

14-16 Policy

SLT Member responsible for policy	Vice Principal Student Independence and Progression
Date of policy	December 2016
Date approved by SLT	December 2016
Date of next review	January 2019
Date Equality & Diversity Impact Assessment completed	December 2016

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Policy Introduction

The College's 14-16 policy outlines the principles and responsibilities for ensuring these learners are safe, well supported and achieve during their time at the College.

Hereward College has experience of supporting 14-16 learners, having worked closely over a number of years with Local Authorities and local schools to support and deliver 14-16 education to learners who have been unsuccessful in schools, are at risk of exclusion or have not been attending school for a range of reasons.

Vision, Values, Mission and Vision

This policy also supports the College's Vision, Mission and Values:

Vision

Each learner's experience at Hereward College will prepare them for the next stage of their life, with outstanding employability skills and much greater control over their own future. Their growing independence and well-being will enable their talents to shine.

The College Mission outlines how the College will meet the Vision:

Mission

Hereward helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers, ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.

Values

Respect

We believe that we should treat each other with respect, consideration and fairness

Honesty

We believe we should all be open and honest with each other

Achievement

We believe learners' progression is the most important goal for the College to achieve

Independence

We believe that learners should be more independent at the end of their time at College

Excellence

We believe we should all be focussed on continuously improving the quality of what we do to achieve excellent services

1. Policy

The College has a range of policies and procedures in place to ensure the safety of all learners at the College. To meet any additional requirements for 14-16 learners, and to ensure their safety in a post 16 environment, the following will be in force:

- The College will liaise with Local Authorities, previous schools, parents and carers prior to admission to ensure that the College can meet the needs of the learner

- All learners, including 14-16 year olds are assigned a progress coach who is responsible for monitoring attendance, reviewing progress and ensuring that the study programme is person-centred and destination led
- 14-16 year old learners will not be permitted to leave the College premises during the day without the express permission of their parent/carer or guardian
- A register is taken every morning and parents/carers or guardians are contacted by a member of staff from 10am onwards if there is an unauthorised absence recorded. In the event that a 14-16 year old learner leaves the College premises without permission, the College will contact the parent/carer or guardian immediately
- As part of the commitment to Personal, Social, Health and Economic education (PSHE), learners will be provided with information on how to keep themselves safe in a range of situations including e-safety, sexual health, safeguarding and Prevent

This policy applies to all 14-16 year old students who are placed at the College. It is designed to meet the statutory requirements of The Education (Special Educational Needs) (Information) (England) Regulations 1999, the Special Education Needs Code of Practice (2001 and the (0-25) Special Educational Needs Code of Practice, September 2014

2. Related policies

This policy should be read in conjunction with the following documents and guidance:

- Safeguarding Adult Protection and Child protection Policy
- Equality & Diversity Policy
- E-safety Policy & Procedure
- College Mission Vision & Values
- Health and Safety Policy
- Learner Leadership Strategy
- Visible ID Policy
- Anti-bullying Policy
- Behaviour and Disciplinary Policy
- Prevent Strategy
- Relationships and Sexuality policy

3. Responsibilities of the Governing body and staff

The governing body will ensure that:

- A member of the College's Senior Leadership Team is identified to take the lead role of managing the 14-16 cohort
- Academic progress and personal development of the 14-16 cohort is reported at Board meetings

The Senior Leadership Team will ensure that:

- Appropriate policies and procedures to safeguard and promote learner's welfare are followed
- That there are procedures in place to deal with allegations of bullying
- The conduct of learners towards each other is covered in the College's Student Behaviour and Disciplinary Policy, and any behaviour or disciplinary issues are dealt with accordingly

The DSL/Safeguarding Manager will:

- Monitor and report any safeguarding referrals and/or incidents, ensuring all incidents are recorded by staff
- Liaise with the appropriate external agencies and where appropriate refer incidents to Social Care and/or the Police
- Where a learner is still on a school roll, the DSL will liaise closely with the DSL from the school to agree actions following any safeguarding incident/concern

Progress Coaches will:

- Support 14-16 learners to integrate in the Hereward College environment
- Monitor attendance and academic progress
- Report any absence immediately to the learner's school or Local Authority
- When appropriate, notify parents/carers and lead a meeting to discuss progress
- Invoke the College's Behaviour and Disciplinary policy when necessary
- Provide regular updates to the placing school or Local Authority as agreed on a case by case basis

4. Procedures

Admissions Process

Application for places at the College for 14-16 learners are made directly to the Admissions team. The Admissions Panel carefully considers and assesses the needs of each individual learner, against the College environment and the skills and expertise of the staff team.

Interested young people and their parents/carers are invited to visit the College and are interviewed to discuss individual needs and the offer. Once an application is received and an interview has taken place, consideration is given to an offer of a place.

When a place is offered, the College liaises closely with the Local Authority, previous schools, parents/carers and other outside agencies as appropriate. Additional needs are identified before a learner starts College.

The College does not accommodate learners for whom physical intervention to control behaviour is a planned part of their personal development strategy.

Safeguarding

The College fully recognises its responsibilities for safeguarding learners and that learners with additional learning needs and disabilities are particularly vulnerable and at greater risk from all forms of abuse.

Where 14-16 learners are accessing the College, any safeguarding concerns will be reported to the Designated Safeguarding Lead (DSL) or deputy DSL as per the Safeguarding and Child Protection Policy. The DSL will liaise closely with the DSL from the young person's school. Where a learner has been home-schooled, the DSL will liaise directly with the necessary Local Authority.

If any emerging safeguarding concerns are raised, the DSL at the learner's school will take the lead liaising with external agencies and continue to work closely with the DSL at Hereward College. In the event of a home-schooled student, the DSL at the College will take the lead liaising with the Initial Contact Service at the Local Authority.

Learners behaviour

Learners are expected to behave with respect and consideration for others; meeting the College's commitment to equality of opportunity and recognising the primary function of Hereward as a learning environment (see Behaviour and Disciplinary Policy)

The rewards/warning system and incident meeting system outlined in the College's Behaviour and Disciplinary Policy is used with 14-16 learners, and some learners also have an additional Individual Agreement which is intended to promote positive behaviour during their time at College.

If a learner's behaviour warrants more formal disciplinary action, consideration is given as to how best to handle the situation. The College will investigate any serious misconduct in the usual way and if a Disciplinary hearing is required, the 14-16 learner's school will be notified and invited to attend the hearing. If the learner has been placed by the Local Authority, the relevant contact at the LA will be notified and invited to the hearing.

A range of penalties, outlined in the College policy may be awarded following a disciplinary hearing. If a permanent exclusion is found to be the appropriate penalty, the Department for Education Guidance on "Exclusion from maintained schools, Academies and pupil referral units in England" [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf) must be followed on all occasions.

A 14-16 learner cannot be given any period of "time out" from College as outlined in the College's Behaviour and Disciplinary Policy

Attendance

Learners are expected to attend all lessons on time and wear their College lanyard at all times (see Visible ID Policy).

Learners are expected to inform the College if they are not going to be attending College due to illness etc.as soon as is practicably possible. The Progress Coach will, in turn, notify the learner's school of the absence.

Learners attendance is closely monitored by their allocated Progress Coach who is notified if there is any unauthorised absence.

The allocated Progress Coach follows up on any unauthorised absence with the learner and the parents/carers, as well as notifying the learner's school or Local Authority. The College's Attendance Procedure is used to manage any incidents of unauthorised absence.

Initial Equality Impact Assessment Screening

Name of policy or service	14- 16 Policy
Author of impact assessment (name and job title)	Jon Clugston Vice Principal – Student Independence and Progression
Date impact assessment completed	29 th November 2016
Is this a new or reviewed policy or service?	New policy/service <input checked="" type="checkbox"/> Date of policy/service 29 th November 2016 Reviewed policy/service <input type="checkbox"/> Date of review

Briefly describe the aims and purpose of the policy	The College's 14-16 policy aims to outline the principles and responsibilities to ensuring these learners are safe, well supported and achieve during their time at the College.
Who is intended to benefit from this policy and in what way?	14-16 learners
What could contribute or detract from achieving the aims and purpose of the policy?	
What evidence or data has been collected and used to determine the impact on equality groups. Have any data gaps been identified.	N/A

		Comments / Evidence
Has consultation on this policy indicated any possible concerns or issues in relation to equality, diversity and inclusion?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Is there an opportunity to promote equality of opportunity by this policy?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	To promote full access to the College offer for those learners under 16 and to ensure they are safe and well supported

Potential impact on grounds of:

Race	Positive Negative <input type="checkbox"/> No impact <input type="checkbox"/>	
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		Comments / Evidence
Disability	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Gender	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Gender reassignment/identity	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Age	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Sexual orientation	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Religion or belief	Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/> No impact <input type="checkbox"/>	
Marriage and civil partnerships	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	

		Comments / Evidence
Pregnancy and maternity	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	

If any potential negative impacts of this policy or service have been identified then a full equality impact assessment form should be completed.