Teaching and Learning Policy and Procedures

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Version number	**3**
Date agreed	**30 March 2024**
Policy agreed by	**Enterprise Committee**
Review date	**31 July 2027**
Annual review date	**May 2026**
Diversity compliant	**Y**
Equality Impact Assessment required	**Y**
Data Protection compliant	**Y**
Health and Safety compliant	**Y**

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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 and associated procedures apply to Acis Group and group of companies (including Riverside, CLIP, Skills Centre Plus and Abbey Access) learners, and it is expected that it will be applied within all our education delivery areas. This is referred to as 'The Group' throughout.

This policy applies to all our teams working in our education and skills service areas, 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's 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 sand 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 Information, Advice and Guidance (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 any of 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
- Supporting learners with medical conditions
- Trips & Visits

Legislation and Regulations

- Education Act 2011
- Education Reform Act 1988
- Equality Act 2010
- Education Inspection Framework (EIF)
- Keeping children safe in education 2025

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, Principle 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
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

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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 learners feel safe and supported to be their authentic selves, without fear of discrimination or victimisation, to achieve their qualifications and have a positive experience with us.

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.
- Learner 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
Author	Rachael Crawford
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
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Behaviour & Exclusion Contents

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1. Rationale

We are committed to promoting the highest standards of behaviour to ensure that high-quality learning and support can take place in a safe, positive, and inclusive environment. All learners should feel respected, valued, and confident in attending our provision.

Our positive ethos is based on respect, responsibility, and participation. We place great importance on developing positive relationships with learners, founded on honesty, fairness, and mutual respect. All members of our community are expected to demonstrate courtesy, consideration, and good manners at all times.

We use a range of rewards, interventions, and supportive measures to encourage positive behaviour and address concerns when they arise. These approaches are reviewed regularly and communicated clearly to learners and parents/carers. Our rewards and sanctions are designed to reflect and reinforce our values and expectations.

Bullying of any kind will not be tolerated. We make our commitment to preventing bullying clear to all learners and take all incidents seriously.

To prevent and address bullying, we employ a range of strategies, including peer mentoring, behaviour agreements, restorative approaches, and targeted support. Restorative practices help learners understand the impact of their actions, take responsibility for their behaviour, and, where appropriate, repair relationships and rebuild trust.

1.1 Who this procedure for

This procedure is for those working with children and young people across the organisation's education and skills provisions. 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 Operations Manager for Education & Skills/Principal is responsible for ensuring that this procedure is implemented effectively. They are also responsible for making decisions regarding exclusions, presenting the case for any exclusion, and notifying parents/carers, the local authority, and the Board in accordance with Department for Education (DfE) requirements.
Staff, parents/carers, and learners all have an important role to play in promoting and maintaining positive behaviour across the organisation.

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 and wear clean, neat and appropriate clothing suitable for our learning environment.
- Learners are not permitted to wear short or revealing clothing that is inappropriate, this includes:
    - Very short skirts, dresses or shorts.
    - Crop tops or tops that expose the midriff.
    - Low-cut tops that reveal excessive cleavage.
    - Clothing that exposes underwear or intimate areas.
    - Transparent or see-through clothing that does not provide appropriate coverage.
    - Clothing displaying offensive language or images
    - Footwear must be appropriate and safe
- Religious and cultural clothing will be respected
- 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 Group 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

We are committed to treating all learners fairly and in accordance with equality legislation. When applying this policy, we will always consider a learner's individual circumstances and take reasonable steps to avoid discrimination.

Under the Equality Act 2010, we have a duty to make reasonable adjustments to ensure that disabled learners are not placed at a substantial disadvantage compared with their peers. These adjustments will be considered on an individual basis and implemented where appropriate.

We aim to apply rewards, sanctions, and behavioural interventions consistently and fairly. However, where a learner's disability, special educational needs, or individual circumstances affect their understanding of, or ability to manage, their behaviour, reasonable adjustments may be made. Such adjustments will also be considered where necessary to safeguard the learner's wellbeing or the safety of others.

5.2 Rewards

A positive and inclusive culture is built on the consistent recognition and celebration of learners' achievements and contributions. We believe that promoting positive behaviour through encouragement and recognition is more effective than relying solely on sanctions or punitive measures.

By acknowledging effort, progress, achievement, and positive conduct, we aim to motivate learners, increase engagement, and foster a sense of belonging and success. Recognition is available to all learners and reflects a wide range of accomplishments, including academic progress, personal development, attendance, behaviour, and contributions to the wider learning community.

Rewards may take a variety of forms across the provision and are designed to reinforce positive behaviour and celebrate achievement. These may include verbal praise, certificates, recognition events, awards, presentations, open evenings, and other opportunities to acknowledge learners who have demonstrated commitment, improvement, or outstanding success.

5.3 Supportive measures for behaviours that challenge

The Group promotes positive behaviour through encouragement, praise, recognition, and the consistent communication of its values and expectations. While our primary focus is on supporting learners to make positive choices, there may be occasions when sanctions are necessary to address inappropriate behaviour, maintain a safe and productive learning environment, and reinforce the rights of all learners to learn and staff to teach.

A range of interventions and sanctions may be used, depending on the nature and seriousness of the behaviour. These may include verbal reminders, restorative discussions, contact with parents/carers, removal from learning activities, behaviour support measures, internal interventions, suspension, or, in exceptional circumstances, permanent exclusion.

We recognise that behaviour is often influenced by a range of factors and that incidents are rarely isolated events. Learners are therefore supported on an individual basis, with staff working alongside them to understand the impact of their behaviour, identify underlying causes where appropriate, and develop strategies that help them meet expected standards of conduct.

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.

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.

Suspension (fixed-term exclusion) and permanent exclusion are used where behaviour has reached a significant threshold. In deciding whether to apply these sanctions, consideration will be given to the seriousness of the incident, the learner's identified needs, the impact on the wider learning community, and any persistent failure to meet the organisation's expectations.

Where challenging behaviour continues despite previous suspensions, a permanent exclusion may be considered. This decision will only be made by the Operations Manager for Education & Skills/Principal. Any appeal will be considered by the Director of Community Investment.

The Group also has procedures in place to address low-level disruptive behaviour. These measures are intended to reinforce positive behaviour expectations and support early intervention and correction. A graduated approach is used, recorded on a day-to-day basis, and may be issued by any member of staff. Records are retained on the learner's file for the duration of the term.

Where three low-level incidents are recorded within a week, a review will be triggered by the Lead Tutor, and a one-day cooling-off period will be applied. Persistent low-level disruption will lead to escalation through the wider behaviour procedure.

Where a learner is suspended, reasonable steps will be taken to provide and mark work for the first five school days of the suspension period. Consideration will also be given to making appropriate referrals to support services and notifying relevant professionals, such as social workers or key workers, where applicable.

5.4 Confiscations

Learners are not permitted to bring certain items onto The Group site(s) or have them in their possession.

The following items are legally prohibited: illegal drugs, alcohol, weapons (including knives), and any other dangerous items that may cause harm to others, as well as stolen property.

In addition, The Group does not permit items that are considered unsuitable for maintaining a safe and effective learning environment. These include large quantities of food or drink intended for distribution or personal profit, materials of a racist, sexist, sexual, or homophobic nature, and inappropriate clothing or jewellery.

Mobile phones, iPods, cameras, and similar devices must not be used unless prior permission has been agreed with a member of staff. Where learners are found to be using these items during lessons without authorisation, they will be reminded of the expectations. Continued failure to comply may result in the items being confiscated.

5.5 Confiscations of prohibited items

There are two legal provisions that enable the organisation to confiscate items from learners.

- General power to discipline allows staff to confiscate, retain, or dispose of a learner's property as a disciplinary measure. This provision also protects the organisation from liability for any damage to or loss of confiscated items.

- Power to search learners without consent for certain prohibited items, including weapons, knives, alcohol, illegal drugs, and stolen property. Legislation sets out clear requirements for the handling of items found during such searches. In particular, any weapons or knives discovered must always be handed directly to the Police.

6. Mobile Phones

The following examples illustrate potential misuse, although this list is not exhaustive. The determination of what constitutes misuse will be at the discretion of the Operations Manager for Education & Skills/Principal:

- The deliberate creation of situations where individuals are filmed or photographed in order to humiliate, embarrass, or intimidate them, including the sharing of such content on social media platforms (e.g. Facebook or similar sites).
- Bullying through text messages, images, email, or other electronic communication.
- The use of mobile phones for “sexting,” including the taking and sharing of explicit or provocative images or messages.
- Posting content on social networking sites without consideration of the potential impact on personal reputation, or with the intention of causing harm to others.
- Making disrespectful comments, misrepresenting events, or making defamatory remarks about staff or other learners.
- Disruption to learning caused by inappropriate use of mobile phones during lessons.
- Contacting parents/carers immediately following an incident in a way that undermines or interferes with staff managing the situation.
- Sharing photographs of vulnerable learners, including those subject to child protection plans, where this may increase risk or compromise safeguarding.

6.1 Dealing with breaches

Learners are made aware that serious misuse may result in the confiscation of their mobile phone, contact with parents/carers, and the application of further sanctions, up to and including suspension or permanent exclusion.

Where an incident is considered serious, it may also be reported to the Police.

Where a mobile phone is confiscated and not returned at the end of a lesson, the appropriate procedure will be followed to ensure it is recorded accurately and stored securely. If it is necessary to examine the contents of a mobile phone, this will only be carried out by a designated member of staff.

Any such action will be fully documented in case the information is required as evidence of potential criminal activity. Records will include the time, the staff members present, and a summary of any relevant findings.

6.2 Rules for the Acceptable Use

Learners may bring a mobile phone into the organisation if they choose to do so. This is on the understanding that they agree to the following conditions regarding its use:

- Mobile phones must not be charged on site for personal use. This includes the use of classroom computers or electrical sockets. Learners are responsible for ensuring their device is fully charged before arriving.
- Learners must not use another learner's phone without clear permission, and any use must be appropriate and not misused in any way.
- Mobile phones must not be taken into examination rooms or any other designated assessment areas.
- The security of mobile phones remains the responsibility of the learner at all times, including during lessons, enrichment activities, and off-site activities.
- Learners may be required to show the contents of their phone (e.g. messages, emails, images, videos, or audio files) to a member of staff if requested.

The following are considered unacceptable use of mobile phones and will be treated as a serious breach of the Teaching and Learning Policy, which may result in sanctions:

- Taking photographs, recording audio, or filming staff or other learners without their knowledge or permission.
- Taking photographs, recording, or filming in toilets, changing rooms, or similar areas.
- Bullying, harassment, or intimidation of staff or learners through text messages, emails, or multimedia messaging, including the sending of inappropriate content or posts to social networking or blogging sites.
- Refusing to switch off a mobile phone or hand it over when requested by a member of staff.
- Using a mobile phone outside classroom hours to intimidate or upset staff or learners, which will be treated as a breach of these guidelines in the same way as misuse on site.
- Using a mobile phone in a manner that undermines the organisation's values and compromises its ability to provide a clear moral and ethical framework.

7. Wearing of Lanyards and Identification badges

All learners must wear their lanyard/ID badge at all times while on site. It is the responsibility of all staff to challenge any learner who is not displaying their lanyard/ID badge.
If a learner has forgotten or lost their lanyard/ID badge, a visitor badge will be issued. The learner is expected to ensure that this is rectified by the following day.
Tutors will carry out regular checks for lanyards/ID badges and record any instances of non-compliance. Repeated failure to wear or bring a lanyard/ID badge may result in disciplinary action.

8. Use of reasonable force

Tutors have the right to use reasonable force in certain circumstances. The use of force is a professional judgement and should only be applied where necessary. In general, it should only be used where a learner is at risk of harming themselves or others, or where there is a serious risk to safety.

Parental consent is not required for the use of reasonable force.

Where reasonable force has been used, this must be recorded as a Behaviour Incident Log (see page 31) and parents/guardians must be informed.

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

• knives and weapons
• alcohol
• illegal drugs
• tobacco products
• 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 may be occasions where physical contact with a learner, other than the use of reasonable force, is appropriate and necessary. In all such cases, careful consideration must be given to ensure that the learner is comfortable and that any contact is appropriate, proportionate, and professional.
Any searches will always be conducted by a member of staff of the same sex as the learner.
Parents/guardians will be informed of any search for a prohibited item and its outcome, including any resulting sanctions.

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.

Please also refer to the Restrictive Interventions procedure on Page 68 in the document for further guidance.

9. Malicious Accusations Against team members

The Group will investigate any allegation made by a learner against a member of staff. Where an allegation is found to be malicious, the learner may receive a suspension exclusion, and a panel meeting will be held with senior leaders to consider their return to the setting.

10. Support for behaviours that challenge

Whilst the behaviour of most learners is excellent, a small number may, for a variety of reasons, experience difficulties which can disrupt learning or present

challenges. We are committed to supporting these learners to improve their behaviour and to make positive choices in relation to their conduct and learning. Where a learner's behaviour gives cause for concern, they may be placed on report to support improvement and enable close monitoring. Individual behaviour is reviewed carefully, and learners will be identified according to their level of need. Where appropriate, behaviour support plans will be developed to help the learner make progress, with parents/guardians invited to contribute to the planning process.
Behaviour occurring outside of normal delivery hours that comes to our attention may also be addressed through further discussion and appropriate action. In accordance with Section 90 of the Education and Inspections Act 2006, senior leaders have the statutory power to regulate learners' behaviour beyond the organisation's premises, where it is reasonable to do so.

Any misbehaviour when the learner is:

- Taking part in any organised or related activity.
- Online behaviour when it is threatening or causes harm to another learner or if their behaviour online impacts the organisations' environment.
- 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 Operations Manager for Education & Skills/Principal will evaluate the effectiveness of this procedure by reviewing data provided by Delivery Manager/Leads. This will include analysis of key data sets such as age group, ethnicity, additional learning needs, and gender in relation to:

- Suspension and permanent exclusions, including the reasons for each exclusion
- Trends in the use of rewards and sanctions

This information will be used to identify patterns, monitor consistency, and support continuous improvement in behaviour management practice.

12. Exclusions

The exclusions procedure is informed by the Department for Education guidance *Exclusion from Maintained Organisations, Academies and Learner Referral Units in England* (DfE, June 2012) ("DfE Guidance").
In cases of serious misconduct, such as verbal or physical abuse towards a member of the organisation community, the Operations Manager for Education & Skills/ Principal may impose a suspension or permanent exclusion. Persistent lower-level disruption may also lead to suspension.

All exclusions are monitored by the Board of Directors on a termly basis and by the Operations Manager for Education & Skills/Principal on a half-termly basis. Where an excluded learner is due to sit an external examination, appropriate arrangements will be made to enable them to do so.
We recognise our duties under equality legislation not to discriminate, harass, or victimise learners on the basis of sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. In line with the Equality Act 2010, reasonable adjustments will be made for disabled learners to ensure they are not placed at a substantial disadvantage compared with their peers.
Before making an exclusion decision, the Operations Manager for Education & Skills/Principal will also have due regard to DfE Guidance, including:

- the needs of groups with higher exclusion rates (such as learners with SEND, those eligible for free school meals, looked after children, and learners from Gypsy, Roma, Traveller, or Black Caribbean backgrounds), and any additional support required;
- any additional support or alternative provision required for learners with an Education, Health and Care Plan (EHCP) or for looked after children; and
- the expectation that permanent exclusion of learners with an EHCP or who are looked after should, wherever possible, be avoided.

Exclusion decisions will only be made for disciplinary reasons and will be formally recorded.

12.1 Suspensions

If a decision is taken to suspend a learner:

- The Operations Manager for Education & Skills/Principal, or a member of the management team, will contact the parent/guardian to discuss the suspension. A formal letter will also be sent home outlining the incident and the length of the suspension. The parent/guardian's right to make representations to the Board of Directors will be clearly stated.
- A reintegration meeting will be arranged for the learner and their parent/carer to attend upon their return to the organisation. This meeting will be held with a senior member of the education team.

Following the meeting, one or more of the following outcomes may apply:

- The learner may be reinstated.
- The learner may be placed on report.
- A behaviour contract may be agreed to support readmission.
- Behaviour support measures and any reasonable adjustments will be reviewed.

A full record of the suspension and meeting will be retained on the learner's file.

12.3 Decision to Permanently Exclude

Permanent exclusion will only be used as a last resort and will usually occur in response to:

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

The following are recognised as the national standard categories for permanent exclusion:

- Physical assault against a learner
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a learner
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug- and alcohol-related incidents
- Damage to property
- Theft
- Persistent disruptive behaviour
- Other (only in exceptional circumstances)

12.4 Permanent Exclusion Report

When the Operations Manager for Education & Skills/Principal decides to permanently exclude a learner, a Disciplinary Committee will be convened to review the case.

Prior to the Disciplinary Committee meeting, the Operations Manager for Education & Skills/Principal will prepare an exclusion report outlining the reasons for the exclusion.

The report will include:

- A learner profile sheet containing basic information about the learner
- An overview of the case, including a detailed account of the reasons for exclusion
- Confirmation that current Department for Education (DfE) exclusions guidance has been followed
- Where relevant, details of any behaviour intervention or support strategies previously used
- An explanation of how the sanction is consistent with the Behaviour and Exclusions Procedure
- Details of any alternative sanctions that were considered, where applicable
- For learners with SEND, or those who are looked after or disabled, confirmation that relevant DfE guidance was taken into account prior to the decision
- Confirmation that equality and equal opportunities legislation has been complied with in reaching the decision

12.5 Permanent Exclusion Procedure

The DfE Guidance clearly sets out the procedures that must be followed when applying an exclusion. These procedures must be followed precisely.

Formal minutes will be taken at all meetings and should be recorded and signed to confirm their accuracy.

General Duties

1. The Group will act and will ensure that the Operations Manager for Education & Skills/Principal acts, in accordance with the law.

2. Without limiting paragraph 1, the organisation will ensure that the Local Authority is informed of any exclusion in circumstances required by the Department for Education (DfE) Guidance.
3. The organisation will ensure that, in carrying out their functions, the Operations Manager for Education & Skills/Principal, 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 will carry out its responsibilities to establish and manage the appeal process for exclusions.5. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance.
5. The organisation will arrange appropriate training for members of the appeal panel and clerks. Where requested by a parent/carer, an SEN expert will be appointed by the organisation to advise the Independent Review Panel.
6. The decision of the Independent Review Panel is final and binding on the organisation. A parent/guardian may seek a judicial review of the panel's decision. However, a parent/carer may not appeal to the Commissioner for Local Administration (Local Government Ombudsman), as this role is limited to considering the conduct of appeal panels constituted by Local Authorities.

Parents' Responsibilities

There is a legal duty on parents/guardians to ensure that an excluded learner of compulsory school age is not present in a public place during normal school hours without reasonable justification. Failure to comply may result in a fixed penalty notice.

Parents/guardians will be informed in the exclusion letter that non-compliance with this duty may also be considered as part of an application for a parenting order issued by the magistrates' court.

12.6 Continuing Education during the Exclusion Period

For the first five school days of a suspension, The Group will set work appropriate to the learner's age and ability and plan for it to be collected and returned for marking.

If a suspension exceeds five school days, The Group has a duty to arrange suitable full-time education from the sixth school day onwards, for example through a Learner Referral Unit.

In the case of a permanent exclusion, The Group will set work in the same way for the first five school days following the exclusion.

The Operations Manager for Education & Skills/Principal may impose a suspension that could lead to a permanent exclusion, depending on the outcome of an ongoing investigation and/or further consideration of the circumstances. Where this is a possibility, it will be stated in the letter sent to parents/carers notifying them of the suspension.

If a permanent exclusion is subsequently imposed, it will be treated as a separate exclusion event. Therefore, where a five-day suspension is followed by a permanent exclusion, The Group's responsibility during the first five school

days of the permanent exclusion is limited to setting and marking work as outlined above. The Group is not required to arrange suitable alternative provision during this period.

12.7 An offsite direction to another Organisation

Once the Operations Manager for Education & Skills or Principal has decided to permanently exclude a learner, the Learner Referral Service (LRS) may suggest a managed move to another organisation. This can only go ahead if both the parents/guardians and the Operations Manager for Education & Skills or Principal agree.

If the parents/guardians do not agree to the managed move, this will be confirmed in writing by the Operations Manager for Education & Skills or Principal. This provides a record that the option was offered and considered if a permanent exclusion is later applied.

Behavioural Incident Log

Learner Name: _____

Date: _____ Time: _____

Location: _____ Reported By: _____

Type of Incident:

☐ Disruptive Behaviour ☐ Verbal Abuse ☐ Physical Aggression

☐ Refusal to Follow Instructions ☐ Bullying

☐ Damage to Property ☐ Other: _____

Incident Details: (Provide a factual description of what happened)

_____

_____

_____

Action Taken:

☐ Verbal Warning ☐ Removed from Class/Activity

☐ Parent/Guardian Contacted ☐ Restorative Conversation

☐ Senior Staff Informed ☐ Suspension Considered

☐ Other: _____

Details:

_____

_____

Outcome:

☐ Resolved ☐ Monitoring Required

☐ Parent/Guardian Meeting ☐ Behaviour Support Plan

☐ Suspension ☐ Other: _____

Evidence Attached:

☐ Photographs ☐ Witness Statement ☐ CCTV

Staff Signature

Name: _____

Signature: _____ Date: _____

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

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

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1.0 Purpose

The purpose of this document is to state our approach and strategy to Careers Education, Information, Advice and Guidance (CEIAG) 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 The Group provisions.

2.0 Statement of Intent.

We are committed to providing high quality careers, education, information, advice and guidance (CEIAG) for our 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 learner.
- 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 enable learners 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 CEIAG 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 updated 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 May 2025)
- 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 (updated May 2025)
- 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 learner in years 8- 13 to discuss non-academic routes that are available to them.

4.0 Services and Entitlement

We aim to make our CEIAG 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 further education 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 CEAIG 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 (ILP) which guides their learning to targeted outcomes and progression if appropriate.

b. Learners

Learners will have a face-to-face interview or online meetings 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 CEIAG 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 one to one support and employment coaches to all those who attend some of our learning centres to support them.

Many learners enrol on a programme following attendance at Work Club. Work Clubs/ employment and skills are held at some of our centres and support adult learners to compile CVs, apply for jobs and prepare for interviews. Work clubs are offered as drop-in sessions or employment and skills courses.

Adults seeking more detailed advice are also encouraged to access CEIAG from local National Careers Service providers. Information regarding the National Careers Service is on display at some of our learning centres.

Information regarding course content and possible progression routes can be found either in course descriptions, 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) CEIAG 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 CEIAG are trained in delivery of CEIAG accordingly to Level 2, where more specialist advice is needed, team members have Level 3 or above.

7.0 Monitoring and evaluation

Our educational Quality team 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 Operations Manager for Education & Skills /Principle 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 mangers, 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
Author	Rachael Crawford
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

Drug Incidents Contents

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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 procedure 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 procedure applies to delivery across our learning centres.
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 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 procedure 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 leaner 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 of The Group 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 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/learner, their parents/carers, their siblings, or others. It is important that learners feel that there is a team member to whom they can safely turn. However, it is also important that they are helped to understand that the team member may also have responsibilities that require them to share certain information. **Team members should not offer a learner a level of confidentiality that they cannot keep.** If the learner requires a relationship which conflicts with the team members role, then alternative support should be offered.

If a learner discloses that that they have suffered abuse or neglect, then team member should refer the matter to the Designated Safeguarding Lead. 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 learner 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. Discretion should be used, and the age and maturity of the learner 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 learner's parents/carers (if under the ages of 19) and explain how we intend to respond to the incident and to the learner's needs. Where The Group suspects that to do this might put the learner's safety at risk or if there is another cause for concern for the learner's safety at home, then the learning centre 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. All members of The Group are 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 learners.

- In any incident involving illegal and other unauthorised drugs, we will involve the parents/carers where necessary, unless this would jeopardise the learner's safety.

- We will make a full record of every incident.

- The Operations Manager for Education & Skills /Principle will inform the Director of Communication Investment 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
Author	Rachael Crawford
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

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 young people in education across our educational provisions; The Group.

Learners referenced within this procedure refer to those on our 16-19 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/guardians of learners provide the following – see Appendix A:
    - Name of GP and contact details
    - Name and contact details for Parents/Guardians in Emergency
    - Any medical condition

  Parents/Guardians 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 learning centre. In emergency ambulances/ paramedics/ LIVES will be called.
- Written permission from parents/guardians is required for us to administer prescribed medication (or paracetamol/ibuprofen) during the school day. Parents/guardians 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 Operations Manager for Education & Skills /Principle, 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 Operations Manager for Education & Skills /Principle and/or the Health and Safety Team.

4. Referral Procedures:

Referral to First Aid.

- The Acis 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 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 learning centre's Safeguarding team to interview the learner immediately.

In all situations other than quick basic treatment (after which the learner returns to Class or a Normal Activity) a learner's parent/guardian 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 Operations Manager for Education & Skills /Principle.

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/guardians 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 Acis Group 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/Guardians are responsible for supplying and keeping epi pens up to date.
All incidences of an allergic reaction will be reported to parents/guardians.

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/guardians (who should be advised to seek further medical attention, especially if there are signs of sleepiness, continued headaches, blurred vision and/or concussion). The Acis group wide accident reporting procedure should be followed.

Burns injuries

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

7.0 Linked documents

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

Appendix A

Health 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 learning centre:

_____

Note: medicines must be in the original container as dispensed by the pharmacy. The parent/guardian 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 procedure. I will inform the learning centre immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Parent/Guardian
Signature_____ Print Name_____

Internal Quality Assurance Procedure - Education

Lead officer	**Rachael Crawford – Quality & Compliance Manager**
Author	**Rachael Crawford**
Version number	**3**
Date agreed	**30 April 2024**
Agreed by	**Enterprise Committee**
Review date	**31 March 2027**
Annual review date	**May 2026**
Diversity compliant	**Y**
Equality Impact Assessment required	**N**
Data Protection compliant	**Y**
Health and Safety compliant	**Y**

IQA Process Contents

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

The purpose of this procedure is to establish a framework for monitoring assessment activities and verifying that learners' work is assessed against the relevant grading criteria. Internal Quality Assurance (IQA) provides oversight of the assessment process, ensuring that all assessment and quality assurance decisions are valid, authentic, sufficient, fair, consistent, 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 policy and associated procedures apply to Acis Group and group of companies (including Riverside, CLIP, Skills Centre Plus and Abbey Access) learners, and it is expected that it will be applied within all our education delivery areas. This is referred to as 'The Group' throughout.
It is intended for implementation across all education delivery areas. Collectively, these organisations are referred to throughout this document as "The Group".
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 (IQA) in relation to the education and delivery of learning is designed to:

- Ensure that quality standards across the learner journey are accurate, current, and consistently applied, and that all assessments are planned, conducted, and recorded in line with qualification requirements.
- Ensure that assessor decisions:
    - are fair, valid, and based on reliable evidence
    - provide clear, constructive, and developmental feedback to learners

    - meet the agreed standards of the organisation and relevant awarding bodies
- Where internal verification identifies assessment inaccuracies, the assessor may be required to re-assess the whole cohort in line with the feedback provided. This will be followed by further internal verification of the re-assessed work and may include opportunities for learners to resubmit evidence where required.
- Identify trends and issues in assessment practice and ensure appropriate actions are taken to address them.
- Support and develop assessors and tutors through feedback, guidance, and professional development.
- Ensure accountability for assessment decisions, maintenance of quality standards, and compliance with awarding body policies and procedures.
- Ensure that learner achievement, as judged by assessors, is accurate, appropriately evidenced, and meets the required grading criteria, and that suitable assessment strategies are consistently applied.
- Ensure that both interim (formative) and final (summative) sampling is planned, carried out, and monitored effectively through an agreed sampling strategy.
- Ensure that all staff have access to appropriate training and continuous professional development (CPD).
- Ensure IQA standards include:
    - regular standardisation activities, and the internal verification of all assignment briefs/tasks prior to issue to learners, ensuring they are fair, achievable, and do not disadvantage learners through over- or under-assessment
    - embedding inclusion within assessment decisions
    - promoting equality and valuing learner diversity across all teams
    - ensuring fairness in all assessment decisions, supported by clear and auditable records
    - the retention of internal verification documentation for a minimum of three years in line with awarding body requirements
- Ensure that wider compliance requirements are maintained, including health and safety practices such as risk assessments.

4. IQA Activities

The Group's Education Quality Team of Internal Quality Assurers (IQAs) will work closely with tutors and assessors to undertake sampling of assessment decisions in line with agreed sampling plans for all qualifications delivered.

Tutors/assessors will notify their allocated IQA when planned assessment activities are due to take place. These dates will be recorded within the sampling plan and linked to the relevant unit and assessment criteria.

Sampling will be carried out on both a formative and summative basis and will typically cover 10% to 25% of learner evidence, depending on the assessor's experience, group size, qualifications, external quality assurance activity and

competence. For new or newly qualified staff, 100% sampling will be undertaken. All completed qualification units will be subject to formative sampling.
Tutors/assessors will receive a sampling report within two weeks of submission of a learner portfolio for sampling. IQAs will provide clear written and verbal feedback, agree any required corrective actions, and set appropriate timescales for completion. Where necessary, IQAs will support assessor development and escalate serious or repeated concerns to the Quality and Compliance Manager. All IQA feedback, decisions, and actions will be formally recorded. IQA activity will be signed off once all assessor actions have been completed and no outstanding requirements remain.

Sampling plans will clearly identify learners, assessors, and the specific assessment criteria to be sampled. All sampling activity will meet the requirements of the relevant awarding organisations.

Standardisation activities will be held regularly, at least once per term, and will involve IQAs, assessors, tutors, and relevant curriculum leads. These activities will also comply with the requirements of awarding organisations with which The Group and its subsidiaries are approved.

All standardisation meetings will follow a set agenda, and minutes will be produced and distributed to relevant teams.

The Group will ensure that suitably qualified and competent staff are in place to carry out all IQA activities effectively.

5. Jargon Busters

IQA (Internal Quality Assurance) - The process used to check that assessment decisions are accurate, fair, consistent, and meet awarding organisation requirements.
Internal Quality Assurer (IQA) - A trained member of staff who checks assessors' work, samples learner evidence, and ensures consistent and correct assessment decisions.
Assessor - A qualified staff member who evaluates learner work against qualification criteria and decides whether a learner has met the required standards.
Sampling - The process of checking a selection of learner work and assessor decisions to ensure quality and consistency across all assessments.
Interim/Formative Sampling - Quality checks carried out during the assessment process to provide feedback and support improvement before final decisions are made.
Final/Summative Sampling - Quality checks carried out on completed learner work to confirm final assessment decisions are accurate and valid.
Standardisation - Meetings or activities where assessors and IQAs agree on how assessment criteria should be applied to ensure consistency across all staff.
Assessment Decision - The judgement made by an assessor about whether a learner has met the required criteria for a task, unit, or qualification.

Moderation - The process of reviewing assessment decisions to ensure they are fair, consistent, and in line with agreed standards.
Validation - Checking that assessment methods and decisions are appropriate, accurate, and meet qualification requirements.
Feedback (IQA Feedback) - Written and/or verbal guidance given to assessors to support improvement and ensure assessment standards are met.
Action Plan - A set of agreed steps and deadlines to address issues identified through IQA sampling or review.
CPD (Continuous Professional Development) - Training and development activities that help staff maintain and improve their professional skills and knowledge.
Awarding Organisation - The external body that sets qualification standards and rules (e.g. NCFE, Aim, SEG) and awards certificates.
EQA (External Quality Assurance) - Quality checks carried out by the awarding organisation to ensure the centre is meeting national standards.
Portfolio - A collection of evidence produced by a learner to demonstrate they have met the requirements of a qualification.
Evidence - Work produced by a learner (e.g. written work, observations, recordings, discussions) used to prove competence.
Unit - A section of a qualification made up of specific learning outcomes and assessment criteria.
Assessment Criteria - The standards that learners must meet to achieve a unit or qualification.
Compliance - Following all rules, policies, and requirements set by awarding organisations and regulatory bodies.

Marking and Feedback Procedure

Lead officer	**Rachael Crawford – Quality & Compliance Manager**
Author	**Rachael Crawford**
Version number	**3**
Date agreed	**30 April 2024**
Agreed by	**Enterprise Committee**
Review date	**31 March 2027**
Annual review date	**May 2026**
Diversity compliant	**Y**
Equality Impact Assessment required	**N**
Data Protection compliant	**Y**
Health and Safety compliant	**Y**

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 learners 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 learners 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.

- 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 provide timely and constructive verbal and written feedback, ensuring learners are aware of their progress and the steps required to achieve further improvement.
- ensure that feedback is incisive to focus on improving learners' knowledge skills and behaviours.
- give positive feedback that shows learners 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 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 learners and low ability learners.

Observation of Teaching & Learning Procedure

Lead officer	**Rachael Crawford – Quality & Compliance Manager**
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Version number	**3**
Date agreed	**30 April 2024**
Agreed by	**Enterprise Committee**
Review date	**31 March 2027**
Annual review date	**May 2026**
Diversity compliant	**Y**
Equality Impact Assessment required	**N**
Data Protection compliant	**Y**
Health and Safety compliant	**Y**

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1. Who is this for

Quality of Teaching and Learning

The lesson observation and learning walk process plays a key role in enhancing the learner experience and supporting staff in the continuous development of their teaching practice and learning management. This process will be embedded across our educational provisions and overseen by the Quality Team to promote high standards and continuous improvement.

2. 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:

- Maintaining a thorough understanding of all policies and procedures relating to lesson observations, learning walks, and the Observation of Teaching, Learning and Assessment (OTLA) process.
- Ensuring that the OTLA process is implemented fairly, consistently, and effectively across all provision.
- Communicating and promoting clear expectations and standards for teaching, learning, and assessment.
- Ensuring that professional discussions following observations are timely, constructive, supportive, and focused on continuous improvement.
- Reviewing, updating, and maintaining all OTLA-related processes, documentation, and guidance materials.
- Providing and overseeing a robust OTLA framework that meets the needs of learners, staff, managers, and external stakeholders.
- Reporting on the outcomes and key findings from lesson observations and learning walks.

- Training, supporting, and standardising the practice of lesson observers and learning walk participants.
- Ensuring that appropriate advice, guidance, and support are readily available to support the effective implementation of this procedure.
- Analysing observation outcomes to identify strengths, areas for development, and priorities for CPD.
- Moderating the OTLA process to ensure consistency, maintain standards, and identify opportunities for improvement.
- Developing and maintaining OTLA support materials and resources.

It is the responsibility of the Delivery Manager/Principle 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.

3. The Observation Process

- All who deliver timetabled or planned teaching sessions at all sites will be formally observed at least 1 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 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 are 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 to gather more evidence to inform their judgements on the strengths and areas of development 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 staff will take part in peer observations by observing a colleague's teaching practice. The purpose of peer observation is to support professional development, encourage the sharing of good practice, and promote discussion about teaching, learning, and assessment.

Peer observations will use a "Notices and Wonders" approach, where observers record what they notice and what they wonder about to encourage reflection and professional dialogue. The focus is on learning from each other and developing practice.

Peer observations are not graded, no formal judgements are made, and outcomes are not centrally monitored. The process is intended to be supportive, collaborative, and focused on continuous improvement.

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 an 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.

4. 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 for Education & Skills /Principle, stating the grounds for the appeal within 5 working days of receiving feedback.

The Operations Manager for Education & Skills /Principle 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.

5. Associated documents

Ofsted –Education Inspection Framework

Visitors to Site

Lead officer	**Rachael Crawford – Quality & Compliance Manager**
Author	**Rachael Crawford**
Version number	**3**
Date agreed	**30 April 2024**
Agreed by	**Enterprise Committee**
Review date	**31 March 2027**
Annual review date	**May 2026**
Diversity compliant	**Y**
Equality Impact Assessment required	**N**
Data Protection compliant	**Y**
Health and Safety compliant	**Y**

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1. **Who is this for**

This procedure applies to Acis Group and group of companies (including Riverside, CLIP, Skills Centre Plus and Abbey Access) known as The Group and to all individuals wishing to visit our learning centre sites, including stakeholders, professionals, parents/guardians, carers, customers, and learners.

2.0 Definitions

Customers

- Visitors attending briefly to use shared spaces to purchase food and drink are not required to sign in, unless they access wider areas of the centre or engage on our courses.

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

- Visitors wishing to enter the site during operational hours must report to reception on arrival. All visitors are required to sign in and wear a visitor's lanyard. Where visitors will be working with learners, a valid DBS check must be presented and recorded, or the visitor must always remain supervised.

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

- Learners wishing to enter the site during operational hours must report to reception on arrival. All learners are required to sign in and wear a student lanyard.

Acis Group Staff not usually working from that educational centre.

- Usual Group-wide procedures always apply, including the requirement to wear lanyards. On-site staff must follow staff procedures rather than visitor procedures.

Whilst on the site everyone must always wear a lanyard 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, all visitors and learners must sign out at reception and return in the lanyard.

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 manner. We reserve the right to ask any visitor to leave the premises if they fail to meet acceptable standards of behaviour. In serious cases, individuals may be 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

Restrictive Interventions, Including Use of Reasonable Force Procedure

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
Version number	1
Date agreed	1 April 2026
Agreed by	Enterprise Committee
Review date	31 March 2029
Annual review date	May 2027
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

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1. Rationale

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the learners, staff members and parents/guardians involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider educational community safe. This procedure aims to help minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

We believe that people work and learn best when they feel safe, welcome, wanted and cared for and we will work hard to create an environment that achieves that for our staff and learners.

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/guardians. Our rewards and sanctions will reflect and reinforce the ethos. Bullying will not be tolerated, and we will make this clear to all learners during their induction with us.

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). Please refer to our Anti-Bullying statement on page 17 of this policy.

The document has been updated to:

- provide new statutory guidance about recording and reporting the use of force effective from April 2026.
- provide advice about the new legal duty to record and report the use of seclusion effective from April 2026.
- provide additional clarification on the use of reasonable force to help staff use this power safely and appropriately
- provide specific support for staff who work with learners with special educational needs and disabilities (SEND)
- make clearer the responsibilities of staff, governing bodies and stakeholders

1.1 Who this procedure for

This procedure is for those working with young people across The Group 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. Jargon

For clarity, this procedure will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This procedure uses ‘restrictive interventions’ as the umbrella term to describe both physical and non-physical actions aimed to restrain learners in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of centre staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between learners and staff as described in ‘Other physical contact with learners’ within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a learner confined to a place away from others, and preventing them from leaving either by physical

obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a learner or limits their movement. This may or may not include direct physical contact. For example, holding a learner's arms to their sides or removing a learner's crutches would both be considered forms of restraint.

4.Who can use reasonable force?

All members of centre staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among learners at the school, whether during a teaching session or otherwise Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

5. Use of reasonable force to search learners

Learning centre staff are authorised and have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only

6. Unacceptable uses of force

It is illegal to use force on a learner for the purpose of punishment.

Learners should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the learner should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

7. Other physical contact with learners

There are circumstances when it is appropriate for staff to have some physical contact with learners which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the

circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to comfort a distressed learner
- to congratulate or praise a learner, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in each situation, the member of staff should use their judgement and have regard to:

- the applicable circumstances, such as whether there are other adults present
- any other material factors, including but not limited to whether:
  - o the pupil has SEND or other vulnerabilities
  - o any alternative strategies that do not include physical contact can be used

It is important to minimise the need to use restrictive interventions, such as through prevention and de-escalation. We will:

- work closely with parents to support individual learners
- have strategies to support individual learner based on their identified needs, including using the behaviour support plans.
- Where a learner has a disability, we have a legal obligation under the Equality Act 2010 to support learners with reasonable adjustments, making sure they can benefit from what the centre offers
- giving learner time, space and strategies to calm down before their behaviour escalates

8. Determining when use of restrictive interventions is appropriate

There will be times when centre staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
• Staff should consider the personal circumstances of the learner such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the learner's overall welfare, balanced against any actions taken. For example, learners who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments.
- Staff should seek to maintain respect for a learner's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

Where possible, staff should clearly and calmly communicate to the learner what is happening, why, and explain what the learner needs to do.

- For learners with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the learner understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the learner is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also consider other relevant considerations.

Consideration for learners with special educational needs and/or disabilities (SEND)

Some young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. Learners who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

It is vital to understand the underlying triggers of challenging behaviour so that staff can provide proactive support, create an inclusive environment. Staff who know individual learners well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. Staff should also work with the learner, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:
• removing stimuli that may be causing distress

• changing body language, facial expression, and/or tone of voice
• supporting the learner to express their emotions before getting overwhelmed
• engaging the learner in an activity which can help them manage their feelings of anxiety
• distracting the learner in something that interests them or by introducing familiar objects and activities to redirect their attention.

9. Behaviour support plans

This document will outline any adjustments, such as to address aspects of the centre environment which the learner finds challenging and ways for learners to communicate their needs effectively. This will be discussed in conjunction with the relevant people, such as teachers, parents/guardians, the learner, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we will have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Any behaviour support plans should be reviewed with the learner and their parent/guardian periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Incidents in which a member of staff uses reasonable force on a learner must be recorded as described in 'Recording and reporting duties' in this document. The centre will hold a follow-up conversation(s) to facilitate reflection, learning and to support learner and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and learner involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, we can foster a culture of continuous improvement. Staff are to continue to monitor learner and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any learner who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

10. Recording and reporting duties

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as

part of a learner's behaviour support plan. The centre should record the following details as a minimum:

- names of learner and staff directly involved
- any relevant needs or circumstances of the learner, including whether the learner involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts. For example, the learner's and/or witnesses' accounts of what happened, when and how parents/guardians were notified, and what follow-up has taken place.

A report of the incident made to parents/guardian should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.
- communicate this information to parents/guardian in writing. For example, via email or online messaging system.
- invite parents/guardians to have a follow-up discussion about the incident where appropriate.

In relation specifically to these reporting duties, 'parent' includes not only carers and persons with parental responsibility but also a local authority who are providing accommodation for the child under section 20 of the Children Act 1989.

For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section. Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restraint in certain circumstances is agreed with parents as part of a learner's behaviour support plan. Record the following details as a minimum:

• names of learner and staff directly involved
• time, date, location and approximate duration of the intervention
• any relevant needs or circumstances of the learner, including whether the learner involved has an identified special educational need or disability and their SEN status code
• brief account of why the intervention was assessed as necessary in that instance

• details of any physical injuries sustained, if applicable
• any post-incident support, such as details of any medical treatment for injuries. • Parents must be informed as soon as practicable after the incident and endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:
• the learner is aged 20 or over; or 17
• it appears to the staff member that doing so would be likely to result in serious harm to the learner. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the learner is ordinarily resident. The requirement to inform parents/guardians applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

11. Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the centre's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff.

Behaviour Support Plans

Learner Name: _____ **Date:** _____

Tutor/Key Staff: _____ **Review Date:** _____

1. Reason for Plan

Why is this support plan needed?

_____

_____

2. Behaviour of Concern

☐ Disruption to learning
☐ Not following instructions
☐ Verbal aggression
☐ Physical aggression
☐ Bullying
☐ Absconding
☐ Other: _____

Details:

_____

_____

3. Triggers / Causes

What may lead to the behaviour?

_____

_____

4. Support Strategies

What support will help improve behaviour?

_____

Examples:

☐ Clear instructions
☐ Positive praise
☐ Check-ins with staff
☐ Time-out/break strategy
☐ Other _____

5. Rewards

How positive behaviour will be recognised:

_____

_____

6. Sanctions (if needed)

What will happen if expectations are not met:

---

7. Support Involved

☐ Parent/Guardian/Carer ☐ Tutor
☐ Pastoral/SEND support ☐ External agency

☐ Other: _____

Details:

---

8. Review

How often will this be reviewed?

☐ Weekly ☐ Fortnightly ☐ Monthly

Comments:

Signatures

Learner: _____ Date: _____

Parent/Guardian/Carer/Social Worker: _____ Date: _____

Staff: _____ Date: _____

I/We give permission for restrictive interventions to be used with the learner named above, where these are specified within their EHCP.

Parent/Guardian/Carer/Social Worker: _____

Date: _____

Restrictive Interventions, Including Use Of Reasonable Force Log

Incident Details

Learner Name: _____ Date: _____

Location: _____ Time: _____

Reported by: _____ Staff involved: _____

Reason for Intervention

☐ Risk of harm to self ☐ Risk of harm to others
☐ Serious disruption to safety/learning ☐ Prevention of damage to property
☐ Other: _____

Details of incident:

_____

_____

_____

De-escalation Attempts (before physical intervention)

☐ Verbal reassurance ☐ Clear instructions given ☐ Time out offered
☐ Removal of audience ☐ Restorative approach attempted
☐ Other: _____

Details:

_____

_____

Type of Intervention Used

☐ Guiding hold ☐ Escort 1 (non-restrictive)
☐ Physical restraint (reasonable force) ☐ Escort 2 (non-restrictive)
☐ Other: _____

Description of intervention:

_____

_____

_____

Restrictive Interventions, Including Use Of Reasonable Force Log continued

Name of witness to incident: _____

Duration of Intervention

Start time: _____ End time: _____ Total duration: _____

Injuries / Medical Attention

☐ None ☐ Learner ☐ Staff
☐ First aid given ☐ Medical support required

Details:

Outcome After Incident

☐ Learner calmed and returned to activity
☐ Removed from activity
☐ Sent home
☐ Suspension considered
☐ Parent/carer contacted
☐ Other: _____

Details of restorative work:

Communication

- Parent/Guardian/Carer/Social Worker informed: ☐ Yes ☐ No
- Time contacted: _____
- By whom: _____

Additional Notes

Signatures

Staff completing report: _____ Date: _____

Witness (if applicable): _____ Date: _____

Manager Review: _____ Date: _____

Debrief Following Restrictive Interventions

Learner Name: _____ Date of Incident: _____

Date of Debrief: _____

Staff Member(s) Involved: _____

Person Completing Debrief: _____

1. Details of Restrictive Intervention Used

Type of restrictive intervention used:

☐ Physical intervention ☐ Holding/supportive guidance

☐ Removal from situation ☐ Other: _____

Reason the intervention was required:

_____

_____

What was happening immediately before the intervention?
(Triggers/antecedents)

_____

_____

_____

2. Learner Debrief

Was the learner able to take part in a debrief? ☐ Yes ☐ No ☐ Partially

How was the learner supported to understand what happened?

_____

_____

How did the learner describe their feelings or experience?

_____

_____

Did the learner identify anything that could have helped them earlier?

---

3. Staff Debrief

Staff involved in the intervention:

What worked well during the intervention?

Were the least restrictive approaches attempted before intervention?

☐ Yes ☐ No

Details:

Were the actions taken in line with the learner's EHCP / behaviour support plan?

☐ Yes ☐ No

Details:

---

4. Reflection and Learning

What may have contributed to the incident?

☐ Environment ☐ Communication needs ☐ Sensory needs

☐ Emotional regulation ☐ Change in routine ☐ Other: _____

Comments:

What strategies may reduce the likelihood of this happening again?

---

5. Follow-Up Actions

Action required	Person responsible	Date to complete

6. Parent/Carer Communication

Parent/carer informed: ☐ Yes ☐ No Date/time: _____

Summary of communication:

---

7. Review

Does the learner's support plan/EHCP require review? ☐ Yes ☐ No

If yes, details:

Staff signature: _____ **Date:** _____

Manager/Lead signature: _____ **Date:** _____

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

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

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1. Introduction

The aims of the Special Educational Needs and Disability (SEND) procedure 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 procedure 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 and Academies must have regard to the CoP when identifying and providing for learners who have special educational needs.
A SEND 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/them:

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 need.
- 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.
- 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 Operations Manager for Education & Skills /Principle 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 to follow the advice laid out in this procedure.

4.0 Roles and Responsibilities

Partnership with Parents/Guardians
We aim to work in partnership with parent/guardians and carers. We do so by:
• working effectively with all other agencies supporting learners and their parents/guardians.
• making parents/guardians and carers feel welcome.
• encouraging parents/guardians 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/guardians and carers opportunities to discuss ways in which we can work together to help their child.
• keeping parents/guardians and carers informed and giving support during assessment and any related decision-making process about SEND provision.
• making parents/guardians 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 Operations Manager for Education & Skills /Skills /Principal responsibility for the day to day implementation of the procedure.

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 procedure.
• 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/guardians/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 Operations Manager for Education & Skills /Principle, with support of all Tutors will be;

• overseeing the target setting and review process and informing parents/guardians/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 several 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 Operations Manager for Education & Skills /Principle and the Tutors maintain 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
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 learner 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:

- 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 Local Authorities will inform the organisation at the beginning of each term of the learners requiring reviews. The Operations Manager for Education & Skills /Principle and Tutor will organise these reviews and invite:

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

The Delivery Lead(s) oversee the monitoring and target setting process to ensure that the SEND register fully reflects the learners in need of support and that the learning centre is providing the necessary support to each learner.

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

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

Parents/guardians and carers views are always considered, 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
Version number	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
Diversity compliant	Y
Equality Impact Assessment required	N
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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 make 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

Senior Management Team (SMT) 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 procedure for supporting learners with medical conditions is developed and implemented, is reviewed regularly and is readily available to everyone.
- That the procedure sets out what should happen in an emergency and is explicit about what practice is not acceptable.
- That the procedure covers arrangements for learners who are competent to manage their own health needs and medicines and that the procedure is clear about the process to be followed for managing medicines.
- That the procedure 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/guardians, carers and learners.

Delivery Manager

- Overall responsibility for ensuring that a procedure 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.

Delivery Lead

- Ensure that the appropriate team members liaise with Health and Social Care Professionals, previous provision (if appropriate), Parents/Guardian, carers and learner to draw up the Individual Healthcare Plan.
- Ensure everyone who needs to know is 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.

Learning centre staff

- 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

- 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.

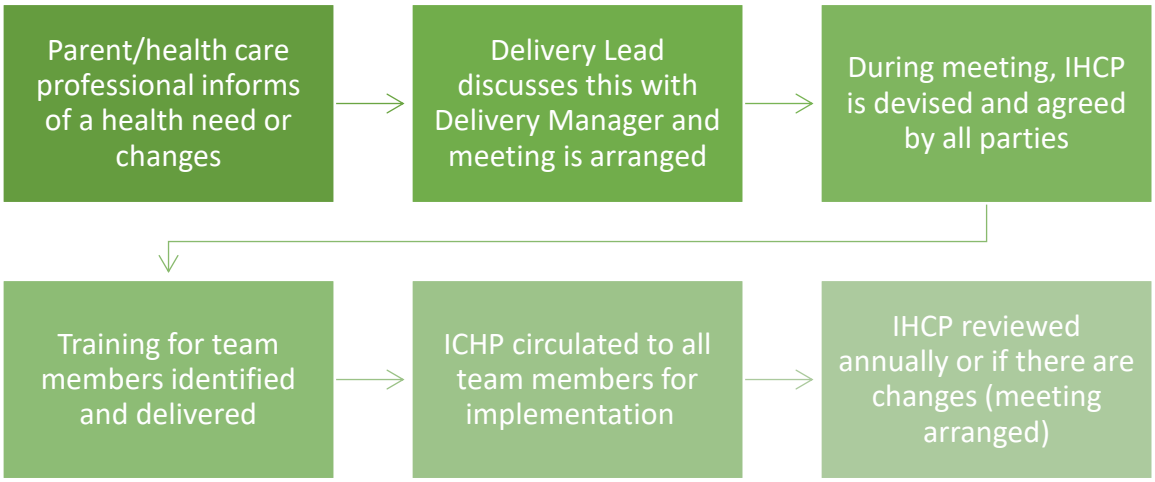
4.0 Procedures to be followed when notification is received that a learner has a medical condition

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 learning centre Delivery Lead will call a meeting with the parents/guardian/carers 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 learning.
The arrangements made will ensure that the parents/guardians, 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 explains 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/guardian, 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 SEND and does not have a statement SEND 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/guardians, carers.
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/guardian, carers for medication to be administered by the team or self-administered by the learner during learning centre 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 learning centre.

Where confidential issues are raised by the parents/guardians, 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/guardians/carers, 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 can self-medicate <u>with EpiPens/inhalers/insulin only</u> 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/guardians, 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/guardians, 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/guardians, 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 Lead 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/guardians or ignore medical evidence or opinion (although this may be challenged);
4. To send unwell learners to learning centre 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 manage their medical conditions effectively;
7. Require parents/guardians, or make them feel obliged, to attend site to administer medication or provide medical support to their child. No parent/guardian 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/guardians, 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

Learner Name		
Date of Birth		
Address		
Medical Diagnosis or Condition		
Date		
Review Date		
Name of Parent/Guardian 1		
Contact Numbers	**Work:**	
	Home:	
	Mobile:	
Relationship to Child		
Name of Parent/Guardian 2		
Contact Numbers	**Work:**	
	Home:	
	Mobile:	
Relationship to Learner		
Clinic/Hospital Name		
Contact Number		
GP Name		
Contact Number		
Describe medical needs and give details of learner'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/guardian 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 learner'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	3
Date agreed	30 April 2024
Agreed by	Enterprise Committee
Review date	31 March 2027
Annual review date	May 2026
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 Riverside, CLIP, Skills Centre Plus and Abbey Access 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 assessment and gain H & S approval.
- Before the trip - issue to parents/guardians 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 learning centre.
- 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/guardians 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/guardians

The information for parents/guardians 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/guardians: 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/guardians 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.	Delivery Lead
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	The Operations Manager for Education & Skills /Principle
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	The Operations Manager for Education & Skills /Principle
An activity might be rated in a higher category if it takes place: • 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		
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.		

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 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 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/Guardian Name: …….. (please print)

Appendix D Risk Assessment example

No.:	Company:	Address:	Issue Date:	Date for Review:	Revision:
	CLIP	The Bridge Gainsborough	08/05/2026		

Assessed By:	
Verified By:	

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

Risk Rating = Severity x Likelihood				**Risk Rating**		
Severity		**Likelihood**		**Rating Score**	**Category**	**Description**
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 stationery 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 learning centre 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.	**5**	**1**	**5**	Ratio of students to staff 3:1 Learner briefing on safety during transport.

					Mobile phone / ear buds to not be used whilst on platform and 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 learners to staff 3:1 Learner 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 Learners to staff 3:1 Learner briefing regarding appropriate behaviour and conduct. Parents/guardians of all learners 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.	**5**	**1**	**5**	Medical questionnaire outlining required medication and allergies. Emergency contact details for all members

					Follow protocols when dealing with first aid. Mobile phone with numbers 'programmed'. 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.				of the party.
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 Learners 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?

Transporting Young People

Lead officer	Rachael Crawford – Quality & Compliance Manager
Author	Rachael Crawford
Version number	1
Date agreed	1 April 2026
Agreed by	Enterprise Committee
Review date	31 March 2029
Annual review date	May 2027
Diversity compliant	Y
Equality Impact Assessment required	N
Data Protection compliant	Y
Health and Safety compliant	Y

Transporting Young People Contents

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1. Introduction

This procedure aims to give clear instructions to those staff who are responsible for transporting our learners in the company vehicles or in their own vehicles. The procedure aims to ensure the safety of staff and learners.

2. Procedures to follow when transporting young people

Skills Centre PLUS (SCP) specifically have at our disposal two Centre minibus. Where possible, the transportation of young people should be done using the vehicle provided. The guiding principle should be that transporting children/young people in staff cars should be the exception to the role rather than the norm unless it is an accepted part of a member of staff's role and included in their job description. Any journeys undertaken should always be planned, absolutely necessary and not undertaken on an ad hoc basis and must be authorised by a manager.

In certain circumstances children/young people may need to be transported in an emergency situation where management cannot be contacted to approve this. It is anticipated that these by the nature of them being
emergencies would be very rare. This guidance however, still needs to be followed to ensure the safety of staff and young people.

In situations that have not been planned for, staff will still need to act in the best interest of young people. If this means they have to be transported in a car then as long as the member of staff is acting in accordance with their job role, is following this procedure and associated risk assessment and is not breaking any road traffic legislation, this action is considered acceptable by SCP as long as the member of staff is not acting in a negligent manner.

A range of alternative options should be considered where a child/young person needs to be transported
including:-

1. Contact the parents/carers in order for them to transport the child / young person.
2. Contact the parents/carers for them to arrange a taxi to transport the young person.
3. Arrange for a taxi with escort to transport the child/young person from an approved list of taxi operators. Only where none of these options is appropriate or viable should young people be transported in a member of staff's car.

3. Drivers and their Vehicles

Drivers are responsible for their own vehicles' roadworthiness and appropriateness for the task to be undertaken and their fitness to drive. They are also responsible for visually checking any company vehicle before they drive it.
Any faults should be recorded on the vehicle log sheet and reported immediately to management. If the vehicle is not deemed roadworthy then the driver should refrain from driving the vehicle until the faults have been rectified.
Managers are responsible for monitoring and verifying this. All staff who drive, as part of their role and their managers must be fully familiar with RoSPA Managing Occupational Road Risk and Guidelines, and ensure that these are complied with.

Key features of this document include drivers must ensure that they:

- have an appropriate valid driving licence.
- are insured for the journey (Business Use)
- have a valid MOT certificate.
- have a valid car Tax.
- have checked the vehicle is in a roadworthy condition.
- are not excessively tired, fatigued or under the influence of alcohol or drugs.
- meet minimum eyesight standards for driving. If they need to wear glasses or contact lenses to meet minimum standards, these must be worn at all times.
- have no medical condition including the taking of medication or infirmity that may affect their ability to drive safely.

Additionally, all drivers should ensure that they have regular eyesight tests to ensure that their eyesight remains within minimum standards for driving. Drivers should also ensure that if their health changes and this could affect their ability to drive then they inform their manager of this immediately. Drivers are also obliged to notify their manager of any driving convictions, endorsements or disqualifications immediately.

Drivers are personally responsible for adhering to the laws, regulations and bylaws. Any cautions, warnings or fines derived from not adhering to these will be solely the responsibility of the driver. The company takes no responsibility for drivers not following the laws and regulations.

4. Managers

Managers of those who transport children/young people in their cars must ensure that the staff being asked to carry out this role has the necessary competence and experience. Whilst defining driver competence is always a subjective decision drivers will not normally be deemed competent unless they are between the ages of 21 and 70 and have at least 1 years driving experience after passing their driving test. Managers deeming staff competent to drive outside their parameters will need to fully justify and record the reasons for this decision, equally where a member of staff meets the criteria but the manager has concerns regarding their competence to drive the reasons a member of staff is not deemed competent and therefore not allowed to transport children/young people, should be recorded.

In making any such decision the needs of the service need to be balanced against the safety of the children/young people and members of staff, and where there is any doubt the safety of the children / young people and staff should take priority. (Then could a number of driving endorsements, convictions or similar for example) or a history of driving accidents.

Managers should check the documentation of their drivers and vehicles before they have staff driving for them in the first instance and then periodically at an interval relevant to the service after that, for the staff who regularly transport children/young people as part of their role on annual check may well be appropriate for staff who only carry this out very infrequently a check each time this happens may be more appropriate.

5. Children / Young People

Before children/young people are transported in staff cars the need and reasons for this method of transportation should be clearly established. Once this has been established a full picture of the needs of the child/young person (including physical, emotional, behavioural and medical) and the risks that this may present to them or the staff involved when transporting them needs to be established. This should involve gathering and sharing information with all agencies involved with supporting the child/young person. This information is required to inform specific risk assessment for transporting the child/young person. The information will need to be reviewed regularly to ensure it remains valid.

6. Risk Assessment

A risk assessment for transporting children/young people based on their circumstances and way of working. The generic risk assessment for this activity can be adapted and used for this. Over and above this where information gathered on a child/young person or staff members safety poses significant risk to the child/young person or staff members safety during transportation, then a specific risk assessment relating to this activity must be carried out.
It is not possible to give full detailed control measures for such risk assessments as they will relate to the particular needs of the individual and the specific circumstances involved.

However, when considering children/young people with medical conditions their transport and any control measures required during transport if this is to be a regular occurrence, should be included in their individual care/treatment plan. This should be used to inform any risk assessment. A second person, trained in administering medication or the relevant medical procedure should always be provided where necessary.

For children/young people who present with behavioural issues a range of control measures could be considered; from not transporting the person if it is felt their behaviour is such that doing so is not safe, providing an escort to ensure the driver can concentrate safely on driving, placing the child/young person so they cannot easily distract the driver (diagonally across from the driver in the back seat) amongst others.

Child locks should be used when transporting children/young people as a control measure.

7. Travelling

Only pre planned journeys should be undertaken and these should always be pre-approved by a manager. All journeys should have a fixed start and finish past and these should not be altered without authorisation. A system should be in place for the details of all journey's to be recorded (where to from, route details, time journey starts and ends, who is going to be transported, car details etc) All staff need to be made aware of this and the details should be monitored.

A system needs to be put in place to ensure staff contract a fixed point/person to confirm their arrival at destinations and that the journey has been completed. There also needs to be systems in place to ensure an appropriate response should a member of staff not confirm these details within specified time.

A system also needs to be put in place and communicated to staff to ensure an appropriate response is summoned and action taken in the event of an accident or emergency during transport. All staff who transport children/young people as part of their role should have access to a mobile phone or the appropriate means of communication.

All journeys should only be for named children/young people and other people family/friends etc should not be transported with the child/young person if they are not named and part of the arrangement.

The law makes drivers responsible for ensuring those under 14 years of age wear an appropriate seatbelt or child restraint. However, where staff are transporting children/young people as part of their job then they will at all times be responsible for ensuring the children/young people they are transporting are wearing a suitable restraint irrespective of their age. As there are very clear dangers to passengers and drivers if restraints are not worn then if a driver becomes aware of this they should stop the journey as soon as it is safe to do so. If the passenger continues to refuse to wear a seatbelt/restraint then the contract system should be implemented

and the journey ceases until a solution is found. For further details on child restraints see section (8)
Drivers must not use mobile phones etc, drink, or smoke while driving on Skills Centre PLUS business and should be aware of the Highway Code and drive appropriately and within speed limits. In order to facilitate this when planning journey's adequate time for the journey must be allowed.

Staff should not be expected to drive an excessive number of hours in a day.

All Loads should be carried in the boot where possible or should be suitably secured.

8. Child Restraints

When staff are transporting children/young people they should ensure that the correct type of restraint is used and that it meets the required standards. Restraints should also be checked before use to ensure that they are well-maintained and fit for purpose, with no defects.

Child restraints are the collective term in the seat belt wearing legislation for baby seats, child seats, booster seats and booster cushions. Modern child restraints are designed for specific weight ranges of children. They have to meet UN ECE Regulations 44.03 (or subsequent) type approval standard and be marked with a label showing an 'E' and 44.03 or 03 and the weight range of the child, for which it is designed. These are approved for use in forward- facing or rear –facing seats.
Legislation requires all young people in cars, vans and other goods vehicles to be carried in the correct child restraint from birth until either are 135 cm (4'5") tall or have reached the age of 12 years (whichever comes first).
They must then use a seat belt.

Three exceptions allow children 3 years to 135cm in height to travel in the rear and use an adult belt –

- In a licensed taxi/private hire vehicle, if the right child restraint is not available.
- For unexpected necessity over a short distance, if the right child restraint is not available,
- Where two occupied child seats in the rear prevent the fitment of a third child seat.

Children under 3 years may travel in the rear of a taxi unrestrained if no child restraint is available.

If using other people's child restraints, they must be fitted in accordance with the manufacturer's instructions or demonstrated by the person loaning the restraint. The child restraint loaned or hired must be in good condition.

A rear facing child restraint (baby seat) must not be used in the front of vehicles where a passenger airbag is fitted.

Seat belt adjusters are comfort devices and not safety devices; check what the manufacturer says about them and their intended use.
The table on the following page shows the requirements of the regulations

*Children under 3 years must use the child restraint appropriate for their weight in all cars and van's with a single exception for the rear taxis. This means for example that they may not travel in cars, vans which do not have seat belts installed

** Example – A seven year old who is 140cm tall is over the height for a child restraint and may use an adult seat belt. A twelve year old who is 130 cm tall is over the age threshold and therefore may use an adult belt. If no seat belts are fitted in the front, then passengers including children and young people cannot travel in the front.

NB: CARS, VANS, GOODS VEHICLES WHICH DO NOT HAVE SEATBELTS FITTED MUST NOT BE USED TO TRANSPORT YOUNG PEOPLE.

For more detailed information on child restraint visit www.roadsafety.go.uk click on Think – Children – Child Car Seats.

Child Restraint Requirements as from 18th September 2006, for Cars, Vans and goods vehicles.

	Front Seat	**Rear Seat**	**Responsibility**
Driver	Seat belt must be worn if available		Driver
Child up to 3 years*	Correct child restraint must be used *	Correct child restraint must be used * If not available in a taxi, may travel unrestrained	Driver
Child from 3rd birthday up to 135cm in height (approx. 4'5" or 12th birthday whichever is reached first) **	Correct child restraint must be used	Correct child restraint must be used. Must use adult belt if the correct child restraint is unavailable: • in a licensed • taxi/private hire • vehicle • for a short • distance of • unexpected • need • two occupied child • restraints prevent • fitment of a third	Driver

		A child 3 and over may travel unrestrained in the rear seat of an older vehicle where seat belts are not available	
Child over 135 cm (approx. 4'5") or 12 or 13 years	Seat belt must be worn	Seat belt must be worn	Driver
Adult	Seat belt must be worn	Seat belt must be worn	Passenger
Passengers (14 years or over)	Seat belt must be worn	Seat belt must be worn	Driver

9. Children/Young People

Parents must give their permission for children/young people to be transported in a staff member's vehicle, where this is necessary. Every effort should be made to gain written consent but where this is not practically possible; details of the verbal consent should be recorded. If no type of consent is obtained, transportation should not be permitted.

Children/young people must behave appropriately while travelling in the vehicle. If there are any concerns during the journey a dynamic "on the spot" risk assessment should be carried out to determine if there is a significant risk to the driver or passenger and appropriate action taken.

If the child/young person has a medical condition that is likely to require additional support/medication, a copy of their EHCP plus appropriate medication must be available. A parent or member of staff who has received training in administering support/medication should accompany the young person in the vehicle.

10. Accidents/Incidents

In the case of a road traffic accident, these must be reported by the driver, to their own insurance company and passengers must be advised of the name and address of the insurance company, if wishing to make a claim.

All accidents/incidents that occur during working hours must be recorded and forwarded to the office, following your usual line managed procedure.

11. Sources of further information and support

- RoSPA (www.rospa.com/road-safety/resources/employers.htm)
- RoSPA Driver Training (www.rospa.com/drivertraining)
- Health and Safety Executive (www.hse.gov.uk/roadsafety)
- Department for Transport (www.dft.gov.uk/drivingforwork)
- Occupational Road Safety Alliance (www.orsa.org.uk)
- Local Authority Road Safety (LARSOA www.larsoa.org.uk)
- Benchmarking (www.fleetsafetybenchmarking.net/main)
- Driving for Better Business (www.drivingforbetterbusiness.com)
- Police forces, insurers and brokers, employers' associations, trades unions...