have responsibility for ensuring this policy is implemented and for reporting to the Head of Education and Skills on its impact. The Delivery Manager is responsible for presenting a case for any exclusions and for informing parents, the local authority, and our Board in accordance with DfE regulations.

Our people, parents and learners all have a role to play in ensuring positive behaviour.

Our people have a responsibility to:

- Model the attendance, punctuality and behaviour expected from learners.
- Treat learners and parents/carers with respect.
- Ensure good quality teaching and to promote an enjoyable, engaging and stimulating classroom experience.
- Keep learners safe from bullying or harassment in any form.
- Help ensure a quiet, calm atmosphere in the classroom and around the organisation.
- Support the provision of a clean and pleasant working environment.
- Apply rewards and sanctions in a prompt, fair, transparent and consistent manner, without discrimination.
- Take responsibility for developing their skills in managing behaviour.

Learners have a responsibility to:

- Treat all members of the organisation and the wider community with respect.
- Take responsibility for their own learning whilst on site and at home and to aspire to reach their potential.

- Behave in a considerate and thoughtful way in lessons, around organisation and in the wider community, always.
- Maintain high standards of appearance in line with expectations set
- Attend regularly and punctually.

Parents have a responsibility to:

- Ensure their child attends regularly, punctually equipped for organisation and maintains high standards of appearance.
- Reinforce messages regarding expectations of good behaviour, conduct and discipline and to support the organisation in preventing repetition of unwanted behaviours.
- Reward personal achievement and good behaviour.
- Attend meetings and events at the organisation that support learning and ethos.

5. Rewards and Sanctions

5.1 Equality

The law expects us to consider a learner's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled learners are not placed at a substantial disadvantage in comparison with learners who are not disabled; this imposes a duty to make 'reasonable adjustments.'

We strive to apply rewards and sanctions fairly and consistently, believing that this approach reflects true equality. However, adjustments may be made if a learner's disability limits their understanding of the consequence of his or her actions or if staff feel that the learner's safety may be compromised.

5.2 Rewards

Fundamental to the maintenance of a positive ethos, is the consistent use of a rewards system, which identifies and celebrates a wide range of achievement, including contribution to all aspects of life. Research has demonstrated that sanctions and punishment alone will not have the desired effect of promoting good behaviour and conduct.

Through verbal acknowledgement of success and celebrating achievements, the organisation will seek to include all those deserving of praise and so improve their motivation and engagement.

Rewards can come in many forms across the provision. They are seen as ways to promote positive behaviour, recognise when a learner has gone above and beyond and where outstanding achievement has been demonstrated. This may be in the form of recognition events, awards, presentations, open evenings to name a few.

5.3 Supportive measures for behaviours that challenge

The organisation will seek to modify behaviour through a variety of means, such as praise and celebration and communication of its values. However, there will be occasions when we will be required to apply sanctions to improve behaviour

and reinforce with learners the importance of their own good conduct, the right of other learners to learn and the right of teachers to teach.

Strategies used by our people may include verbal reprimand and discussion; phone call home; removal from lessons; discussions with parents; internal exclusion; tuition; fixed-term and permanent exclusion. Each learner is dealt with on an individual basis, we recognise the behaviours that challenge are often not down to isolated events. We will support learners to recognise when their behaviour choices are not meeting the required expectations.

Tutor measures will include, but are not limited to:

- lesson reports.
- verbal warnings.
- reminders of expectations.
- moved seat in class.
- time out of class.
- communication with parents/carer.

Flare Lead measures, will include, but are not limited to:

- Learner support plans.
- Letter home to parents/carers.
- Report card for all lessons.
- Daily check ins.
- Weekly reviews and action planning.
- External agency referrals.

Fixed-term exclusions and permanent exclusions are used where behaviours that challenge have met a threshold. We will take into consideration the seriousness of the incident, the identified needs of the learner, the impact an exclusion may have on the wider community and consistently not meeting the expectations of the organisation.

Where behaviours that challenge are persistent despite fixed-term exclusions being issued, it may be necessary to issue a permanent exclusion. This would only be decided by the Delivery Manager. Where an appeal is logged this would be addressed by the Head of Education and Skills.

Additionally, we have procedures in place for all low-level disruptions. This helps reinforce positive behaviour principles of all kinds, and support in corrective action to ensure everyone succeeds. We operate this through a three-principal approach that is recorded day to day. Anyone in the staff team can issue these, and they are held on each student's record for the full term. Where three are issued in a week it will trigger a review by the Lead tutor, and a one-day cooling off period is issued. Should persistent low-level disruptions be recorded, the wider procedure for behaviour will subsequently be followed.

5.4 Confiscations

Learners are prohibited from bringing onto the organisation site or having in their possession various items and goods.

Legally prohibited items are as follows: illegal drugs; alcohol; weapons; knives and other dangerous items inappropriate and likely to cause harm to others; along with stolen items.

In addition, we do not allow the following items as they are not considered to be conducive to effective teaching and learning and the maintenance of good discipline: quantities of food and drink for distribution and self-profit; material of a racist, sexist/sexual or homophobic nature; and inappropriate clothing or jewellery.

Unless there has been a specific agreement with a member of the team a mobile phone, iPods, MP3 players and cameras should not be used. If the team become aware that these items are being used by learners in lessons without prior agreement, then learners will be reminded of the expectations. Where a learner fails to adhere to the policy, such items can be confiscated.

5.5 Confiscations of prohibited items

There are two sets of legal provisions which enable us to confiscate items from learners:

- The general power to discipline enables us to confiscate, retain or dispose of a learner's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the Police.

6. Mobile Phones

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Education and Skills Senior Management Team:

- the deliberate engineering of situations where people's reactions are filmed or photographed to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube.
- bullying by text, image and email messaging.
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages).
- learners posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others.
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other learners.
- general disruption to learning caused by learners accessing phones in lessons.
- learners phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised.
- publishing photographs of vulnerable learners, who may be on a child protection plan, where this may put them at additional risk.

6.1 Dealing with breaches

Learners are aware that serious misuse may lead to the confiscation of their mobile phone, communication with parents and the imposition of other sanctions up to and including.

If the offence is serious, it will be reported to the Police.

The correct procedure will be followed where a mobile phone has been confiscated and is not returned to the learner at the end of a lesson. This will ensure that the confiscation is correctly recorded and that the phone is kept securely. Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of the team. The action will be properly recorded in case it later becomes evidence of criminal activity. The record will include the time, who was present and what is found.

6.2 Rules for the Acceptable Use

Learners can bring a mobile phone in, if they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones are not to be charged in the classroom for personal use, this includes using computers as well as electric wall sockets. Learners are to take responsibility and prepare their device for the day at home.
- Learners are not to use another learner's phone without clear permission from that learner and then this must not be mis-used in anyway.
- No learners may take a mobile phone into a room or other area where examinations are being held.
- The security of phones will remain the learner's responsibility in all lessons including Leisure activity sessions or when they may be off site.
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a member of the team.
- We will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the behaviour policy resulting in sanctions being taken.
- Photographing or filming team members or other learners without their knowledge or permission.
- Photographing or filming in toilets, changing rooms and similar areas.
- Bullying, harassing or intimidating the team or learners using text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites.
- Refusing to switch a phone off or handing over the phone at the request of a member of staff.
- Using the mobile phone outside classroom hours to intimidate or upset employees and/or learners will be considered a breach of these guidelines in the same way as unacceptable use which takes place on site.
- Using a mobile phone outside classroom hours in such a way that it undermines the stability of the organisation and compromises its ability to fulfil the stated aim of providing 'a clear moral and ethical lead'.

7. Wearing of Lanyards and Identification badges

All Learners MUST wear their ID badges whilst on site. It is the responsibility of all our people to challenge any learners not wearing their ID badge. Where a learner has forgotten or lost their ID badge, a visitor badge will be issued, and they must ensure that this is rectified for the following day. All tutors will carry out a sweep for ID badges and keep a record of non-compliance. Any future non-compliance of bringing ID badge could lead to disciplinary action.

8. Use of reasonable force

Tutors have the right to use force in certain circumstances. This is largely up to the professional to determine, but in general force should only be used when a student is putting themselves or others at danger.

Parental consent is not required to use force on a learner. If force is used on a learner, then this must be logged as a behaviour incident and parents informed.

Force may also be used if needed to search a student, if there is suspicion that the child has any of the following in their possession:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. However, consideration must be given to ensure the student does not in any way feel uncomfortable with the contact.

Examples of where contact with a learner might be proper or necessary:

- Preventing an accident or deliberate harm.
- When comforting a distressed learner.
- When a learner is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- and
- To give first aid.

9. Malicious Accusations Against team members

As an organisation, we will investigate any accusation, made by a learner, against a member of the team. Where the accusation is found to be malicious, the learner will be issued with a fixed-term exclusion and a panel meeting will be held with senior leader to discuss the return to setting.

10. Support for behaviours that challenge

Whilst the behaviour of most learners is excellent, there are some learners, who for various reasons, disrupt learning and can be challenging. We are committed to trying to modify this challenging behaviour and to enable learners to make positive choices in terms of their conduct and learning.

Where the behaviour of learners gives rise to concern, learners may be placed on various types of report to help support improvement and to enable effective monitoring. The behaviour of individual learners is monitored carefully, and learners will be identified according to their level of need. Where necessary, support plans will be put in place to help learners improve, with parents invited into organisation to help formulate the plan.

Behaviour outside of normal delivery hours in which we become aware of will be subjected to further discussions. We have a statutory power to discipline learners for misbehaving outside of the organisation premises. Section 90 of the Education and Inspections Act 2006 gives senior leaders a specific statutory power to regulate a learner's behaviour in these circumstances 'to such extent as is reasonable'.

Any misbehaviour when the learner is:

- Taking part in any organised or related activity.
- Travelling to or from the organisation.
- In some other way identifiable as a learner with us.
- Or misbehaviour at any time, whether the conditions above apply, that:
- Could have repercussions for the orderly running of our organisation.
- Poses a threat to another learner or member of the public.
- Undermines the authority and position of a member of the organisation.

11. Monitoring and Evaluation

The Head of Education and Skills will evaluate the impact of this policy by receiving data from the Delivery Manager on specific data sets, for example age group, ethnicity, additional learning needs and gender on:

- Fixed term and permanent exclusions (including reasons).
- Trends in the numbers of identified rewards and sanctions.

12. Exclusions

Exclusions procedure is informed by 'Exclusion from Maintained Organisations, Academies and Learner Referral Units in England (DfE June 2012) ("DfE Guidance").

For serious incidents of poor behaviour (such as verbal or physical abuse to another member of the organisation community), the Delivery Manager may resort to excluding learners, either for a fixed term or permanently. Persistent lower-level disruption may also result in fixed term exclusion.

All exclusions are monitored by the Board of Directors each term and the Head of Education and Skills on a half-termly basis. Where an excluded learner is due to sit an external examination, suitable arrangements will be made to ensure the learner can still sit the examination.

We are fully aware of our duties not to discriminate against, harass or victimise learners due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled learners, the organisation will make reasonable adjustments to its policies and practices to ensure disabled learners are not placed at a substantial disadvantage compared to their non-disabled peers.

Before taking an exclusion decision, the Delivery Manager will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (learners with SEN, learners eligible for Free Meals, looked after children, learners whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the learner.
- what additional support or alternative placement may be required for a learner with a Statement of SEN/EHC Plan or a looked after child; and
- that the permanent exclusion of a learner with an EHCP or a looked after child should, as far as reasonably possible, be avoided. The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

12.1 Fixed Term Exclusions

If a decision is taken to exclude a learner for a fixed term:

- The Delivery Manager or a member of the management team calls home to discuss the fixed term exclusion with the parent and a letter is posted home, outlining the incident and the length of the fixed term exclusion. The parents' right to make representations about the exclusion to the Board of Directors is highlighted.
- A meeting is set up for the parent/carer and learner to attend on return from exclusion, with a senior member of the education team.
- Following this meeting:
 - The learner may be reinstated.
 - The learner may be placed on report.
 - A contract may be drawn up for their readmission.
 - Behaviour support and 'reasonable adjustments' will be reviewed.
 - A record of the exclusion and meeting is kept in the learner's file.

12.3 Decision to Permanently Exclude

Permanent exclusion should be a last resort and will usually be taken in response to:

- A serious breach, or persistent breaches, of this policy; and
- Where allowing the learner to remain in organisation would seriously harm the education or welfare of the learner or others in the organisation.

The National Standard list of reasons for permanent exclusions is:

- Physical assault against a learner
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a learner
- Verbal abuse/threatening behaviour against an adult

- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent, disruptive behaviour
- Other (only in exceptional circumstances)

12.4 Permanent Exclusion Report

When the Delivery Manager decides to permanently exclude a learner the Head of Education and Skills must set up a Disciplinary Committee to review the case. In advance of the Disciplinary Committee the Delivery Manager will prepare an exclusion report which explains why the learner was excluded.

The report will include:

- A profile sheet including basic information about the learner.
- An overview of the case including a detailed account of the reason(s) for the exclusion.
- Confirmation that the current DfE exclusions guidance has been adhered to.
- Where relevant, details of any behaviour modification strategies which have been used.
- An indication of how the sanction applied is consistent with the Behaviour Policy.
- Alternative sanctions that were considered (if applicable)
- In the case of a learner with SEN, or a looked-after or disabled learner, that the relevant DfE guidance was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

12.5 Permanent Exclusion Procedure

DfE Guidance clearly explains the procedures to be followed if exclusion is applied. These procedures must be followed precisely. Minutes of all meetings should be formally recorded and signed to confirm accuracy.

General Duties

1. The organisation shall act and shall ensure that the Delivery Manager shall act in accordance with the law.
2. Without limiting the generality of paragraph 1, the organisation shall ensure that the Local Authority is informed of an exclusion in the circumstances required by the DfE Guidance.
3. The organisation shall ensure that in carrying out their functions the Delivery Manager, the Board of Directors and any Independent Review Panel (established in accordance with paragraph 5) have regard to the DfE Guidance.
4. Independent Review Panels. In accordance with DfE Guidance, the organisation shall carry out its functions to establish and manage the appeal procedure for exclusions.
5. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The organisation shall arrange suitable training for appeal panel members and clerks. Where requested by the

parent, an SEN expert will be appointed by the organisation to advise the Independent Review Panel.

6. The Independent Review Panel's decision is final and binding on the organisation. A parent may seek a judicial review of an Independent Review Panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities. Parents' Responsibilities There is a duty on parents to ensure that an excluded learner of compulsory school age is not in a public place during normal school hours without reasonable justification, or a fixed penalty could be imposed. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

12.6 Continuing Education during the Exclusion Period

For the first five days of a fixed term exclusion, the organisation will set work appropriate to the learner's age and ability and make arrangements for this to be collected and returned for marking.

Where a learner is given a fixed exclusion of six days or longer the organisation has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions the organisation will set work as described above for the five days following a permanent exclusion.

The Delivery Manager may impose a fixed-period exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion follows a five-day fixed-term exclusion, the responsibility of the organisation for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

12.7 An offsite direction to another Organisation

Once the Delivery Manager has decided to permanently exclude a learner, a managed move to another organisation may be proposed by the Learner Referral Service and can be actioned if both the parents and Delivery manager agree. If a managed move is rejected by the parents, the Delivery Manager will put this in writing to them so that there is evidence that the strategy was suggested if a permanent exclusion is imposed at a future point.

Careers Education, Information, Advice and Guidance (CEIAG) Approach in Our Education Settings

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
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1.0 Purpose

The purpose of this document is to state our approach and strategy to careers and IAG in order to ensure that learners are on the right course or activity for them, and to maximise positive progression routes from our courses and programmes for all of our learners.

For us, a positive progression route is one of the following, although funders' definitions may vary:

- Employment
- Further education
- Higher education
- Voluntary work
- Work trials or placement
- Apprenticeship
- Self-employment
- Positive steps in increased confidence, motivation or engagement in activities
- Independent living

We aim to offer all learners support in making decisions about their future career plans and assistance in their progression decisions. We aim to offer a high quality, impartial careers service delivering CEIAG with integrity, ensuring that learners are on the right courses whilst preparing them to progress to sustainable education, training, apprenticeships, and employment to achieve their ambitions.

For all prospective learners we offer access to accurate, up-to-date and well-informed CEIAG on courses, with referral to impartial careers guidance when required.

This is for those working directly within education, skills and employment across young people provision.

2.0 Statement of Intent.

We are committed to providing high quality careers, education, information, advice and guidance (CEIAG) for its learners.

We aim to

- provide high quality careers guidance that supports progression,
- raise aspirations and attainment,
- support learners to achieve their potential, and
- meets the demands of a changing labour market.

This applies to all learners and is inclusive of all levels and modes of study. Wider we know it's essential to ensure quality CEIAG is offered for all pathways of support to make informed decisions and therefore we will ensure this is offered whenever learners are supported by us. It also includes information about how we will meet its statutory requirement for all 15–18-year-olds and up to the age of 25 for those learners with Education and Health Care Plans (EHCP).

It is produced to support with the 8 Gatsby Benchmarks of career guidance, which underpin the DfE careers strategy and set the standards for good career guidance for all learning providers as follows:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

We believe that good, impartial, accessible and confidential information, advice and guidance enables people to make realistic and informed choices helping them to progress to employment, learning and a better quality of life.

All learners funded by the ESFA on our 16 – 19 programme of study are entitled to IAG prior to and during their course.

3.0 Legislation and Guidance

For the purposes of this the definition of CEIAG is informed by the following publications and guidance from national bodies:

- Skills for jobs: lifelong learning for opportunity and growth Published January 2021 this Gov.uk paper sets out reforms to post-16 technical education and training to support people to develop the skills needed to get good jobs and improve national productivity.

- Careers guidance for colleges Gov.uk guidance for further education colleges and sixth form colleges on how to provide independent careers guidance (updated August 2022)
- Careers guidance and access for education and training providers Department for Education statutory guidance for schools and guidance for further education colleges and sixth form colleges (September 2022)
- Gatsby Benchmarks - Good Career Guidance – The eight Gatsby benchmarks set out the framework for good career guidance developed to support schools in providing learners with the best possible careers, education, information, advice and guidance.
- Ofsted Inspection Framework Updated July 2022 Understanding the role of the Careers Leader Guidance provided by the Careers and Enterprise Co. (January 2018)
- CEC (Careers and Enterprise Company)- Compass Tool evaluation of existing careers provision highlighting areas for development.
- Baker Clause statement (Amendment to the Technical and Further Education Act 2017) stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them.

4.0 Services and Entitlement

We aim to make our IAG accessible to all by using various methods of communication: leaflets, adverts, posters, dynamic website, phone, and drop-in at our learning centres, in large text on request. The information provided is intended to be clear and concise, avoiding the use of jargon. Course marketing and information on our website is updated regularly and is unbiased and relevant to the intended audience.

We will provide equality of treatment. We aim to treat all our learners existing, prospective and former solely based on their merits, abilities and potential. We will offer the same level of CEIAG regardless of gender, colour, ethnicity, age, socio-economic background, disability, religious or political beliefs, family circumstance, sexual orientation, or any other irrelevant distinction.

As part of the programme of study, the CEIAG provided is to support the progression and destinations of all learners.

We will provide a wide range of impartial careers resources through accessible printed and digital information and systems.

Where appropriate we will make referrals to other professional bodies for individuals to access specialist advice and support, e.g. National Careers Service and/or appropriate training and apprenticeship providers.

We will support learners in engaging with employers, through activities such as providing guest speakers, arranging FE events, employer encounters and careers/apprenticeship/employments fairs.

Learners are made aware that the careers advice offered is here to help all learners to:

- Identify and plan their career.
- Choose the right course
- Explore change of courses
- Progress into work, apprenticeships, training, or further education
- Seek and undertake individual opportunities for work related learning activities and volunteering to support learners' aspirations to achieve successful outcomes in their chosen career pathway.

Learners can access a range of tools including:

- Impartial CEIAG at any level of study with us.
- Outcome star
- Information about further education courses
- Information about training and apprenticeships
- Support with employability skills to assist applications for jobs
- Support with employability skills to assist applications for training or apprenticeship programmes
- Support with interview advice and preparation for progressive next steps
- Partnership programmes e.g. Ask Apprenticeships and Careers Enterprise Company
- Careers communications e.g. social media and newsletters
- Careers web pages include links to key information such as student finance, apprenticeships, employability skills
- Deliver careers and CEIAG content through the tutorial programme drawing on all the above.
- 1:1 Careers Interviews are available by self-referral, referrals can also be made by teaching, parents, carers or guardians
- Telephone
- Email
- Events - Open Evenings, interview evenings and during enrolment interviews, special events such as careers fair

5.0 Support for Parents, carers or guardians

We will work in partnership with parents, carers or guardians to raise learners' aspirations and support them in helping learners make informed decisions when planning their learning and career pathways. This is achieved through several interactions during the learners' journey including:

- Application, admissions and enrolment processes
- Schools Liaison
- Careers guidance interviews
- Parent, carer or guardian al engagement events
- Open days and recruitment events
- Communications e.g. Parent, carer or guardian /Guardian/Carers digital careers newsletter/communications
- Engaging parent, carer or guardian s, carers and guardians to provide feedback on careers service as part of our quality control processes.

6.0 Strategy

a. All learners

Information about our courses is available in the public domain on our website and through our publications. Everyone enquiring and/or applying for courses with us receives information about the course and advice about course choice, if appropriate. All of our learners have an Individual Learning Plan which guides their learning to targeted outcomes and progression if appropriate.

b. Learners

Learners will have a face-to-face interview or online meeting before enrolling in order to assess and establish that they are applying for the right course for them. If the course available is not appropriate they are signposted to other facilities or providers. We have many long-term partnerships with various support organisations and providers to support this signposting.

On programme, learners are supported by their tutors to progress to positive outcomes depending on their individual circumstances and aspirations. Our curriculum map shows learners their progression options.

c. Adults

Adults who enquire about attending courses are offered IAG at the point of enrolment, during and at the end of their course. This is to ensure that they are enrolled on the correct course suitable for their level of experience and previously acquired skills.

We offer 121 support and employment coaches to all those who attend our centres to support them.

Many learners enrol on a programme following attendance at Job Club. Job Clubs are held at each of our centres and support adult learners to compile CVs, apply for jobs and prepare for interviews Job clubs are offered as drop in sessions across the centres. Adults seeking more detailed advice are also encouraged to access IAG from local National Careers Service providers. Information regarding the National Careers Service is on display at each centre.

Information regarding course content and possible progression routes can be found either in course descriptions, to a certain extent in course brochures and leaflets, on our website or by contacting us.

Information regarding intended progression is recorded using Personal Learner Records or Individual Learner Profiles and are required by the funders. With potential or existing learners (particularly those from the target groups) IAG is very important to ensure that individuals are fully aware and have an understanding of the options

available to them. This is a continuous process, supporting progression to employment/learning, as well as enrolment on to another programme.

d. Training

In principle, team members giving IAG are trained in delivery of IAG accordingly to Level 2, where more specialist advice is needed, team members have Level 3 or above.

7.0 Monitoring and evaluation

The Quality team of CLIP and Riverside are responsible for monitoring the CEIAG provision by regularly reviewing performance and feedback from stakeholders whilst analysing this to inform development and improvement of the service. They will review the CEIAG provision against the quality assurance framework and statutory governance.

8.0 Responsibilities

The Delivery Manager will oversee the development and management of all careers related activity.

The Quality and Compliance Manager is responsible for the strategic management of the quality of careers guidance along with input from the wider management team. This includes the management of an efficient and effective deployment across the service.

Tutors, supported by line managers, are responsible for delivering elements of the career's education programme through the tutorial framework. We are all responsible for ensuring that all published information, both internal and external, is accurate and up-to-date, and for making or reporting required changes as appropriate.

Drug Incidents in Education Settings: Children & Young People

Lead officer	Rachael Crawford – Quality & Compliance Manager
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1. Introduction

We recognise the need to ensure that learners and our people are safe whilst on our premises. We know the obligation and duty of care that we have around this topic and fully implement this across our provision.

This policy has been drawn up following consultation with:

- DfES Guidance Document 0092 (2004). Drugs: Guidance for Schools
- DfES and ACPO Drug Advice for schools (2012)
- Drug and Alcohol Action Team (DAAT) (Lincolnshire): Drug Related Incidents Guidance.

1.1 Who does this apply to

This policy applies to delivery in CLIP and Riverside only.

It applies to all learners who access our premises and gives a clear outline of what we deem as drugs incidents. It also acts as a guide for other professionals in order to understand what action we will take if we have suspicion or evidence of drugs incidents on site. All staff who work with young people no matter what the role will be required to fully understand this policy and act accordingly.

2. General principles of dealing with an Incident

It should be stated at the outset that there is no place for illegal drugs in our settings, and as such, incidents relating to drug related incidents will always be dealt with as quickly and responsibly as is possible. Dealing with incidents related to the misuse of substances by children and young people can often cause anxiety,

uncertainty or concern. It is important to recognise that our response can have a significant impact on the life of the young person concerned and his/her family. When dealing with an incident should remember:

- That each incident is unique
- To always concentrate on the young person, not the drugs
- To listen carefully to the young person
- That the young person may be frightened even if they do not appear to be
- To keep matters in perspective and try not to overreact
- To take advice from colleagues and other professionals
- That prompt recording of accurate information is good practice
- To stay calm.

3. Defining drug incidents

Incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They could fit into the following categories:

- Drugs or associated paraphernalia are found on premises
- A learner demonstrates, perhaps through actions or play, an inappropriate knowledge of drugs for their age
- A learner is found in possession of drugs or associated paraphernalia
- A learner is found to be supplying drugs on premises. The term “supply” may be used to describe learners sharing drugs, or learners being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use, and habitual organised supply for profit. We will be responsible for decisions regarding intent to supply and will consult with appropriate agencies for advice, these may include: the police, the local authority, etc.
- A learner, parent/carer or member of the team is thought to be under the influence of drugs
- A member of the team has information that the illegitimate sale or supply of drugs is taking place in the local area
- A learner discloses that they or a family member/friend are misusing drugs.

No drugs should be brought onto any Acis, CLIP or Riverside premises.

4. Dealing with an emergency

An emergency constitutes a situation when a young person or others are at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken a harmful toxic substance, should be responded to as an emergency.

In an emergency, team members should:

- Act calmly
- Assess the situation and send for medical help
- Place the person in the recovery position if unconscious

- Collect samples of vomit in order to assist the emergency services
- Keep the person under observation, warm and quiet.

5. Dealing with intoxication

This relates to situations where the behaviour of a young person is affected by having taken a substance. The person may demonstrate being unsteady, light-headed, giggly, or have mood changes, or may appear detached or aggressive.

Team members should:

- Ask the young person what substance they have taken, or gain information from others
- Take possession of any substances (for the emergency services if necessary)
- Assess the need for medical attention
- Keep the person under observation, warm and quiet
- Send for assistance.

6. Dealing with suspicion or rumour

Team members are advised to deal with suspicion or rumour with caution, consistency and thoroughness. They should evaluate whether the information is factual, witnessed and reliable. If they are unsure whether to proceed, then they should seek guidance from senior leaders, who in turn will seek appropriate guidance from partner agencies.

7. Dealing with observation or discovery

Team members may find drugs, alcohol, tobacco, solvents or other suspect substances in isolation or identify a young person in possession. They should first take possession of the substance, preferably in the presence of an adult witness.

If a young person(s) has been observed using substances, then the following procedures should be put in place:

- The young person(s) should be separated from the rest of the community
- The young person(s) should be made aware of the seriousness of the situation
- The young person(s) should be asked about the use and possession of the substances, possibly in the presence of a second adult.

A range of factors may need to be explored to determine the seriousness of the incident, for example:

- What does the learner have to say?
- Is this a one-off incident or longer term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the learner's motivation?

- Is the learner knowledgeable and careful or reckless as to their own or others' safety and how was the drug being used?
- What are the learner's home circumstances?
- Where does the incident appear on a scale of from "possession of a small quantity" to "persistent supply for profit"?
- If supply of illegal drugs is suspected, how much was supplied, and was the learner coerced into the supply role, were they "the one whose turn it was" to buy for others, or is there evidence of organised or habitual supply?

If during the course of its investigation we decide that the police should be involved, team members should cease detailed questioning and leave this to the police.

8. The role of the police

We have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for us and the wider community. The police should however be involved in the disposal of suspected illegal drugs.

The law permits team members to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation that drug. The substance should be sealed in a plastic bag and stored in a secure location. We should, without delay, notify the police who will collect it. The law does not require us to divulge to the police the name of the learner from whom the drugs were taken. We will inform parents/carers, unless this would jeopardise the safety of the learner.

9. Dealing with disclosure

Disclosures can be direct or indirect, and they may relate to the young person, their parents/carers, their siblings, or others. Young people involved in or affected by substance misuse will often see themselves as being in trouble with adults rather than having needs. It is important that young people feel that there is an adult to whom they can safely turn. However, it is also important that they are helped to understand that the safe adult may also have responsibilities that require them to share certain information. **Team members should not offer a young person a level of confidentiality that they cannot keep.** If the young person requires a relationship which is in conflict with the team members role, then alternative support should be offered.

If a young person discloses that that they have suffered abuse or neglect, then staff should refer the matter to the designated safeguarding lead for Child Protection. Team members should consider whether they are the most appropriate person to offer further help, or whether the issue should be referred to a partner.

10. Disposal of substances

Team members should hand over any substance that may assist in the diagnosis of a young person's medical condition to ambulance or other responsible medically trained team members.

Taking possession of illegal or controlled substance is not an offence if it is to prevent a young person having possession of it. Team members should try to ensure that a reliable witness is present. Team members should then dispose of it by handing it over to the police. We are not legally required to inform the police how it obtained the substance.

If a legal substance (e.g. tobacco, alcohol) is confiscated, we should consider returning the substance to the parent/carer or disposing of it itself. Discretion should be used, and the age and maturity of the young person should be considered.

If we find drug paraphernalia such as grinders, pipes needles and syringes, great care should be taken in disposing of them. Team members should not touch them with bare hands. They should assess the situation, consider their own safety, and send someone to fetch a sharps or alternative suitable container. Once collected, the container should be kept in a safe location to await collection by the police.

11. Responses to drug incidents

Responses to drug incidents should balance the needs of the individual with those of the wider community and aim to provide learners with the opportunity to learn from their mistakes and develop as individuals. A range of responses should be developed in consideration with the factors given earlier. Given that drug problems rarely occur in isolation; responses may need to take a holistic approach rather than focus solely on drugs.

Possible responses include:

- early intervention and targeted prevention
- counselling
- behaviour support plans
- inter-agency programmes
- fixed-period exclusion
- pastoral support programmes
- a managed move
- permanent exclusion.

Some responses may serve to enforce and reinforce our expected standards. Any sanctions should always be justifiable in terms of:

- the seriousness of the incident
- the identified needs of the learner and the wider community
- consistency with published rules, codes and expectations
- consistency with disciplinary action for breaches (such as theft, violence, bullying).

Cross curricular responses to drug incidents

We will address drugs related education through the PSHE curriculum and this will be a module of work in their study programme.

12. Dealing with parents/carers

In any incident involving illegal and other unauthorised drugs, we will inform the young person's parents/carers and explain how we intend to respond to the incident and to the learner's needs. Where the school suspects that to do this might put the child's safety at risk or if there is another cause for concern for the child's safety at home, then the school should exercise caution when involving parents/carers.

13. Recording an incident

We will make a full record of every incident. Storage of sensitive information about learners should be secure. The school is aware that records, including notes of any discussions with learners, may be used in any subsequent court proceedings. Notes should include the time, date, place and people present, as well as what was said.

14. Summary

- For any drug incident, the utmost priority should be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help.
- We will develop a range of responses to drug incidents. Any response should balance the needs of the individual against those of the wider community and should be determined after a full and careful investigation.
- We will use a range of agencies, including the police, which provide support to young people.
- In any incident involving illegal and other unauthorised drugs, we will involve the parents/carers, unless this would jeopardise the learner's safety.
- We will make a full record of every incident.
- The Delivery Manager will inform the Head of Education and Skills about substantive drugs investigation.

15. Linked documents

- Group Safeguarding Policy

First Aid Procedure for Children & Young People in Our Education Settings

Lead officer	Rachael Crawford – Quality & Compliance Manager
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First Aid Procedure Contents

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1. Introduction

Every member of the team is legally responsible for exercising a “duty of care”. All judgements made by members of the team are to be made on the same standard that a parent/carer would make.

We take pride in the care we show, and the happiness and security felt by our learners. All our sickness and accident procedures are designed to support this care shown by each individual member of the team. And this is all governed by our strict health and safety policies, procedures and processes.

If a member of the team discovers a learner in distress they should enquire if the learner requires assistance of any kind. They should then take the appropriate action to help relieve the distress.

1.1 Who does this apply to

This applies to all those working with or having contact with children and young people in education across the provision at CLIP and Riverside.

Learners referenced within this procedure refer to those on our 16-19 study programme only. This does not affect those on our adult programmes.

2. Medication Arrangements

The following are the procedures to be followed for managing medicines:

- As part of the admissions process parents/carers of learners provide the following – see Appendix A:
 - Name of GP and contact details
 - Name and contact details for Parents/Carers in Emergency
 - Any medical condition

Parents/ Carers are expected to inform us of any changes to these details.

- On entry and as appropriate we will arrange for a Health form to be drawn up in conjunction with the learner, parents, and relevant agencies. This plan will

outline the nature of the medical issue, special arrangements that will need to be made and the procedures to be followed in an emergency.

- A record is kept of the medical conditions of all learners.
- First Aid/medically trained team members will always interrogate learners who report sick. A full record is made. Other members of the team, unless on trips, do not administer medicines. If a learner requires further medication the First Aid/medically trained team member will contact parents/carers and ask them to visit school. In emergency ambulances/ paramedics/ LIVES will be called.
- Written permission from parents or carers is required for us to administer prescribed medication (or paracetamol/ibuprofen) during the school day. Parents/carers are responsible for supplying such medicines (including paracetamol/ibuprofen) and must supply written permission via Appendix A - Administering Medication Form.
- Herbal remedies should only be administered through the same procedure as prescribed medicines (as above).
- We only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and includes instructions for administration, dosage, and storage. Insulin in a pen or a pump is an exception to this (however, it must be still in date).
- First Aiders will only issue prescribed medicines to the patient whose name is on the label.
- All medicines and medical devices are stored in locked cupboards. Controlled drugs (e.g. Ritalin) are stored behind locks. Learners know where their medicines are stored and know who holds the key to the storage facility.
- Asthma inhalers, blood glucose devices etc are carried by the learners (unless this is deemed inappropriate).
- Team members administering medicines do so in accordance with the instructions on the package or with the prescriber's instructions. A record is made of all treatment administered, including medication, this states the name of the learner, date, time, the symptoms, the treatment given, by whom – it is also signed by the administering team member. These records offer protection to team members and learners and provide evidence that agreed procedures have been followed.
- When no longer required, medicines should be returned to the parent/carer to arrange for safe disposal. If this is not possible the Delivery Manager Education, overseeing is charged with arranging for disposal of the items via the local pharmacy or doctors' surgery.
- Sharp boxes are always used for the disposal of needles and other sharps.
- Medical waste bins are used for the disposal of plasters, bandages etc.

Instructions to Learners

If you feel sick or have an accident, you should:

- (in lesson time) tell the tutor member
- (outside lesson time) tell a member of the team, or the First Aider.
Remember you can always ask a fellow learner for help or run a message on your behalf.
- (in extreme emergency) summon help via a mobile phone.

Instructions to members of staff

If a learner report feeling sick, you should:

Judge first whether support from a First Aider is needed – (1) urgently, (2) less urgently, or (3) not at all.

- If (1) apply referral procedures (see below).
- If (2) advise learner to contact the First Aiders at next break.
- If (3) inform the learner.

3. Accidents and Emergencies

Your response depends on the seriousness of the accident. If in any doubt seek further help.

For a very minor accident or indisposition, you may:

- apply a plaster from the nearest First Aid Kit (check first with the learner for allergies);
- apply referral procedures (see below).

For a more serious accident, you should:

- apply referral procedures (see below) immediately OR
- arrange for the learner to be taken to First Aid points

In an emergency, you should

- apply emergency aid if appropriate;
- send an urgent message to First Aid for help.

Remember to:

- Record all medication, treatment or Emergency Aid given in the First Aid book. This can be done by sending an email to a member of the First Aid team member
- Record all accidents, or serious near misses, within 24 hours on an Accident Form. Completed Forms may be sent to external agencies upon request
- Report the accident to the Delivery Manager Education and/or the Health and Safety Team.

4. Referral Procedures:

Referral to First Aid.

- The group wide first aid procedure should be followed.

Don't allow a learner to leave a lesson unless it is absolutely necessary and do not allow a learner who is unwell to leave the lesson on their own under any circumstances.

First-Aid Boxes

These are clearly located and labelled on each site.

First Aiders

We will provide a team of First Aiders. This team will hold a valid full First Aid qualification from a recognised provider.

First Aiders' Response to a Referral

When a learner is referred, ascertain whether or not the learner has a Health Plan. If so, follow the agreed procedures.

If not, decide, in the light of the duty of care:

- who needs to treat the learner – yourself as a First Aider or specialist services such as GP, Hospital Accident and Emergency or NHS 111 service;
- how urgently referral to specialist services is required;
- whether parents need to be informed (always contact parents in the event of head or eye injury or burns)
- in the case of injury which might be caused by a child self-harming, treat the injury medically but refer to the School's Safeguarding team to interview the pupil immediately.

In all situations other than quick basic treatment (after which the learner returns to Class or a Normal Activity) a learner's parent/carer should be contacted and informed of the incident and treatment. If parents cannot be contacted an email and written note is to be sent and efforts must continue to be made to contact the parent/carer by phone. When contact with a parent/carer cannot be made the First Aider should refer the matter to the Delivery Manager Education.

In general, it is expected that learners who are not fit to attend lessons should not be on site. Learners should be discouraged from reporting sick at the end of a break or lunch period when lessons are about to start.

A learner needing to go home:

- A learner needing to go home must wait and rest in the reception area until their parent/carer arrives.
- Other than in rare exceptions it is a parent's/carer's responsibility to take a learner requiring medical attention to the Doctor's Surgery / Hospital A&E Dept.
- In either case, you should continue to try to contact the parents and, if you are unable to contact them, send a note home with the learner.

If an ambulance is summoned:

- Contact parents, who should go to the Hospital to give permission for treatment. If parents are unavailable a member of the team will need to accompany the learner to hospital (in the Ambulance). We will provide a taxi back to site or home for the accompanying member of the team. On no account should a learner be left on their own until a parent/carer arrives to take over responsibility for the learner.

First Aiders need to remember to:

- Record all referrals and treatment in the First Aid book
- Complete the necessary Accident Forms
- Complete the necessary paperwork for parents/carers
- Record details on relevant systems

5. Outside delivery hours/off site trips

Anyone organising activities outside normal hours or on trips off site are required to make their own first aid arrangements for the learners and themselves. A first aid kit will be required on each visit or trip.

A list of staff with First Aid qualifications is available from the health and safety team. Fully stocked First Aid Kits are available at each centre.

6. General notes

Confidential Medical Lists

A list of all learners' medical conditions, health plans etc. is available on the system.

Specific Illnesses

Known sufferers from Epilepsy, Asthma, and Diabetes will be made known to the team that need to know. Relevant guidance, training or instructions will be given to those as and when required to ensure that guidance is up to date.

Allergies

A list of all learners with allergies is available on each site in their learner files.

Health Forms are written for all learners with a severe allergy – outlining the issues and the treatment. Most learners with severe allergies will hold their own epi pen in case of an emergency. Parents are responsible for supplying and keeping epi pens up to date.

All incidences of an allergic reaction will be reported to parents.

Head or eye injuries

It is essential that whatever the circumstances all head and eye injuries are referred to the First Aider on site and then reported to a learner's parents/carers (who should be advised to seek further medical attention, especially if there are signs of sleepiness, continued headaches, blurred vision and/or concussion). The group wide accident reporting procedure should be followed.

Burns injuries

It is essential that whatever the circumstances all burns injuries are referred to the First Aider on site and then reported to a learner's parents/carers (who should be advised to seek further medical attention).

7.0 Linked documents

- All Health and Safety policies and procedures – group level
- Safeguarding Education policy and procedures – children and young people
- Supporting learners with medical conditions

Appendix A

Administering Medication Form

Learner's Name

Date

Name and strength of medicine

Expiry Date

Dosage and Frequency (*e.g. one tablet to be taken 3 times a day after meals*)

Any other instruction

Number of tablets/quantities of liquid given to school

Note: medicines must be in the original container as dispensed by the pharmacy. The parent/carer should collect any medicines/ herbal remedies that are no longer required.

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent for trained team members, to administer the above named medicine in accordance with the policy. I will inform the setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Parent's

Signature _____ Print Name _____

Internal Quality Assurance Procedure - Education

Lead officer	Rachael Crawford – Quality & Compliance Manager
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IQA Process Contents

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1. What this procedure is about and why we need it

This procedure aims to show the process of monitoring the assessment activities that grade the quality of learners' work and that it meets the correct grading criteria. Internal Quality Assurance (IQA) helps to ensure that assessment and IQA activities are valid, authentic, sufficient, fair, and reliable.

2. Who does this procedure apply to?

This procedure is specifically focused on an element of our education delivery, and we refer to our customers as learners throughout.

This procedure applies to Acis Group and group of companies (including Riverside, CLIP) learners, but it is expected that it will be applied within our education delivery areas. This is referred to as 'the Group' throughout.

The procedure applies to learners, our people, Board members, contractors, volunteers, and any other third-party organisations delivering services or working in partnership with us.

Learners are made aware of the existence of this procedure in appropriate courses and can request access to it.

All tutors and wider delivery teams are made aware of the contents and purpose of this procedure. This procedure is reviewed annually and may be revised in response to feedback from learners, tutors and external organisations.

3. Our procedure is ...

Internal quality assurance in relation to education and delivery of learning is there to:

- ensure quality standards throughout the learner journey are accurate and consistent and that all assessment decisions made by assessors are of a good quality standard.
- when the internal verification process highlights assessment inaccuracies, such as the assessor re-assessing the whole cohort considering the feedback. This will be followed by internal verification of the re-assessed work and potentially providing learners the opportunity to resubmit evidence if required.
- identify issues and trends that develop and act on them accordingly.
- support and develop assessors and tutors.

- ensure accountability for assessment decisions, quality standards and awarding body procedures and policies.
- ensuring achievement made by learners and judged by assessors is recognised and meets the grading criteria. Ensuring the correct and appropriate assessment strategies are used by assessors.
- ensure interim and summative sampling is occurring and a plan is put in place to monitor this.
- ensure all employees have access to training and CPD.
- ensure Internal quality assurance standards include;
 - ensuring standardisation activities take place, and all assignment tasks/ briefs are internally verified prior to the distribution to learners,
 - assessment decisions embrace inclusion,
 - equality is promoted with learners and the diversity of learners is valued by all teams. It ensures that fairness is apparent in all assessment decisions and that there are auditable records to show this.
 - It is the requirement to store and retain internal verification documentation for 3 years as per AIM's requirements.
- Other standards include maintaining health and safety practices, such as risk assessments.

4. IQA Activities

The Group's Education Quality Team will undertake sampling of assessment judgements in line with the sampling plans in place for all qualifications offered.

Sampling will be formative and summative and at a 10% to 25% of learner evidence, depending on the assessor's experience, qualifications and competency. (100% for new or newly qualified employees).

All completed qualifications will be formatively sampled.

An assessor will receive a sampling report within two weeks of submitting a learner portfolio for sampling.

Sampling plans will identify learners, assessors and the assessment criteria to be sampled. Sampling activities will meet the requirements of the awarding organisations with whom the Group are approved.

Standardisation activities will be undertaken regularly (at least every term) with IQAs, Assessors, Tutors and relevant Curriculum Managers present. Standardisation activities will meet the requirements of the awarding organisations Acis group and subsidiaries are approved with.

All meetings will have a set agenda and minutes shall be produced and distributed to all relevant teams.

The Group will ensure suitably qualified employees are in place to carry out the above IQA activities.

5. Jargon Busters

Summative - assessments that are formally carried out at the end of a course in order to gain a final grade/mark

Formative – assessments that are carried out during the course in order to give the learner an insight to their progress and what they can do to improve

Internal Quality Auditor – (IQA) – the person responsible for monitoring the activities of assessors within an organisation.

Sampling Plan – An IQA will use sampling plans to make judgements about the quality of assessment activities. A sampling plan, also known as a sampling strategy, contains a range of the learner's work for use as a sample. A sampling plan must be completed at the beginning of each assessment period.

Marking and Feedback Procedure

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Marking and Feedback Procedure Contents

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1. What this policy is about and why we need it

Our intention is providing the best possible learning environment and learner support that we are able, given available resources, so that all our learners can achieve their potential.

By giving quality marking and feedback, learners can make maximum progress.

Marking and Feedback will:

- be regular enough to have clear and demonstrable impact on learners learning, being content and course driven.
- provide all students with live feedback in lessons, in order that misconceptions are corrected immediately.
- help the learner to make progress towards their targets.
- inform future planning.
- encourage reflection between learner and tutor.
- build confidence and self esteem.
- help pupils understand what they are aiming for and how to improve.
- encourage pride in their work.

2. Who does this procedure apply to?

- This procedure is specifically focused on an element of our education delivery and we refer to our customers as learners throughout.
- This procedure applies to Acis Group and group of companies (including Riverside, CLIP) customers, but it is expected that it will be applied within our education delivery areas. This is referred to as 'the Group' throughout.
- The procedure applies to learners, our people, Board members, contractors, volunteers, and any other third-party organisations delivering services or working in partnership with us.
- Learners are made aware of the existence of this procedure in appropriate courses and can request access to it.
- All tutors and wider delivery teams are made aware of the contents and purpose of this procedure.

3. Our procedure is ...

- to give frequent oral and written feedback so that learners know how well they are progressing and what they need to do improve further.
- ensure that feedback is incisive to focus on improving learners' knowledge and skills.
- give positive feedback that shows pupils where they have done well.
- promote a learning environment in which it is 'safe to fail' and in which we learn from our mistakes.
- model the expected standards of work as often as possible emphasising the importance of reflective and critical thinking in order to develop resilience.
- demand a high standard of presentation that reflects a strong pride in their work
- give feedback and feed forward to stimulate each learner to take the next steps in the learning process and address the learner by their chosen name.
- refer to learning outcomes and success criteria when giving written feedback.
- mark and address misconceptions with literacy. This should regularly include comments on spelling, and where necessary punctuation and grammar.
- learners should be given time to reflect and correct any mistakes.
- use peer-assessment and self-assessment so learners become immersed in, and confident with, the assessment criteria.
- be sensitive and acknowledge small steps and effort regarding SEND pupils and low ability pupils.

Observation of Teaching & Learning Procedure

April 2024

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Observation of Teaching & Learning Contents

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1. Who is this for

Quality of Teaching and Learning

The lesson observation process is fundamental to enhancing and improving the learning experience and supporting the team in the development of their teaching and management of learning. This will be embedded in our practice and led by our quality team.

3. Roles and Responsibilities

It is the responsibility of individuals to:

- Be familiar with and maintain the standards of performance expected of them.
- Comply with, and undertake, appropriate continuous professional development (CPD) relating to improving teaching, learning and assessment.
- Comply with any action plans that are developed as a result of the observation of teaching, learning and assessment to achieve (OTLA) process.

It is the responsibility of the Quality and Compliance Manager to:

- Be familiar with policies and procedures associated with lesson observation.
- Ensure that the lesson observation procedure is fairly and consistently applied.
- Ensure that standards of performance and expectations are clearly communicated and understood.
- Ensure that the professional discussion following lesson observation is timely, supportive and appropriate.
- Review and update all processes and documentation relating to the lesson observation process.
- Provide a robust OTLA process that meets the needs of learners, team members, management and relevant external bodies.
- Report the outcomes of lesson observations.
- Support and train lesson observers in all aspects of the Lesson Observation process.
- Ensure that timely advice and support is readily available on the implementation of this policy.
- Provide detailed analysis of lesson observation outcomes to inform the planning of appropriate CPD.
- Provide moderation of the process to ensure that standards are maintained and improvements in the process identified and acted upon.

- Make OTLA support materials available.

It is the responsibility of the Delivery Manager to:

- Liaise with the Quality and Compliance Manager, to support the management of the OTLA process.
- Support staff on the completion of action plans following observation.
- Liaise with the Quality and Compliance Manager on the implementation and development of this plan.
- Support the development of teaching, learning and assessment through the provision of appropriate and timely CPD.
- Communicate expectations and set standards relating to Teaching and Learning.
- Support staff to complete actions following observation and liaise.

4. The Observation Process

- All who deliver timetabled or planned teaching sessions at all sites will be observed at least 2 per academic year. Observations, other than peer observations, will be carried out by appropriately experienced and trained team members.
- The teaching team will have at least two and up to four unannounced observations or learning walks each year.
- Observers have the right to extend the length of the observation to gather more evidence to inform their judgements on the strengths and areas to develop of the lesson.
- Observations will be conducted on all types of lessons including personal and group tutorials and a sample of tutorials from each learning area will be observed.
- External Standardisation will take place within the academic year.
- All observers will have a minimum of one joint observation per year with another member of the team to validate the judgements made and subsequent action planning.
- Lesson observation outcomes will be used to inform reviews and CPD
- We recognise that there may be times when, for a variety of reasons, it is inappropriate to observe at that point in time.
- The process and timing for observations is outlined in the observation process.

Quality Assurance of Online Courses

- Online modules will be reviewed for quality with particular focus on the range of content, quality of content, participation and learning experience and in line with normal expectations for the delivery of a quality teaching and learning experience.

Probationary Observations

Observations of new teaching team members will take place as follows:

- Within three weeks of starting to teach, an unannounced observation will be undertaken. The purpose of these observations is to provide support and identify any concerns / issues.
- The new member then continues to have at least three unannounced observations a year. Observers have the right to extend the length of the observation in order to gather more evidence to inform their judgements on the strengths and weaknesses of the lesson.

Trainee Tutors

Trainee tutors undertaking their PCGE/Certificate in Education or AET are supported through teaching observations that are an assessed part of their course. These observations involve pre and post observation discussion and support with planning.

Trainee tutors will be observed as part of the observation process. This provides them with developmental feedback and enables their observer to offer subject specific support and expertise through professional discussion, as well as providing an overview of their teaching performance. Additionally, all new tutors or training tutors will be paired with a mentor to support them in their development.

Peer Observations

All teaching team members will observe another tutor. The purpose of the observation is for the mutual benefit of both the observer and the observee with the aim of encouraging dialogue on teaching, learning and assessment and the sharing of good practice. The main aim is to encourage self-reflection of the teacher observing another teacher. They are not graded, nor judgements made and there is no central monitoring of the outcomes.

Records of the observation will be held to monitor completion.

Outcomes from OTLA

Observed tutors who demonstrate consistent strengths will be encouraged to share good practice with their appropriate team.

Observed tutors with significant areas for improvement over a minimum of three unannounced observations will be identified by the observer and referred for support. They will be supported with the action plan, the plan must cover:

- The areas for and strategies how to achieve the desired improvement.
- The measurable improvement required.
- The time scales within which the improvement must be achieved, and any additional support required.
- The date on which progress will be reviewed.

5. Appeals Procedure for Delivery Staff

Informal

It is hoped that the procedures, guidance and information provided will ensure that the situations are avoided where a formal procedure is required, and every effort should be made to resolve any issues arising from lesson observations 'informally' through positive dialogue and clarification.

If tutors are not happy with the judgements made within their observations, they can raise this with the Quality and Compliance Manager or their Line Manager.

Formal

If a dispute cannot be resolved informally, the team member should appeal in writing to the Operations Manager – Employment and Skills, stating the grounds for the appeal within 5 working days of receiving feedback.

The Operations Manager will liaise with the HR team and carry out a formal review in line with HR policies.

There are three possible outcomes from an appeal:

1. The Appeal is upheld, and no record of the observation is retained.
2. The Appeal is upheld and the outcomes of the observation, in terms of areas for improvement and actions, are retained and the team member is required to respond to them accordingly.
3. The appeal is NOT upheld, the outcomes of the observation are retained and the normal procedure, as identified in this policy, is followed.

The decision of the panel will be made in writing within 5 working days of the meeting and will be final.

Analysis of Lesson Observation Outcomes

All outcomes relating to lesson observation and online reviews will be processed, analysed and reports produced to meet the requirements of the quality cycle. Outcomes from lesson observations and online reviews will inform the relevant area's self-assessment process.

6. Associated documents

Ofsted –Education Inspection Framework

Visitors to Site

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Visitors to Site Contents

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1. Who is this for

This applies to all CLIP and Riverside sites.

It applies to all people wishing to visit our learning centre sites for professionals, parents/carers and for learners.

2.0 Definitions

Customers

- Those visiting for a short period to our shared spaces to purchase food and drinks. These do not need to sign in unless they move into the wider centre space or mix with other programmes.

Visitors are anyone who would not usually be on site – for example parent, carer, professional, partner, contractors.

- Visitors to the site wishing to gain entry during operational hours should make themselves known to reception. All visitors are required to sign in at reception and receive a visitor's lanyard. Where a visitor will be with learners a DBS check will need to be presented and recorded or the visitor must be always accompanied.

Learners, participants or service users to our programmes are not classified as visitors.

- Learners wishing to gain entry during operational hours should make themselves known to reception. All are required to sign in at reception and receive a student lanyard.

Acis Group Staff not usually working from that site.

- The usual procedures group wide apply always including the wearing of lanyards. They must follow the onsite staff procedures, not visitors.

Whilst on the site everyone must always wear their badge so it can be seen (except for paying customers in the café area).

In the case of a fire or other evacuation, visitors will accompany their Host to the gathering point across the sites.

At the end of their visit, visitors and learners need to sign out at reception and hand in their badges.

If the Reception team are worried by a potential visitor or by the behaviour of people in reception, they will report the matter to a manager and/or the Police.

Visitors are not allowed on to site outside normal hours unless they are:

- undertaking an activity organised and supervised by a member of the team.
- attending an officially organised event – production, parents evening, etc.
- attending an outside event whose organisers have hired part of the property.

3.0 Visitors Behaviour Expectations

Visitors to the site are expected to behave in an appropriate and orderly fashion. We reserve the right to ask visitors to leave the site if they do not abide by acceptable standards. Extreme cases will lead to people being banned from the site.

Visitors are reminded that it is an offence in law to create a nuisance on education premises. We will involve the police if they deem it to be necessary.

4.0 Linked documents

- Group Safeguarding Policy

Special Educational Needs and Disability (SEND) – children and young people

April 2024

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
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Equality Impact Assessment required	N
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Health and Safety compliant	Y

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1. Introduction

The aims of the Special Educational Needs and Disability (SEND) policy and practice are:

- to enable all learners to fulfil their potential and be happy in themselves
- to work towards inclusion in partnership with parents and other agencies
- to meet individual needs through a wide range of provision
- to provide curriculum access for all
- to achieve a level of internal expertise to meet learner need

This policy seeks to fulfil the legal requirements of the Disability Discrimination Act and the 2006 Disability Equality Duty by more widely involving disabled people in its development.

- Speech, Language and Communicational Needs
- Behavioural, Emotional and Social Development
- Moderate Learning Difficulty
- Specific Learning Difficulty
- Severe Learning Difficulty
- Autistic Spectrum Disorder
- Sensory Impairments
- Medical Conditions
- Mental Health Difficulty

1.1 Who does this apply to

This applies to all staff who have direct contact with learners, from their initial screening process and application right through to delivery of education by tutors. This also applies to other professionals who are supporting learners with their additional needs and acts as a point of reference to parents/carers.

2.0 The SEND Code of Practice

The DfE revised the Special Educational Needs and Disabilities Code of Practice (CoP) in September 2014. All Schools, Academies and Las must have regard to the

CoP when identifying and providing for learners who have special educational needs.

A SEN register is regularly updated in accordance with the principals and practices outlined in the 2014 SEND Code of Practice and it is available to all teaching and support staff.

2.1 Definition of Special Education Needs

A learner has additional learning needs if he/ she / they:

- a) has a significantly greater difficulty in learning than the majority of learners of the same age
- b) has a disability which prevents or hinders the learner from making use of educational facilities of a kind provided for learners of the same age in other schools within the Local Authority
- c) requires support that is additional to, or different from, that provided through quality first teaching of the mainstream differentiated curriculum.

Special educational provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for learners of the same age in maintained schools (other than special schools) in the Local Authority.
- A learner has special education needs if he/ she has learning difficulties that require long-term special educational provision to be provided.
- Learners are not regarded as having SEND solely if their first language is not English or is different from that in which they are taught.

We will have due regard for the Special Needs Code of Practice when assessing, providing and evaluating the needs of and provision for learners with SEND. This includes ensuring that both learners and parents are involved fully in discussing provision.

2.2 Categories of Special Education Needs

In line with the SEND Code of Practice we recognise that learner's needs and requirements can be broad, diverse and complex, and while each need cannot necessarily be compartmentalised, they can fall into four broad areas:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

In addition, we recognise the following needs:

- Speech, Language and Communicational Needs
- Behavioural, Emotional and Social Development
- Moderate Learning Difficulty
- Specific Learning Difficulty
- Severe Learning Difficulty
- Autistic Spectrum Disorder
- Sensory Impairments
- Medical Conditions
- Mental Health Difficulty

All tutors are responsible for identifying learners with SEND and, in collaboration with the Delivery Manager will ensure that those learners requiring different or additional support are identified at an early stage. Assessment is the process by which learners with SEND can be identified. Whether or not a learner is making adequate progress is seen as a significant factor in considering the need for SEND provision.

We will seek to make reasonable adjustments for disabled users, so they are not disadvantaged. We recognise that physical impairment may not be the same as a learning impairment and will actively seek to remove barriers to learning so that physically disabled learners can demonstrate their academic ability.

Where a learner has Social Emotional and Mental Health (SEMH) difficulty, these will always be taken seriously. If a learner has asked for support, parents will be informed, unless there are serious safeguarding reasons for not passing this information on. If a parent has notified us of SEMH concerns regarding their child, this will always be dealt with in a sensitive and appropriate way. Information of this nature will be shared with staff on a need-to-know basis.

3.0 Disclosure and Confidentiality

In accordance with the Disability Discrimination Act (DDA) and the Equality and Diversity Policy, we have a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all learners equally. Information on a disability cannot be passed on to third parties without explicit consent from the learner. If a learner requests complete confidentiality, then information cannot be passed within the organisation or to external agencies from that point.

All employees have a duty to consider the needs of SEN and disabled users and to make reasonable adjustments in order to follow the advice laid out in this policy.

4.0 Roles and Responsibilities

Partnership with Parents/Carers

We aim to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting learners and their parents
- making parents and carers feel welcome
- encouraging parents and carers to inform us of any difficulties they perceive their child may be having or other needs their child may have
- instilling confidence that we will listen and act appropriately
- focusing on the learner's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which we can work together to help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Special Education Needs Information and Advice Service (SENDIAS).

This information is included in formal documents from the Special Education Service and may also be referred to in informal discussions with parents and carers.

4.1 Involvement of Learners

We recognise that all learners have the right to be involved in making decisions and exercising choice (SEN Code of Practice).

All learners are involved in monitoring and reviewing their progress. We endeavour to fully involve all learners by encouraging them to:

- state their views about their education and learning
- identify their own strengths and needs, and to input on what works well and can be improved in their learning
- share in individual target setting across the curriculum
- review their progress and set new targets

In addition, learners who are identified as having SEND are invited to participate in annual reviews, termly mentor target reviews and the setting of learning/pastoral targets.

Implementation of the SEND policy is undertaken by assessing the learners, reviewing any reports from previous settings, and targets for them, undertaking the plan and regularly reviewing the activities, using the Assess, Plan, Do, Review method.

4.2 team responsibilities

Management of SEND within the organisation is the Delivery Manager responsibility for the day to day implementation of the policy, with oversight from the Head of Service for Education and Skills.

In line with the recommendations in the SEN Code of Practice 2014, the team are responsible for:

- overseeing the day-to-day operation of this policy.
- collecting information on SEND learners on transition from previous schools and liaising with any involved professionals and agencies.
- co-ordinating provision for learners with special educational needs and disabilities.
- ensuring suitable hardware/software is available to help access the curriculum.
- liaising with and advising tutors.
- managing learning support assistants, or other support as needed
- overseeing the records of all learners with SEND.
- liaising with parents/carers of learners with SEND.
- contributing to the in-service training of staff.
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, early help support services of the safeguarding team and voluntary bodies.

The Delivery Manager, with support of all Tutors will be;

- overseeing the target setting and review process and informing parents/carers of these reviews.
- assessing and monitoring learners' progress.
- maintaining appropriate learner records.
- preparing reports for EHCP annual reviews.
- exam access arrangements.

All employees have a responsibility for learners with SEND. A positive and sensitive attitude is shown towards learners with SEND. We have a duty of care towards these learners and are expected to differentiate their lessons as appropriate.

Amongst these responsibilities is obtaining relevant information to support the learners' achievements.

4.3 The role of the Board of Directors

The Board of Directors are responsible to learners with SEND include:

- Ensuring that provision of a high standard is made for SEND learners.
- Ensuring that the specified support is given to learners with EHCP's.
- Ensuring that SEND learners are fully involved in activities.
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.

5.0 Admission Arrangements

No learner will be refused admission because of a special educational need and/or disability, but in each case we will consider whether we can adequately meet the learner's needs. In line with the SEN and Disability Act we will not discriminate against disabled learners, and we will take all reasonable steps to provide effective educational provision for them.

5.1 Special Provision

We accept the principle that learners' needs should be identified and met as early as possible. We use a number of indicators of special educational needs:

- liaison with previous schools on transition.
- information from previous schools.
- use of previous school reports, as well as internal and external assessments.
- tracking individual learner progress over time.
- the completion of concern forms by members of staff.
- following up on parental concerns.
- learner self-referral.
- following up on the concerns of other learners.
- information from other services.

The Delivery Manager and the Tutors maintains a register of learners identified through the procedures listed.

A learners' place on the register is reviewed regularly, as part of the mentor review or statutory annual review process. For some learners a more in-depth individual assessment may be undertaken. For learners who make no progress, an external agency may be involved in the assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the learner. The protocols and procedures described in meeting individual needs are used for maintaining paperwork and conducting reviews at all levels of intervention including learners with EHC plans.

We aim for a smooth transition for all learners and ensure that records are maintained and transferred efficiently.

5.2 Curriculum Access and Provision (Plan)

In order to meet the learning needs of all learners, tutors are expected to differentiate work. They aim to meet individual learning needs and to mark work and plan homework effectively. Quality first teaching should broadly and universally support all learners.

In addition to this, we have small class sizes and a personalised approach to planning learning which benefit all learners. Where learners are identified as having special educational needs, we provide for these additional needs in a variety of ways. All tutors are required to complete group profiles with a one-page profile for those learners with an EHCP or those that require more specific support.

The provision for learners is related specifically to their needs, and includes:

- additional support from their tutor.
- in class support if deemed necessary.
- smaller classes if this better supports their needs.
- one-to-one teaching if more appropriate.
- more varied learning experiences to incorporate the ways learners feel benefit them individually.
- further differentiation of resources.
- dedicated hardware and software for individual needs.
- small group interventions to look at specific groups concerns.
- For learners with EHC plans, provision will meet the recommendations on the plan.

All teaching teams will continue to follow the assess, plan, do and review process during each targeted discussion with the learners.

In subjects where all learners have curriculum targets these are used to inform mentor reports and targets. Assessment for exam access arrangements will be carried out in line with the exam policy and support will be provided in line with the document guidelines for access arrangements.

6.0 Inclusion

Learning Support offers additional support for;

- 14-16 direct funded learners through pupil premium.
- Further Education (FE) learners through Disadvantage Funding and High-Cost Funding.

These learners cross all areas and programmes and range from Entry 2 to GCSE. Inclusion offers support to those identified with learning difficulties and disabilities which are evidenced through the Support plans.

Any learner with Inclusion needs will be supported in a high quality, specialised environment.

Support needs are assessed on an individual basis and assessed accordingly. Individual Support Plans are created and agreed with vocational teams and Inclusion specialists to ensure an individualised plan, supports a learner to reach their full potential without their disabilities creating barriers to learning.

Diagnostic assessments are screened at appropriate levels, to ensure the relevant teams are aware of each individual's learning needs, to be met in and out of the classroom.

Support needs are shared across support, curriculum and outside services to ensure a holistic approach is shared and agreed by all those involved with one particular learner.

6.1 Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services.

- Children and Young People's Services
- Youth Connexions
- Community Health Service
- Family support and safeguarding, Health and Social Care (including Child Protection issues and teenage pregnancy)
- SENDIAS (Special Education Needs Information and Advice Service)
- Safeguarding Early Help Team

7.0 Education, Health and Care Plans

Where it is recognised by the provision that an additional need is identified but yet formally diagnosed, we will consider discussing with parents the need to apply for a Statutory Assessment for an EHCP through the Local Authority. Parents will be fully consulted at each stage. We recognise that parents have a right to request a Statutory Assessment for an EHCP direct through the local authority and we are committed to support such applications.

EHCPs can remain with a learner until the age of 25 years and they were introduced in September 2014 in place of the former 'Statement' of SEN. A transfer process was initiated in September 2014 in collaboration with the Local Authority to move learners in a graduated way from the Statement to the EHCP. The EHCP document includes relevant information about the learner including:

- Interests and successes.
- Difficulties and challenges experienced.
- Longer-term objectives as appropriate
- Shorter-term objectives as appropriate
- Contribution from the learner
- Contribution from the parent/ carer/ organisation with parental responsibility
- Contribution from all staff
- A copy of the Learner Passport (formerly known as an IEP)
- Review timescale

Further information about the EHCP stage of the CoP can be found in the SEND Code of Practice (DfE, 2014) by following this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

7.1 Review of EHCP's

EHCPs must be reviewed annually although we often find additional interim reviews can be helpful to update the Learner Passport and guide changes to planned

interventions as appropriate. The LA will inform the organisation at the beginning of each term of the learners requiring reviews. The Delivery Manager and Tutor will organise these reviews and invite:

- the learners' parents or guardians
- the learner, since it is their meeting, however we do not insist on attendance
- the team working most closely with the learner
- the Delivery Manager Education
- a Local Authority SEN Inclusion Officer
- a representative from all relevant external agencies involved with the learner

8.0 Training Days

To maintain and develop the quality of our provision, tutors are encouraged to undertake relevant training. Lesson observations, learning reviews and other monitoring of teams supports the identification of areas for development. Relevant training is reviewed throughout the year. Input from external agencies is actively encouraged.

9.0 Monitoring and Evaluation (Review)

During the academic year, learners are assessed, and their progress is monitored by their tutors. Monitoring/reporting forms are completed half termly, at which time mentors also meet with each individual learner to review and discuss progress and targets.

Parents are invited to consultation evenings, and formal written reports are sent out annually. This ensures the partnership between learners, tutors and parents in the learning process is maintained throughout the year.

The Delivery Manager oversees the monitoring and target setting process to ensure that the SEND register fully reflects the learners in need of support and that the College is providing the necessary support to each learner.

The tutor tracks learners in line with our data and assessment policy.

On an individual level, SEN learners are expected to make at least satisfactory progress through their learning/pastoral targets

Parents and carers views are always taken into account, and they are invited to fully participate in their learning process and to give feedback on how they feel their child is progressing.

10.0 Linked documents

- Group Safeguarding Policy
- Group Equality, Diversity and Inclusion Policy
- Examinations Policy & Procedures

Supporting Learners with Medical Needs – children and young people

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
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Supporting Learners with Medical Needs Contents

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1.0 Introduction

Section 100 of the Children and Families Act 2014 places a duty on the Board of Directors and Senior Management Team to making arrangements to support learners with medical conditions. Learners with medical needs have the same right of admission as other young people and cannot be refused or excluded on medical grounds alone.

However, in line with their safeguarding responsibilities, learners' health should not be put at risk from, for example, infectious diseases (or abusive behaviour). **We therefore will not accept a learner at times when it would be detrimental to the health or wellbeing of that young person or others.**

Team members in charge of learners have a common law duty to act in the place of a parent and may need to take swift action in case of an emergency. This duty also extends to everyone leading activities taking place on site. This duty also requires team members to administer medicines when necessary. **The prime responsibility for a child's health lies with the parent/carer, who is responsible for the child's medication and should supply us with all the necessary medication.**

Everyone is required to work closely with parents, health and social care professionals (where necessary) and where appropriate the learner themselves in determining the support to be provided.

1.1 Who is this for

This procedure applies to all staff where their working environment means that they have direct contact with children and young people.

2.0 Definitions of Medical Conditions

- Short-term medical needs that affect the participation of activities because they are on a course of medication or time-limited treatment.
- Long-term needs that limit a learner's access to education and require extra care and support (deemed special medical needs).

Some learners with medical conditions may be **disabled**. Where this is the case, we will comply with their duties under the Equality Act 2010. Some may also have **special education needs** (SEN) and may have a statement or an Education, Health and Care (EHC) plan which will bring together their health and social care needs, as well as their special education provision. For learners with SEN, this policy should be read in conjunction with the SEN Code of Practice and our own SEND policy.

3.0 Responsibilities

SLT will ensure:

- Arrangements are in place to support learners with medical conditions. Such learners will be able to access and enjoy the same opportunities as any other learner.
- That a policy for supporting learners with medical conditions is developed and implemented, is reviewed regularly and is readily available to everyone.
- That the policy sets out what should happen in an emergency and is explicit about what practice is not acceptable.
- That the policy covers arrangements for learners who are competent to manage their own health needs and medicines and that the policy is clear about the procedures to be followed for managing medicines
- That the policy covers the role of individual Health Care Plans, and who is responsible for their development, in supporting learners at school with medical conditions, and that plans are reviewed at least annually or earlier if evidence is presented that the needs have changed.
- That we work with local authorities, health professionals and other support services to ensure that those with medical conditions receive a full education – this may involve flexibility, for instance part-time attendance
- That decisions made focus on the needs of each individual and how medical conditions impact them
- That arrangements made give parents and learner confidence in our ability to provide effective support for the medical conditions. We must be able to demonstrate how the arrangements impact on the learner's ability to learn, increase their confidence and promote self-care.
- We are properly trained to provide the support that learners with medical conditions need, including the safe administration of medicines.
- That the arrangements are in place to meet the statutory responsibilities and that policies, plans, procedures, and systems are properly and effectively implemented.
- That written records are kept of all medicines administered.
- That the appropriate level of insurance is in place and appropriately reflects the level of risk.

Supporting a learner with a medical condition during contact hours is not the sole responsibility of one person. Effective support of medical conditions requires partnership working between team members, healthcare professionals (and where appropriate social care professionals) local authorities, parents and learners.

Delivery Manager

- Overall responsibility for ensuring that a policy is developed, disseminated and effectively implemented.
- Ensure that there are sufficient team members trained to deliver the actions outlined on a learner's health plan including contingency and emergency situations, e.g. cover arrangements in case of absence.
- Contact the nursing service in the case of any learner who may need medical support whilst on site who has not yet been referred to the service.

Flare Lead

- Ensure that the appropriate team members liaise with Health and Social Care Professionals, previous provision (if appropriate), School Nurses, Parents and learner to draw up the Individual Healthcare Plan.
- Ensure everyone who needs to know are aware of a learner's medical condition by the distribution of Individual Healthcare Plans.

First Aid Team Members

- Support learners with medical conditions by administering medicines on a day-to-day basis.
- Medicines are administered according to the information and procedures recorded on the Individual Health Care Plan (HCP)
- In the cases of trips, fixtures etc, the team members on the trips etc will, with support and training arranged, administer medication to those learners who need it.

Team members

- Any member of the team may be asked to provide support to learners with medical conditions –this does not ordinarily include the administration of medicines.
- Everyone should know what to do and respond accordingly if they become aware a learner needs help.

Parents

- Are to provide sufficient and up-to date information about their child's medical needs and to be involved in the development and review of their child's individual Health Care Plan.
- Carry out any action they have agreed to implement in the plan – provide medicines and equipment. Ensure they or another nominated adult are always contactable.

Learners

- Will be fully involved in discussions about their medical support needs.

- Where possible they should be allowed access to their medication and devices for self-medication.

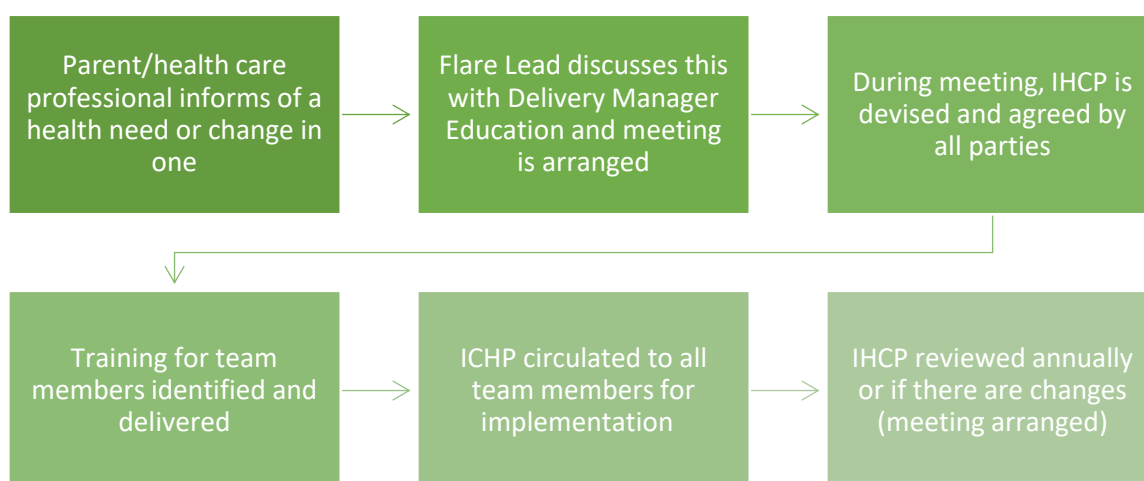
4.0 Procedures to be followed when notification is received that a learner has a medical condition

These procedures will also be used to cover transitional arrangements, when a learner with medical needs is reintegrated with us or when a learner needs change.

The appropriate Flare Lead will call a meeting with the parents, the learner (if appropriate), together with medical / health / social care professionals where practicable. In serious cases representatives of the Local Authority will be asked to attend the meeting.

The Individual Healthcare Plan will form the agenda for the meeting.

Model Process for developing Individual Health Care Plans (HCP).



No learner with medical conditions will be prevented from attending with us, unless safeguarding duties dictate otherwise.

The focus will be on the needs of the individual learner and how their condition impacts on their school life.

The arrangements made will ensure that the parents/carers and learners are confident in our ability to provide effective support for medical conditions. The arrangements will show an understanding of how the medical conditions impact on the learners' ability to learn, as well as increase their confidence and promote self-care.

The arrangements will be clear and unambiguous about the need to support learners with medical conditions in trips, visits and sporting activities. We will make the arrangements for the inclusion of learners in such activities unless evidence from a clinician, such as a GP, states otherwise.

A formal diagnosis is not necessary before support is provided for a learner with medical conditions.

5.0 Individual Health Care Plans (IHCPs)

A nominated member of the team will be responsible for the writing of Plans as Lead Professional (not necessarily the same as key worker) in consultation with parents, the learner, health care professionals and any other relevant professional. The responsibility of writing or updating the Plan resides with the nominated member of the team.

When a learner has an individual Health Care Plan this will be linked to or become part of the SEN documentation.

It is the responsibility of all working with a learner with medical condition to ensure that the HCP is carried out and the required support provided.

HCPs will help ensure that a learner is effectively supported by providing clarity about what needs to be done, when and by whom. Not all learners with medical conditions will require an HCP – particularly where the condition is minor or very short term. If there is disagreement between the professionals on whether a plan is required or not we will discuss and decide on the appropriate course of action.

HCP s will always be required in cases where the medical conditions mean there is a high risk of emergency intervention or where the conditions are long term and complex.

The HCP will clearly define what constitutes an emergency and explain what to do, including ensuring that relevant team members are aware of emergency symptoms and procedures. It may be that other learners need to know what to do in general terms, such as summoning help from a member of the team.

If a learner (under 16) needs to be taken to hospital (regardless of whether they have an HCP or not) team members should stay with the child until the Parent/Carer arrives, which may include accompanying the learner to hospital.

HCPs will be easily accessible to all who need to refer to them while preserving confidentiality. Plans will capture the key information and actions that are required to support the learner effectively. The degree of information in the plan will depend on the complexity of the condition and the degree of support needed.

If a learner has SEN and does not have a statement SEN this will be mentioned in the HCP.

HCP may be initiated by a member of the team or a healthcare professional in consultation with the parents.

HCPs will be reviewed at least annually or earlier if evidence is presented that the learner's needs have changed.

Individual Health Care Plans will include:

- The medical condition, its triggers, signs, symptoms and treatments.
- The learners resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded/noisy conditions, travel time between lessons.
- Specific support for the learners educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete tests, use of rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed (some children will be able to take responsibility for their own health needs), including emergencies. If a child is self-managing their medication this should be clearly stated with appropriate arrangements for monitoring.
- Who will provide this support, their training needs, expectations of their role and cover arrangements when the main person is unavailable.
- Who needs to be aware of the learners condition and the support required.
- Written permission from parents/carers for medication to be administered by the team or self-administered by the learner during school hours.
- Separate arrangements or procedures for trips or other activities, outside of the normal timetable that will ensure the learner will take part, e.g. risk assessments.
- What to do in an emergency, including whom to contact, and contingency arrangements. Emergency Healthcare Plans may have been written by the learner's clinician. These plans can be used to form the HCP. The responsibility for writing the EHP remains with the clinician and not the setting.

Where confidential issues are raised by the Parents/Carers or learner themselves the designated individuals are to ensure this information is only shared with permission and on a 'need to know' basis.

The learners' role in their own medical needs

If, after discussion with parents, it is deemed that a learner is competent to manage their own health needs, we will encourage them to take responsibility for managing their own medication and procedures. This will be written into their HCP.

Wherever possible learners who are able to self-medicate with EpiPens/inhalers/insulin only should be permitted to carry their own medicines and equipment. However, if this could compromise the safeguarding of the other learners the medicines and equipment will need to be stored in the medical room.

If a learner refuses to take their medicine or carry out a procedure they should not be forced to do so. Parents and carers should be informed as soon as possible so that they can consider alternative arrangements.

6.0 Medication Arrangements

The following are the procedures to be followed for managing medicines:

- Only medication which has been agreed and lodged with First Aiders will be dispensed by First Aid team members. This includes paracetamol for headaches, etc.
- A record is kept of the medical conditions of all learners. A printed copy is made available.
- First Aid/medically trained team members will always interrogate learners who report sick. A full record is made. Other team members, unless on trips, do not administer medicines. If a learner requires further medication the First Aid/medically trained team members will contact parents/carers and ask them to come in. In emergency ambulances/ paramedics/ LIVES will be called.
- Written permission is required for us to administer prescribed medication and medicines for pain relief (e.g. paracetamol). Parents/carers are responsible for supplying such medicines to us.
- We only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and includes instructions for administration, dosage and storage. Insulin in a pen or a pump is an exception to this (however, it must be still in date).
- Prescribed medicines can only be given to the patient whose name is on the label.
- All medicines and medical devices (other than epipens and other epilepsy medicines which are held securely by First Aid team members) are stored in locked cupboards accessed only by medically trained staff members. Controlled drugs (e.g. Ritalin) are stored behind two locks; pain relief medicines are kept behind one lock. Learners know where their medicines are stored and know who holds the key to the storage facility.
- Asthma inhalers, blood glucose devices etc are carried by the learners (unless this is deemed inappropriate). Spare inhalers etc are stored onsite. In line with current practice, we hold Ventolin/Salbutamol inhalers (relievers) in case learners run of those that they have been prescribed. These are stored in First Aid. During trips, the first aid member of the team/trip leader will carry all medical devices and medications.
- Team members administering medicines do so in accordance with the instructions on the package or with the prescriber's instructions. A record is made of all treatment administered, including medication, this states the name of the learner, date, time, the symptoms, the treatment given, by whom – it is also signed by the administering person. These records offer protection to these people and learners and provide evidence that agreed procedures have been followed.
- When no longer required, medicines should be returned to the parent/carer to arrange for safe disposal. If this is not possible the items are handed to the Delivery Manager to arrange for disposal of the items via the local pharmacy or doctors' surgery.
- Sharps boxes are always used for the disposal of needles and other sharps.
- Medical waste bins are used for the disposal of plasters, bandages etc.

7.0 Unacceptable Practice

Team members should use their discretion and judge each case on its merits with reference to a learner's HCP, however, it is not generally acceptable practice to:

1. Prevent the learner from easily accessing their inhalers and medication and administering their medication when and where necessary;
2. Assume that every learner with the same condition requires the same treatment;
3. Ignore the views of the learner or their parents/carers or ignore medical evidence or opinion (although this may be challenged);
4. To send unwell learners to school reception/medical room unaccompanied or with someone unsuitable;
5. Penalise learners for their attendance record if their absences are related to their medical condition (including hospital appointments);
6. Prevent learners from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical conditions effectively;
7. Require parents/carers, or make them feel obliged, to attend site to administer medication or provide medical support to their child. No parent/carer should have to give up working because we are failing to meet a child's medical needs; or
8. Prevent learners from participating, or create unnecessary barriers to learners participating in any aspect of life, including trips, e.g. by requiring parents/carers to accompany their child.

8.0 Linked documents

- Safeguarding Policy
- SEND procedure
- First Aid children and young people procedure

Appendix 1

Individual Health Care Plan

Child's Name		
Date of Birth		
Address		
Medical Diagnosis or Condition		
Date		
Review Date		
Name of Parent/Carer 1		
Contact Numbers	Work:	
	Home:	
	Mobile:	
Relationship to Child		
Name of Parent/Carer 2		
Contact Numbers	Work:	
	Home:	
	Mobile:	
Relationship to Child		
Clinic/Hospital Name		
Contact Number		
GP Name		
Contact Number		
Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc.		
Name of medication, dose, method of administration, when to be taken, side effects, administered by/self-administered with/without supervision (written permission from parent is required for self-administration of medicines)		
Daily care requirements		
Specific support for the learners educational, social and emotional needs		
Arrangements for visits/trips etc.		
Other information		

Describe what constitutes an emergency and the action to take if this occurs, including who to contact and any issues of confidentiality i.e. who should be entrusted with information regarding the child's condition	
Who is responsible in an emergency, state if different for off-site activities	
Training needed/undertaken – who, what, where, when	
Plan developed with	
Signed	
Date	
Form copied to	

Educational Trips & Visits

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
Version number	2
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

Trips and visits Contents

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1.0 Introduction

An essential part of meeting our aims is the provision of a comprehensive programme of educational visits.

It is important that we, whilst maximising a learner's access to visits, should do its utmost to ensure that the organisation of that visit is the best we can offer.

We will monitor the levels of supervision according to the nature of the proposed activity, particularly in those activities involving an element of risk or adventure.

1.1 Who does this apply to

This applies to all staff across education and skills whereby a trip or visit is being planned.

2.0 Procedures to follow when planning a visit/trip

- a) Where appropriate trips should be organised at least 5 weeks before they are due to take place
- b) Trip leaders should discuss the basic proposals for a trip with a member of Clip or Riverside management team. They will need to have collected detailed information on curriculum relevance [if necessary] dates, target audience, ticket availability, entrance charges, staffing levels, accommodation [if necessary] and Transport arrangements.
- c) Ensure appropriate approval is gained prior to communicating to learners regarding finance, staffing, minibus, calendar and curriculum implications.
- d) The organiser/leader needs to do the following: – preferably four weeks before the trip departs
 - Get consent from the learners' parent/guardian.
 - Deliver all arrangements, including a permission/emergency contact slip, to parents/carers outlining the details of the trip.
 - Carry out a risk assessments and gain H & S approval.
 - Before the trip - issue to parents/carers a letter confirming the trip.
 - Request emergency contact details if not already collected in.

- Regular communication with those attending to confirm arrangements.
- Leave a list of learners attending – along with their emergency contact details with Reception.
- Ensure list of those attending and full itinerary arrangements details are with an agreed member of staff prior to the trip.
- If an accident should happen whilst on the visit, accident form should be completed as soon as possible.

Administration

Trip leaders are responsible for sending out all letters regarding the trip to the parents see above. They also have overall responsibility for organising and monitoring the collection of money and all the relevant information for emergency details etc.

Information for parents/carers

The information for parents should include: (Some of these items will not be needed for certain trips.)

1. Dates
2. Object of the visit or activity
3. Times and place of departure and return.
4. Meeting for Parents: time, location and agenda. What to do if unable to attend.
5. Method of travel, including name of travel company or private hire company.
6. Accommodation details, contact numbers in emergency.
7. Details of leader and other staff.
8. Names and status of additional adults (e.g. parents)
9. Details of planned activities. Specify clearly any hazardous activity.
10. Charges, remissions, or voluntary contributions, what they do and do not cover.
11. Method of payment deposits, cancellations etc.
12. Insurance arrangements, what the cover entails. Ensure parents know they may view schedule on request.
13. Clothing list and include prohibited items.
14. Pocket money details
15. Code of conduct
16. Medical form for all visits and written consent for emergency treatment.
17. Emergency home contact details and alternatives.

3.0 Categories of Trip

We recognise the following three categories of trip. Each category involves different approval procedures.

Category	Example of visit/activity	Approval Procedure
A	Visits and journeys with risks similar to that of everyday life, e.g. historic sites, local walks, theatre, fieldwork in the locality.	Line manager
B	Outdoor/Adventure Activities in more remote areas having an element of risk, e.g. walks below 600m altitude Activities in countryside environments Any visit with a residential element within the UK e.g. Activity Centre. Specialist activities requiring qualification for leaders/instructors	Operations Manager
C	All activities in, on, or close to water. All recognised hazardous activities Activities with significant Health and Safety concerns. Activity leaders require recognised qualifications	Head of Education and Skills
<p>An activity might be rated in a higher category if it takes place:</p> <ul style="list-style-type: none"> • In or near water • In winter conditions • On or near cliffs or steep terrain • In an area subject to extremes of weather or environmental change e.g. rapid change in water level 		
<p>Hazardous Activities include: Climbing, Water sports, Trekking on moorland or land over 600m above sea level, Caving, Assault Courses, Boxing, Flying or Gliding, Hang gliding, Ice Hockey, Judo, Motor Sports, Parachuting, Scuba diving etc.</p>		

Appendix C

CONSENT FORM TRIPS AND OTHER OFF-SITE ACTIVITIES

Name of learner..... Date of Birth.....

CAPITAL LETTERS PLEASE)

Please sign and date this form if you are happy for your child to:

- a) take part in trips and other activities that take place off premises; and
- b) be given first aid or urgent medical treatment during any trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include:
 - o all visits (including residential trips), including those which take place during the holidays or at a weekend;
 - o adventure activities at any time;
 - o off-site sporting fixtures outside the our normal day; and o all off-site activities
- We will send you information about each trip or activity before it takes place.
- You can, if you wish, tell us that you do not want your child to take part in any particular trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities – for example, year-group visits to local amenities – as such activities are part of the curriculum and usually take place during the normal day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:

.....
.....
.....

I agree to keep the team leader informed of any changes to the above medical information

Signed: Date:

Parent/Carer's Name:(please print)

Appendix D Risk Assessment

No.:	Company:	Address:	Issue Date:	Date for Review:	Revision:
	CLIP	The Bridge Gainsborough	08/05/2014		

Assessed By:	
Verified By:	

Activity / Task:	Day trip to Leeds
Person(s) at Risk:	Staff and Students

Risk Rating = Severity x Likelihood				Risk Rating		Description
Severity		Likelihood		Rating Score	Category	
1	None	1	Rare	1 - 6	Low	Residual Risk acceptable and no further action will be required if all the control measures are maintained.
2	Minor	2	Unlikely			
3	Moderate	3	Possible	8 - 12	Medium	Tolerable but need to improve with a reasonable timescale E.g. 1 - 3 months depending on the situation.
4	Major	4	Likely			
5	Catastrophic	5	Almost certain	15 - 25	High	Unacceptable - Stop work or activity until immediate improvements can be made.

Significant Hazards:	Potential Harm:	Initial Risk Rating:			Control Measures:	Residual Risk Rating:			Additional Actions:
		S	L	Risk		S	L	R	
TRANSPORT	Fall from platform causing injury or fatality.	5	3	15	Group to wait safe distance away from edge of train platform until train is stationary and doors are open. Boarding/disembarking to be supervised by staff on train. Train doors to be supervised and opened/closed by staff. Staff spread out throughout group. Sufficient seats/standing area on train to accommodate all group. Awareness of general public on train by school staff. Staff will be the first and last to enter and first and last to exit train carriage. Train timetables carried by group leader. Group to remain in seats whilst train is at stations. No leaning out of windows or against doors. Mobile phone / ear buds to not be used whilst on platform and	5	1	5	Ratio of students to staff 3:1 Student briefing on safety during transport.

					embarking and disembarking train to ensure full concentration.				
WALKING TO VENUE	Slip, trip, fall. Vehicle collision during road crossing causing injury or fatality.				Pre-planned route that is appropriate for ability/aptitude of group. Briefing of students prior to visit. Appropriate footwear for all members of party. Crossing roads at appropriate points, in small groups. Awareness of vehicles parked on pavements/objects on pavements (wheelie bins etc.). Supervision on pavements whilst walking. Avoid routes with no pavements if possible, if necessary walk facing oncoming traffic. Take necessary avoidance action if dogs etc. encountered. Ensure those with known allergies carry medication. Mobile phone / ear buds to not be used whilst walking to ensure full concentration.				Ratio of students to staff 3:1 Student briefing on safety whilst walking to venue.
SAFEGUARDING / SUPERVISION	Lost participant. Interaction with members of the public.	5	3	15	Safeguarding procedures followed at all times. Appropriate group size and ratios in line with guidance and all adults aware of their roles and responsibilities and have the competence and experience to fulfil them. Smaller manageable sub-groups each with a competent adult. Briefing of group at start of visit and reminders during visit. Supervision and vigilance by adults, awareness of the general public, dogs etc. and confidence to challenge as appropriate. Participants aware of what to do if separated and i.d. carried by participants. Regular head counts taken during visit and before all departure points. All staff have mobile contact numbers of all other staff on visit. Head count taken before departure. Appropriate supervision and checking of public toilets if used both whilst on train and at venues. Appropriate usage of electronic devices by participants.	5	1	5	Ratio of students to staff 3:1 Student briefing regarding appropriate behaviour and conduct. Parents / guardians of all students to have signed permission slip prior to trip.
INCIDENT/ILLNESS	Member of party taken ill or injured.	5	4	20	Minimum of 1 x first aid trained member of staff. Follow protocols when dealing with first aid. Mobile phone with numbers 'programmed'.	5	1	5	Medical questionnaire outlining required medication and allergies. Emergency contact details for all members of the party.

					Up to date medical information. Location of nearest A&E known for destination. Sufficient participant staff ratio to ensure sufficient safeguarding of party if staff member or participant taken ill. Emergency procedures taken by Group Leader on visit. Follow directions given by emergency services if in attendance. If a major emergency occurs that requires the train to stop, a member of staff will notify the guard or pull the emergency lever/alarm as required.				
ENVIRONMENT/WEATHER	Adverse weather	4	3	12	Monitor weather forecast and plans adjusted accordingly. Appropriate clothing/footwear for weather conditions.	4	1	4	Monitor weather forecast Emergency contact details in case of delays / disruption.
VENUE	Misbehaving, disruption to others and members of the public. Emergency occurrence e.g fire	5	3	15	Staff to brief students on expected conduct and behaviour. Staff to check for nearest emergency exits upon arrival at venue. Venue emergency evacuation procedures to be followed if necessary. Staff to agree an external meeting point should the group become separated during an evacuation.	5	1	5	Ratio of students to staff 3:1 Student briefing regarding appropriate behaviour and conduct.

STOP AND THINK!

Have you been trained?

Has the equipment been checked and is it safe and fit for purpose?

Do you have the correct PPE?

Are you aware of the site evacuation procedures?