

# Every Learner Matters Policy (incorporating Every Child Matters)

## Introduction

This policy has been drawn up to assist staff in creating and maintaining excellent and welcoming training environments, conducive to learning, that inspire and support learners to develop and achieve. It is designed to guide staff whilst they are planning training and learning activities that are facilitated both on our premises and those at external locations.

The policy underlines the company's commitment to providing high quality training and learning that demonstrates consideration of the learner's health, safety and welfare under our Safeguarding Policy and further considers the wider elements of a learner's experience whilst enrolled with PETA Limited.

The term 'learner' includes both young learners and vulnerable adults as defined below:

- ▲ Young Learner means those under the age of 18 including all those up to their 18th birthday – are designated a 'child' within the terms of the Children's Act 1989.
- ▲ A Vulnerable Adult is generally an adult over the age of 18 years, who has a learning difficulty and/or disability, or is a learner without English as a first language or has health or mental issues.

## Policy Statement

As a Company we are committed to the health, safety and welfare of all learners who are in contact with the company and its employees or volunteers, either through recruitment, training, assessment, coaching or counselling. We recognise our duty of care and legal obligation to safeguard and promote the ongoing welfare of all our learners and consequently we aim to adopt the highest possible standards and take all reasonable steps when planning outcomes to meet the requirements of the Every Child Matters (ECM) Outcomes Framework.

To this end the senior management team, staff and volunteers of the Company are required to uphold this policy and abide by its principles in ensuring that every day learning encompasses and highlights where (if applicable) the 5 outcomes of ECM are met.

## The Principles (The 5 outcomes of Every Child Matters)

### 1 Staying Safe

*Definition:* The provision we make to ensure that learners stay safe from harm.

*Deployment:* We will achieve this by developing excellent safeguarding systems; ensuring that all staff with learner contact are CRB/ISA checked at the appropriate level, children and vulnerable adults are protected from bullying, harassment and other forms of maltreatment, discrimination, crime, anti-social behaviour, sexual exploitation, exposure to violence and other dangers. In support of this, we will ensure that all staff are appropriately trained to prevent issues of a safeguarding nature and can recognise and appropriately refer incidents if they should occur.

### 2 Being Healthy

*Definition:* Contributing to the development of healthy lifestyles for our learners.

*Deployment:* We will achieve this by promoting the following through our flexible learning programmes: physical, mental, emotional and sexual health; participation in sport and exercise; healthy eating and the drinking of water; the ability to recognise and work on situations where stress may be impacting upon learning; developing self-esteem; and the avoidance of drug taking including smoking and alcohol. In support of

this, we aim to provide excellent levels of Information, Advice and Guidance (IAG) for both students and staff. Training and development to help staff achieve these positive outcomes will be identified, delivered and supported in accordance with, and under the umbrella of, the following Quality Standards – Matrix, OSHAS 18001 2007, ISO 9001 2008 and Investor in People.

### 3 Enjoy and Achieve

*Definition:* Is about learners attending and enjoying their training, and the extent to which they make progress with regard to their learning and personal development.

*Deployment:* We will evaluate this by assessing and monitoring learners' progress, supporting learners with poor attendance and behaviour, and meeting the needs of potentially underachieving groups by differentiating outcomes in all sessions and providing excellent 1:1 mentor support. We will also promote further development by facilitating social, cultural, sporting and recreational activities. In addition, we will encourage all learners to express their views by means of regular surveys and the 'Learner Voice' initiative.

### 4 Achieve Economic Well-being

*Definition:* Preparing our learners for the acquisition of the skills, knowledge and attitudes needed for employment and for becoming economically independent.

*Deployment:* We will ensure that our teaching, learning and assessments include: developing self-confidence, teamwork, skills necessary to demonstrate work-readiness, and access to opportunities for work experience and community volunteering.

### 5 Make a Positive Contribution

*Definition:* Encouraging the development of self-confidence and enterprising behaviour in our learners, together with their understanding of rights and responsibilities, and their active participation in community life via community volunteering.

*Deployment:* We will ensure that during induction every learner receives learning to ensure they understand their rights and responsibilities. All learners will be encouraged to participate in 'Learner Voice' activities where they can have their say about new resources, curriculum and enrichment activities. We will support our learners to develop appropriate independent behaviour and to avoid engaging in antisocial behaviour.

**When planning any training or learning, staff must consider where the 5 outcomes are covered. In some cases only a few of the principles will naturally occur, it is not the number of principles that matter most, rather the way in which we identify that they occur and how we inform others.**

## Measuring Success

The ECM agenda is a high priority for PETA and it complements and supports many other policies and procedures that we currently follow. The key areas all relate to the health, safety and welfare of our learners – this automatically links to our Health & Safety Policy. Furthermore, the ECM agenda is about individuals and ensuring equality of access to all that we do – linking directly to our Equality and Diversity Policy. These two areas both fall under the larger umbrella which is Safeguarding and this involves each and every member of PETA staff. The successful implementation of this policy is essential for our learners' ongoing development and will be measured by the following methods:

- ▲ Staff training of the 5 outcomes, including lesson planning
- ▲ Staff and learner notice boards to display clearly the 5 outcomes.
- ▲ Teaching and Learning session plans that clearly identify where the 5 outcomes are met
- ▲ Internal and External Observation of Teaching and Learning will record how the 5 outcomes were met
- ▲ Internal and External auditing procedures to highlight ECM agenda

- ▲ Records of external enrichment activities
- ▲ Evidence that external activities are risk assessed and records stored appropriately
- ▲ Example of learners having access to sport and recreational activities. (e2e/FL)
- ▲ Verifying that learners have regular reviews to recognise their development needs and achievements
- ▲ Evidence that learners have access to, and are encouraged to participate in Community Volunteering activities (e2e/FL)

## **Auditing**

As part of our quality assurance processes we will implement a programme of internal auditing to ensure that this policy is effectively deployed across all areas of the business and that Every Child Matters outcomes are featured in our every day teaching and learning. Teaching and learning observations will play an integral part in our internal auditing, the results of which will be measured and reviewed on a regular basis as part of our Integrated Management System (IMS).

## **Further Information**

Appendix A provides further explanation of the principles, along with example situations of how they could be evidenced

Appendix B shows a simple lesson plan incorporating the 5 outcomes of ECM

Appendix C provides examples of Effective Practice as identified by Ofsted

## **Other Related Policies**

This policy should be read in conjunction with other related Company policies as listed on the Company's intranet.

## Appendix A

### An Explanation to Every Child Matters Policy

<p><b>Stay Safe</b></p>	<ul style="list-style-type: none"> <li>▲ Safe from maltreatment, neglect, violence and sexual exploitation</li> <li>▲ Safe from accidental injury and death</li> <li>▲ Safe from bullying and discrimination</li> <li>▲ Safe from crime and anti-social behaviour</li> <li>▲ Have security, stability and are cared for</li> </ul>	<p>This means that when we plan our training &amp; learning we will pay attention to safe activities, we will offer information, advice and guidance concerning external things that may impact upon learners' lives and we will be empathetic and sensitive to individuals' situations.</p>
<p><b>Be Healthy</b></p>	<ul style="list-style-type: none"> <li>▲ Physically healthy</li> <li>▲ Mentally and emotionally healthy</li> <li>▲ Sexually healthy</li> <li>▲ Have Healthy lifestyles</li> <li>▲ Choose not to take illegal drugs</li> </ul>	<p>This means that we will consider facilitating training &amp; learning that informs our learners about choices, about different lifestyles that may impact upon their futures. We will provide access to external agencies where learners can gain additional Information, advice and guidance.</p>
<p><b>Enjoy and Achieve</b></p>	<ul style="list-style-type: none"> <li>▲ Ready for education</li> <li>▲ Attend and enjoy learning</li> <li>▲ Achieve personal and social development and enjoy recreation</li> <li>▲ Achieve stretching national educational standards</li> </ul>	<p>This means that our training &amp; learning will be engaging, it will attract learners due to its relevance and staff competence, it will provide clear opportunities for achievement against national standards and will provide learners with feedback as to their future direction.</p>
<p><b>Achieve Economic Well-being</b></p>	<ul style="list-style-type: none"> <li>▲ Engage in further education, employment or training</li> <li>▲ Ready for Employment</li> <li>▲ Live in decent homes and sustainable communities</li> <li>▲ Access to transport and material goods</li> <li>▲ Live in households free from low income</li> </ul>	<p>This means providing training &amp; learning which will prepare individual learners for further engagement in education, employment or training, it will promote the need to become independent and gain sustainable employment and above all aim for a future that is financially secure.</p>
<p><b>Make a Positive Contribution</b></p>	<ul style="list-style-type: none"> <li>▲ Engage in decision making and support the community and environment</li> <li>▲ Engage in law-abiding and positive behaviour</li> <li>▲ Develop positive relationships and choose not to bully and discriminate</li> <li>▲ Develop self-confidence and successfully deal with significant life changes and challenges</li> <li>▲ Develop enterprising behaviour</li> </ul>	<p>This means empowering the learner to be active in their community, to develop a confident and assertive nature that will see them positively take their place in a law abiding, anti-discriminatory society.</p>

## Appendix B

### Example Lesson Planning

When staff create training and learning activities they will benefit by using simple language to highlight how they will address the 5 outcomes. One tried and tested method is to think of the acronym **S H E E P** and then in the session plan writing a brief explanation of how that particular outcome is met as shown in the following example applicable to E2E/Foundation Learning.

Example.

**S** - This activity will promote **staying safe** by introducing the Bullying and Harassment Policy to all learners

**H** – The learners will **be healthy** by being encouraged to use fresh vegetables and fruit in their cookery sessions

**E** – The learners will **enjoy and achieve** by participating in group discussion and completing the unit assessment

**E** – The learners will **achieve economic well-being** by identifying the issues of unemployment and lower income jobs, thus encouraging them to have greater aspirations and achieve higher level outcomes.

**P** – The learners will make a **positive contribution** by developing their self awareness and taking positive steps to independence by being law abiding and respectful in their community.

## Appendix C

### Particularly Effective Practice as identified by Ofsted

#### Including ECM outcomes in quality improvement activities

- ▲ These include the observations of lessons and other training activities, reviews of programmes/courses and self-assessment reporting
- ▲ Areas of learning including ECM outcomes as part of their curriculum delivery planning
- ▲ Working closely with partner schools in delivery of school link/diploma programmes to ensure ECM is taken into account (this may be having teachers accompany pupils or pupils taking part in college or provider health weeks)
- ▲ Providing a safe and welcoming learning environment
- ▲ Ensuring that curriculum enhancements are available to all learners

#### Staying safe

- ▲ Having policies and procedures that clearly demonstrate an ethos of zero tolerance to bullying and harassment
- ▲ Having clear procedures for dealing with anti-social behaviour and adequate security to prevent it
- ▲ Fully complying with legislation on safeguarding such as CRB checks and looking for good practice from other providers and organisations
- ▲ Maintaining a 'serious incident' log
- ▲ Training staff to identify and manage risks especially in relation to young people who may be staying away from home
- ▲ Having appropriate disaster plans
- ▲ Continually promoting safety to both staff and learners starting from induction onwards
- ▲ Having a "Personal safety day" - awareness about date-rape drugs, mobile phone theft, or increased vulnerability from the effects of alcohol, drugs or substance abuse
- ▲ Having a child and vulnerable adult protection group includes named staff to be contacted for all incidents with annual summary reporting
- ▲ Maintaining accident books and reviewing incidents in order to minimise future occurrence, including the workplace or subcontractors premises
- ▲ Providing 'lone worker' training for those who might be at risk
- ▲ Ensuring adequate lighting of all areas of delivery sites
- ▲ Carrying out adequate fire evacuation procedures
- ▲ Ensuring that any organised trips take account of the possibility of accidents/incidents
- ▲ Having community policing links/presence
- ▲ Local community police holding awareness events on personal safety
- ▲ Making learners aware of the risks of internet grooming

#### Being Healthy

- ▲ Having health events such as a 'healthy provider week' with health checks, dietary advice, quitting smoking help, etc

- ▲ Green travel projects such as encouraging cycling or walking to providers; providing adequate bicycle storage facilities.
- ▲ Anti-teenage pregnancy initiatives such as free contraception, advice lines, leaflets, visiting health workers
- ▲ Providing counselling services in house or facilitating their use with external services
- ▲ Self-help groups for staff and learners to stop smoking or control the use of other harmful substances such as drugs or alcohol
- ▲ Providing a completely smoke-free environment
- ▲ Encouraging awareness of sexual health such as access to STD testing and awareness days
- ▲ Working with local Primary Care Trusts to promote AIDS awareness
- ▲ Secondment of sexual health advisers in larger providers
- ▲ Having healthy drinks rather than carbonated sugary ones
- ▲ Having easy access to drinking water – some providers provide refillable drinks containers as drinking water helps learning
- ▲ Arranging sports clubs, fitness facilities and subsidising use of external facilities and arranging sports tournaments with other providers
- ▲ Helping learners to recognise signs of personal stress and develop strategies to manage it – particularly at examination times
- ▲ Ensuring that staff are advised and supported in identifying and appropriately referring learners with possible physical and mental health problems
- ▲ Providing appropriate support for learners who are concerned about any aspect of their health or welfare

### **Enjoying and achieving**

- ▲ Holding at least an annual 'celebrating success' event, with some providers doing so on a monthly basis
- ▲ Some providers have prestigious award presentation events in external venues with well-known personalities attending
- ▲ Publishing success stories as posters or as part of publicity materials/prospectuses
- ▲ Awarding certificates or badges/pins for milestones reached, particularly for Foundation learners
- ▲ Supporting learners with poor behaviour and attendance
- ▲ Planning and monitoring learners' personal and academic development
- ▲ Planning effectively to meet the needs of potentially underachieving groups
- ▲ Displays of the work of learners on walls or exhibitions towards the end of an academic year, including art, photographic and fashion shows
- ▲ Having individual reward schemes for exemplary attendance and punctuality such as book or cinema tokens or presents of pieces of equipment
- ▲ Having an enrichment programme such as organising external speakers or trips

### **Achieving economic well-being**

- ▲ Including a financial literacy module in apprentice training programmes
- ▲ Including preparation for budgeting in Entry to Employment programmes
- ▲ Foundation learners learning independent living skills such as time-keeping, learning to shop/budget and to travel independently

- ▲ Providing opportunities for work-based learning for all young people in a range of occupational areas
- ▲ Developing the skills and behaviour needed for economic well-being, such as skills to ensure effective studying or working life - e.g. - financial literacy, wider key skills, punctuality or team-working opportunities
- ▲ Providing access to good, impartial careers and higher education advice - allowing space for external careers specialists to have a permanent presence or to facilitate their working with learners at crucial times
- ▲ Having an up-to-date careers and higher education resource bank available to learners
- ▲ Supporting learners in their applications and providing CV and interview training
- ▲ Providing learners who require IT practical support to help them succeed in interviews, such as providing smart/business clothing
- ▲ Establishing links with higher education institutions to promote progression.

### **Making a positive contribution**

- ▲ More experienced learners participating with newer ones in mentoring or 'buddy' schemes, particularly in their first six to 12 weeks
- ▲ Taking part in schemes such as the Duke of Edinburgh awards
- ▲ Learners converting waste ground into a sports area, gardens or allotments
- ▲ Fund-raising for local charities, often with health or disability aims that learners can strongly associate with
- ▲ Participation in fund-raising or help for national or international charities, including hosting learners with disabilities or from poorer countries
- ▲ Establishing links with providers in other countries including exchange visits
- ▲ Providing opportunities to volunteer for work in community/charity events including working in foreign countries
- ▲ Taking an active part in events celebrating cultural diversity, for example, learners bring in examples of traditional food representative of different cultures
- ▲ Consulting learners about key decisions that affect them and taking account of their views