

LEARNER IMPORTANT INFORMATION, PROCEDURES AND POLICIES

Prevent **Safeguarding**
Additional Support Needs

British Values **Health & Safety**

Learner Code Of Conduct

E-Safety **Lacking In Progress**

Plagiarism **Malpractice**

Anti Bullying **Complaints**

Appeals **Equality & Diversity**

Inclusion **Privacy**

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Learner Code of Conduct

As a Dynamic Training learner, it is your responsibility to:



Safer Learning

Your Rights and Responsibilities

You have the right to feel safe where you learn. Other people should not hurt or abuse you.

Your responsibilities are:

- to respect other people's rights to safety; not to hurt or abuse others
- not to threaten to hurt or abuse others

Physical abuse

People should not touch you in a way that hurts.

Financial, money or material abuse

People should not steal from you.

Sexual abuse

People should not touch you or make you touch them in a way that makes you feel uncomfortable or upset.

Radicalisation

People should not get you involved in violent (religious or non-religious) extremist ideas or methods. If you are aware that someone else is, inform the team.

Domestic violence

People should not be violent or show aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner.

Neglect

If you have personal care support, people who are there to help you should not neglect you or ignore you.

Psychological or emotional abuse

People should not upset you by bullying or teasing you.

Discrimination

People should not treat you badly because of your age, disability, gender, ethnicity, religion, or who you choose for your girlfriend or boyfriend.

Exploitation

People should not make use of something in order to get an advantage from you, the act of using someone unfairly

What should you do if you think you are being hurt or abused?

If you think you have been hurt or abused by another student or learner, member of staff or visitor, you should report this as soon as possible. Contact one of our Designated Safeguarding Leads and tell them what is happening:

Toni Goodliff - Curriculum Lead/Designated Safeguarding Lead

M: 07827 870402

E: safeguarding@dynamictraining.org.uk

Vanessa Cole - Head of Operations/Designated Safeguarding Lead

M: 07825 166735

E: safeguarding@dynamictraining.org.uk

Victoria Lane - Curriculum Lead/Designated Safeguarding Lead

M: 07876 832773

E: safeguarding@dynamictraining.org.uk

James Powell - Curriculum Lead/Designated Safeguarding Lead

M: 07487 646873

E: safeguarding@dynamictraining.org.uk





Induction content

- Introduction to Safeguarding & Prevent
- British Values



Planning meeting - OneFile learning assessment record set covering:

- Prevent training
- Reading the Dynamic Training Important Information and Policies Handbook



For those working in the Health and Social Care sectors

- FGM and serious case reviews training (level 1 - 4)



On the first Monday of each month Dynamic will post news about safeguarding and prevent on your OneFile home page. Please read the update and reflect on what you have learnt in your learner journal and how this may impact your work.



Welfare and safeguarding will be discussed at every formal progress review, however if you have any concerns, please inform your allocated coach immediately or follow our safeguarding procedure and email safeguarding@dynamictraining.org.uk



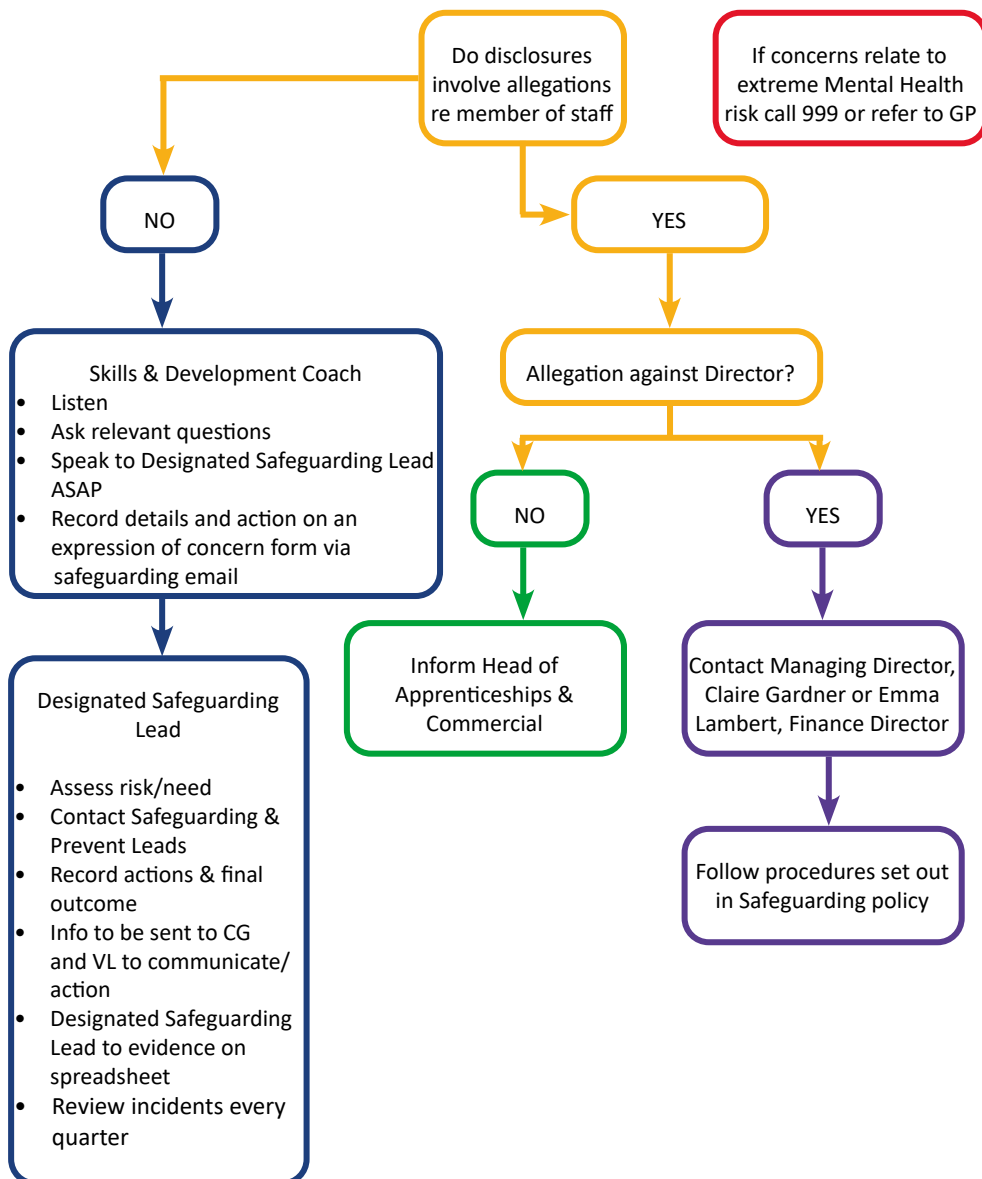
Upon completion of your qualification, you should be able to explore political, religious and social issues, challenge views that do not demonstrate our British values and know how to safeguard those at risk of harm.

Learner Safeguarding and Prevent Process

Are you feeling concerned or at risk?

Email safeguarding@dynamictraining.org.uk or speak to your Skills & Development Coach

Dynamic Training UK Ltd staff will follow the below process



Safeguarding Policy

Policy Statement

Dynamic Training UK Ltd is actively committed to the safeguarding and wellbeing of all our learners and fully recognises its responsibilities for protecting vulnerable groups. Dynamic Training UK Ltd believes that it is always unacceptable for a child (A 'child' is defined as anyone under the age of 18 years and up to their 18th birthday), young person or adult to experience abuse of any kind and recognises its responsibility to safeguard and promote the welfare of children, young people and adults at risk, by a commitment to practice which protects them.

Objectives

The aim of the policy is to ensure commitment understanding and responsibilities, and to identify signs that there might be a safeguarding concern and to take action.

The Dynamic Training Safeguarding Team

Dynamic Training UK Ltd as part of its duty of care has appointed a Safeguarding Team with a Senior Designated Safeguarding Lead (SDSL) and Designated Safeguarding Leads (DSL) to support the process of safeguarding children, young people and adults at risk. The safeguarding team includes members of the senior management team.

Anyone can report a safeguarding concern directly to any of the safeguarding team who will then follow internal processes to ensure that the need of the learner / staff member is assessed / met. It is the policy of Dynamic Training UK Ltd to report any and all safeguarding concerns to one to the DSL team via our safeguarding email inbox within 24 hours of the concern being raised.

The Dynamic Training UK Ltd Safeguarding Team includes:

Senior Designated Safeguarding Leads (SDSL)

Victoria Lane - Curriculum Lead

M: 07876 832773

E: safeguarding@dynamictraining.org.uk

Claire Gardner – Managing Director
 M: 07812544712
 E: safeguarding@dynamictraining.org.uk

Designated Safeguarding Leads (DSL)

Vanessa Cole - Head of Operations
 M: 07827 870402
 E: safeguarding@dynamictraining.org.uk

James Powell - Curriculum Lead
 M: 07487 646873
 E: safeguarding@dynamictraining.org.uk

Oliver Hill – Head of Apprenticeships and Commercial
 M: 07754 557918
 E: safeguarding@dynamictraining.org.uk

In an emergency

If you think a child(A 'child' is defined as anyone under the age of 18 years and up to their 18th birthday), young person or adult is in immediate danger you should call **999**

[When-to-call-the-police--guidance-for-schools-and-colleges.pdf](#)

You must also be aware that young persons with an Education and Health Care Plan (EHCP) up the age of 24 also come under child legislation.

Key External Agencies

Kingston & Richmond Safeguarding Children's Partnership (KRSCP)

Business Support Officer Phone: 07834 386459 - if you call this phone and do not get through to a person please leave a voicemail with you telephone number and name.

Richmond Single Point of Access (SPA) on 020 8547 5008 (outside of office hours, please ring 020 8770 5000) iscb-support@kingrichlscb.org.uk

Boroughs we are engaged with:

Brent, Harrow, Hillingdon, Kensington & Chelsea and Westminster Umbrella

Ord (Central North West London NHS Trust. Tel: 0800 0234 650,

Email: cnw-tr.spa@nhs.net

Website: www.cnwl.nhs.uk/service/single-point-of-access-north-west-london-adult-community-mental-health-services/

Bromley - Children's services (Mon-Fri, 8:30am-5pm): 020 8461 7373 / 7379 / 7026 Out of hours/weekends/public holidays: 0300 303 8671

Email the Multi-Agency Safeguarding Hub (MASH): mash@bromley.gov.uk

Croydon - Single Point of Contact (SPOC) on 0208 255 2888 – Monday to Friday, 9am to 5pm.

Camden - 020 7974 3317 (out of hours: 020 7974 4444).

Lambeth - 020 7926 5555 helpandprotection@lambeth.gov.uk

Southwark - Multi-Agency Safeguarding Hub (MASH) to make a referral on 020 7525 1921. For an out of hours social worker, phone 020 7525 5000.

Westminster - Westminster Access Team – Tel: 020 7641 4000

(Out of hours – 020 7641 6000)

Email: AccessToChildrensServices@westminster.gov.uk

Police Child Abuse Investigation Team (CAIT) 020 8247 6331

NSPCC 0808 800 5000 (Monday to Friday 10am – 6pm and 12pm – 4pm at the weekend)

'Prevent' Contacts DFE.counter.extremism@education.gsi.gov.uk

Jennie Fisher – Regional London Prevent Co-ordinator -Jennie.fisher@education.gov.uk -M 07880 469 588

www.gov.uk/government/publications/prevent-duty-guidance

The Regional HE/FE Prevent Coordinators:

North East and Yorkshire Contact: Chris Sybenga

Email: chris.sybenga@education.gov.uk Telephone: 07384 456 640

North West

Contact: Nigel Lund

Email: nigel.lund@education.gov.uk Telephone: 07384 452 146

West Midlands

Contact: Hifsa Haroon Iqbal

Email: Hifsa.haroon-iqbal@education.gov.uk Telephone: 07785 654 148

East Midlands

Contact: Sam Slack

Email: sam.slack@education.gov.uk Telephone: 07384 452 156

Eastern England Contact: Dave Layton-Scott

Email: david.layton-scott@education.gov.uk Telephone: 07384 452 155

South West

Contact: Cheri Fayers

Email: Cheri.FAYERS@education.gov.uk Telephone: 07392 135 873

South East

Contact: Alamgir Sheriyyar

Email: alamgir.sheriyyar@education.gov.uk Telephone: 07468 714 372

London

Contact: Jennie Fisher

Email: jennie.fisher@education.gov.uk Telephone: 07880 469 588

DfE's investigates extremism concerns and allegations related to adults working in or connected to the education sector (from early years to HE). You can also [click here](#) to log any concerns directly.

Scope and purpose of this policy

Scope

This policy covers safeguarding of children and adults at risk, learners and those learners of sub-contracted employer provider & supporting provider provisions. This policy also aligns our compliance with the [Government Prevent strategy](#).

An adult at risk (previously vulnerable adult) is defined as anyone aged 18 or over and at risk of abuse or neglect because of their need for support or personal circumstance.

Purpose

The purpose of this policy is:

- To provide protection for the children, young people or adults at risk who receive Dynamic Training UK Ltd services,
- To provide staff with guidance on procedures they should adopt if they suspect a child, young person or adult at risk may be experiencing, or be at risk, of harm or radicalisation
-

We apply the following 6 principles of safeguarding:

1. **Empowerment** - People being supported and encouraged to make their own decisions and informed consent
2. **Prevention** - It is better to take action before harm occurs.
3. **Proportionality** - The least intrusive response appropriate to the risk presented.
4. **Protection** - Support and representation for those in greatest need.
5. **Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
6. **Accountability** - Accountability and transparency in safeguarding practice.

We seek to safeguard children, young people and adults at risk by:

- valuing them, listening to and respecting them
- adopting child/adult protection guidelines through procedures and a code of conduct for staff and learners
- sharing information about child/adult protection and good practice with children, parents/carers, staff and learners
- sharing information about concerns with agencies who need to know, and involving parents/carers and young people/adults at risk appropriately
- providing effective management for staff through supervision, support and training. Safeguarding and Prevent training will be included in the mandatory induction for staff and will be updated every 3 years as a minimum.
- that we have Designated Safeguarding Leads who have received appropriate training and support for this role
- that all staff and learners are aware of our Designated Safeguarding Leads. Designated Safeguarding Leads are discussed during induction, via the learner handbook and via posters located throughout the training centres and website and during internal training and awareness sessions
- that all staff are aware and understand their responsibilities in relation to safeguarding and in being alert to the signs and indicators of abuse and for referring any concerns directly to the Designated Safeguarding Leads
- that effective safeguarding procedures are developed, implemented and monitored to ensure their effectiveness. These procedures are based on the 5R's approach of Recognition, Response, Record, Report, and Refer
- that we develop effective links with relevant external agencies, local safeguarding boards and co-operate with any requirements with any safeguarding referral matters
- that our safeguarding is effective and aligned to Ofsted's Education Inspection Framework.
- that we keep written records of safeguarding concerns, even when there is no need to refer the matter to the relevant agencies.
- that all records are stored securely and in accordance with the Data Protection Act (2018)
- establishment or use of existing mechanisms for understanding the risk of radicalisation
- that staff understand the risk of radicalisation
- that staff communicate and promote the importance of duty of care
- staff implement safeguarding and are trained sufficiently
- we operate safer recruitment practices in accordance with the legislative document Keeping children safe in education (Sept 2022)

- we maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff checks the SCR regularly to ensure that it meets statutory requirements.
- all staff have current DBS to the enhanced level even if it is not required in the job description as there could be the opportunity for staff to come into contact with learners of all ages. All staffs Enhanced Level DBS will then be rechecked every 3 years
- that staff raise awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support learners effectively and help keep them safe
- staff raise awareness of safeguarding to all of our learners and ensuring that the learners who are most vulnerable are equipped with the skills and knowledge needed to keep them safe
- we develop and implement procedures for identifying and reporting cases or suspected cases of abuse
- we establish safe environments in which vulnerable groups can learn and develop
- establish and maintain an environment where learners feel secure, are encouraged to talk, and are listened to
- learners know that there are designated staff within Dynamic Training UK Ltd whom they can approach if they are concerned or worried
- we include opportunities within our ongoing assessment process and classroom delivery for learners to develop the skills they need to recognise and stay safe
- we have due regard to the need to prevent people being drawn into terrorism
- following the enrolment onto any of our programmes, all learners must complete mandatory modules on Safeguarding, Online Safety and Prevent and British Values. This will be the start of the on-going natural embedding into their curriculum.

We recognise and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation:

- o Children Act 1989
- o Education Act 2002
- o Working Together to Safeguard Children (2018)
- o Children and Families Act (2014)
- o Keeping Children Safe In Education (September 2022)
- o Safeguarding Vulnerable Groups Act
- o Protection of Freedoms Act (2012)

- o Disclosure and Barring Service Code of Practice (updated 2015)
- o Sexual Offences Act (2003)
- o Every Child Matters (2004)
- o Equality Act (2010)
- o The Counter Terrorism and Security Act 2015 (Prevent)
- o Safeguarding Children and Safer Recruitment in Education (Sept 2020)

What is safeguarding and Child Protection?

Safeguarding is what we do as a society to protect individuals (in particular, children and vulnerable adults) from harm such as abuse, neglect, and sexual exploitation. Safeguarding ensures children grow up with the best life chances and that all individuals are given safe and effective care.

Child protection is very similar—however, child protection is what we do as a society to protect children who have already experienced abuse, neglect, sexual exploitation, or have otherwise been harmed.

In short terms, safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm.

Recognise – Respond – Record - Report

We are committed to reviewing this policy and good practice annually.

It applies to all learners under the age of 18 (child) or those over 18 who are considered to be 'adults at risk'.

A 'child' is anyone under the age of 18 years and up to their 18th birthday.

The term 'vulnerable adult' has been used to replace 'adult at risk'. This is because the term 'adult at risk' may wrongly imply that some of the fault for the abuse lies with the adult abused.

An adult aged 18 years or over 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (DH, 2000). This definition is taken from the current Department of Health guidance to local partnerships. Other definitions exist in partner organisations.

An adult at risk may therefore be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment

- has a learning disability
- has a physical disability and/or a sensory impairment?
- has mental health needs including dementia or a personality disorder
- has a long-term illness/condition?
- misuses substances or alcohol
- is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse
- is unable to demonstrate the capacity to make a decision and is in need of care and support.

(This list is not exhaustive.)

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Categories of abuse

Physical abuse - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse - the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (this known as peer-on-peer abuse)

Neglect and acts of omission - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-takers; or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Definitions taken from Working Together to Safeguard Children 2018)

Financial abuse - including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions

Discriminatory abuse - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion

Institutional abuse - this can sometimes happen in residential homes, nursing homes or hospitals when people are mistreated because of poor or inadequate care, neglect and poor practice that affects the whole of that service

Domestic violence - can include psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence; Female Genital Mutilation; forced marriage

Modern slavery - encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Organisational abuse - including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation

Honour based abuse - (often referred to as Honour Based Violence) is defined as any crime or incident, which has or may have been committed to protect or defend the honour of a family and/or community.

Crimes can include harassment, assault, false imprisonment, threats to kill, rape and murder. There's no 'honour' in murder or abuse of an individual's human rights.

Honour based abuse can be distinguished from domestic abuse and other forms of violence as it is committed with some degree of approval and/or collusion from family and/or community members, in response to perceived immoral/shameful behaviour, which is deemed to have breached the honour code of the family or community. It may also be linked to misconceptions about culture and/or religious belief.

Forced marriage - too often forced marriage is mistakenly understood to be, or linked to, arranged marriage. In arranged marriages the families of both spouses take a leading role in arranging the marriage, but the choice whether to accept the arrangement remains with the individuals.

In forced marriage at least one party does not consent to the marriage and some element of duress is involved. Duress can be physical, or extreme emotional/psychological pressure. Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although there is evidence to suggest that as many as 15 per cent of victims are male.

Female genital mutilation - The World Health Organisation defines Female Genital Mutilation as “all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.” There are no health benefits to the procedures which can cause severe bleeding and problems urinating, and later, potential childbirth complications and new-born deaths.

Female Genital Mutilation is mostly carried out on girls up to 15 years old. Worldwide it is estimated that 100 to 140 million girls and women are currently living with the consequences of Female Genital Mutilation. An estimated 92 million girls from 10 years of age have undergone Female Genital Mutilation in Africa alone.

Self-neglect - this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. This may also be supported by mental health teams

Significant harm - some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children

Grooming - grooming is the process of getting to know and befriending a child with the intention of sexually abusing them. A groomer can be a

stranger or someone the victim already knows and trusts, for example through a friend or family, or at a club they go to. Grooming can take place online or in person and it can happen over a short or long period of time - from days to years.

Internet grooming - grooming isn't restricted to online, but the internet can provide paedophiles anonymity to act more freely, and access to children who are not under direct parental supervision. Groomers are good at lying about who they are, particularly online where they can create a false identity and pretend to be younger than they are. People can be groomed online through:

- social media networks
- text messages and messaging apps, like WhatsApp
- email
- text, voice and video chats in forums, games and apps

Mental Health - is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right.

What helps good mental health?

For children to remain mentally well they need:

- good physical health (including good diet and regular exercise).
- to be able to explore and develop interests (through their environment, play and interaction with others).
- to feel part of a family (feeling as though they belong, get along with others, are loved, valued and safe).
- to be supported to learn, be optimistic and feel that they have a say.
- to feel part of a community (e.g., school / nursery / etc.).
- to be supported to cope when things do not go well.
- to be supported to learn how to problem solve.

Cyberbullying - is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other chat rooms can be great fun and a positive experience.

Upskirting - is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now a specific criminal offence in England and Wales.

Radicalisation and extremism - some children and adults maybe exposed to extreme religious and social beliefs which could damage their own family relationships and risk their safety in society and not be recognised as British Values. Exposure could be accessed through social/religious and political groups, media and the internet. It is having vocal or active opposition to fundamental British values, including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Keeping Children Safe in Education (KCSIE 2022) recognise other safeguarding issues which may give cause for concern:

Serious Violent Crime - all staff to be alert to indicators that may signal that children are at risk from, or involved with, serious violent crime. Such indicators include:

- increased absence from provision
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

Child criminal exploitation: County Lines - is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns to make more money. This can have a big effect on the community who live there and bring with it serious criminal behaviour.

County Lines can:

- affect any child or young person (male or female) under the age of 18 years.
- affect any vulnerable adult over the age of 18 years.

- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- be carried out by individuals or groups, males or females and young people or adults.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Some of the signs of county lines involvement and exploitation are:

- A child or young person going missing from school or home or significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside of the area
- Individuals with multiple mobile phones, tablets or 'SIM cards'
- Young people with more money, expensive clothing, or accessories than they can account for
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associations with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

Child Sexual Exploitation (CSE) - is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends

- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Child on child sexual violence and sexual harassment

As part of the statutory guidance 'Keeping Children Safe in Education' (September 2022) is about how we identify, report and record sexual violence and sexual harassment. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into further education.

As a Provider, Dynamic Training UK Ltd recognises that we need to be vigilant to the behaviours that have the potential to affect young people once they start their apprenticeship.

We are aware that sexual harassment or violence can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff working with children and young people, including vulnerable adults, are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Dynamic Training UK Ltd recognises we should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation).

Physical signs that may indicate that a child or vulnerable adult is being or has been abused:

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally
- An injury for which the child's or adult's explanation appears inconsistent
- Bruising/burns/cigarette burns/fractures which are unexplainable
- Genital injuries/infections/bleeding or discomfort
- Sudden speech disorders, delayed development, failure to grow
- Constant hunger, stealing food, frequently dirty, smelly,
- Untreated medical conditions or lack of treatment for illness or injury

A behavioural sign that may indicate a child or adult has been abused or is being abused:

- Inappropriate sexual awareness or sexually explicit behaviour
- The child appears distrustful of adults
- Unexplained changes in behaviour
- Concerning behaviour
- Aggressive behaviour or severe temper outburst
- Running away, not wanting to go home
- Cover up clothing to hide injuries
- Flinching when approached, fear of adults, fear of men or women
- Depression, low mood, self-harm, eating disorders
- Sexualised language, play, drawings or knowledge
- Nightmares, bed wetting
- Behaving increasingly secretly, possessing unexplained amounts of money, gifts
- Drug and alcohol abuse, suicide
- Excessive lack of confidence, need for approval, attention or affection
- Missing classes, appointments, being continually late
- Difficulty forming relationships, no friends

The recognition of abuse is not easy, and it is not the place of staff to make such a judgement. However, it is their responsibility to act on concerns in order to safeguard the welfare of the child/adult. If you feel uneasy about something you have seen or heard which could be deemed to be child abuse, seek advice from a Dynamic Training Designated Safeguarding Lead (DSL).

Doing nothing is not an option

In some cases of suspected abuse parents/carers may not be informed first. This is the decision of the Designated Safeguarding Lead.

Reasonable physical restraint to prevent a child from harming themselves, another person, or from causing serious damage to property is not deemed to be abuse.

Once you suspect or know of any abuse of any child or vulnerable adult, you should immediately inform the Designated Safeguarding Lead in person or by telephone. Even if you have only heard rumours or abuse, or you have a suspicion but do not have firm evidence, you should still contact the Safeguarding Lead to discuss your concerns. You should also contact the Safeguarding Lead if you know or suspect that a member of staff or student has a previous history of abuse or children and/or vulnerable adults.

If the Designated Safeguarding Lead is not immediately available, you should contact another. You must not try to investigate the matter on your own. Staff are not equipped or qualified to do so. Contact details for the Designated Safeguarding Leads can be found within this policy & procedure and on notices at any of the company sites and websites.

If, following initial contact with the Designated Safeguarding Lead, a written report must be prepared and sent via safeguarding email address. A written report is essential to prevent any misrepresentation of your findings and should be sent to the Designated Safeguarding Lead within 24 hours of the suspicion arising. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much details as possible, including any apparent physical signs of abuse or other circumstances which have led to your suspicions, or the account given to you of abuse by the child or vulnerable adult concerned, as accurately as you are able to record it. If you are unsure about what to write, you can get advice from the Designated Safeguarding Lead.

If a child or vulnerable adult comes to you with a report of apparent abuse, you should listen carefully to the child or vulnerable adult, using the following guidelines. When listening to a child or vulnerable adult, staff must;

- allow the child or vulnerable adult to speak without interruption;
- never trivialise or exaggerate the issue;
- never make suggestions;
- never coach or lead the child or vulnerable adult in any way;
- reassure the child or vulnerable adult, let them know you are glad they have spoken up and that they are right to do so;
- always ask enough questions to clarify your understanding, do not probe

- interrogate – no matter how well you know the child or vulnerable adult – spare themselves having to repeat themselves over and over;
- be honest – let the child or vulnerable adult know that you cannot keep this a secret; you will need to tell someone;
- try to remain calm – remember this is not an easy thing for them to do;
- do not show your emotions – if you show anger, disgust or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them;
- let the child or vulnerable adult know you are taking the matter very seriously;
- make the child or vulnerable adult feel secure and safe without causing them any further anxiety.

The Designated Safeguarding Lead will be responsible for recording essential information about each case and for collecting reports and notes as appropriate.

Any detailed information about a case will be confined to the Safeguarding overall Lead, the Designated Safeguarding Lead, the Head of Apprenticeships and Commercial and/or personnel (if not involved in the allegations), and the parents/guardians/carers and the individual concerned. Where a referral to an external agency is to be made, the Designated Safeguarding Lead will advise the Designated Person for Safeguarding. The Manager(s) and staff reporting the allegations will be kept informed of the progress of the case on a 'need to know' basis.

Next Steps

Taking into account all the information available, the Designated Safeguarding Lead will decide on the next steps, which may include taking no further action. Where the Designated Safeguarding Lead decides that further action is necessary, this may be to;

- Seek further advice from the Children's Trust
- Make a referral to the appropriate agency, as signposted
- Report the incident to a designated Social Worker as signposted
- Report the matter to the police if a crime is suspected if a referral is made, this must be confirmed in writing to the appropriate agency within 24 hours.
- Any Prevent risk, the Designated Safeguarding Lead should notify the relevant BIS Prevent Co-ordinator and others as necessary such as the SFA EFA Police and local authority.

The Designated Safeguarding Lead may consider that those involved may require counselling. Where it is felt there is a need for counselling, (which could be for the child/ren, other students, staff, parents or carers involved) the Designated for Safeguarding Lead will make the necessary arrangements.

Confidentiality

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the child and vulnerable adults is the overriding concern. The degree of confidentiality will be governed by the need to protect the child or adult at risk. The child or vulnerable adult should be informed at the earliest possible stage of the disclosure that the information will be passed on. All conversation regarding a child or vulnerable adult should always be held in private, Dynamic Training UK Ltd complies with the requirements of the Data Protection Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child and adult at risk. Whatever happens, you should always be open and honest with the child or vulnerable adult if you intend to take the case further.

This Safeguarding Policy overrides Data protection where it is deemed that an individual is at risk. Staff must not discuss the case with anyone other than those involved in the case. If staff have any concerns about the progress of the case or have any other concerns these must be discussed with the Designated for Safeguarding Lead.

Allegations against staff

The primary concern of the organisation is to ensure the safety of the child and vulnerable adult. It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally whatever the validity. There are occasions where a child or vulnerable adult will accuse a member of staff of physically or sexually abusing them. In some cases, this may be false or unfounded. However, in some cases the allegations may be true. Any instance of a child or vulnerable adult being abused by a member of staff is particularly serious. On the other hand for an innocent person to be accused of such an act is a serious ordeal which can result in long-term damage to their health and career.

In the event that any member of staff suspects any other member of staff of abusing a student, it is their responsibility to bring these concerns to the Head of Apprenticeships and Commercial or Managing Director (following process chart).

On being notified of any such matter the Head of Apprenticeships and Commercial and/or Managing Director shall;

- Take such steps as she/he considers necessary to ensure the safety of the child or vulnerable adult in question and any other child or vulnerable adult who might be at risk
- Report the matter to the local social services department
- Ensure that a report of the matter is completed by the person who reported the original concern.

If the concern is related to the Prevent Agenda the Designated Safeguarding Lead shall complete the following step/s:

- Assess the nature and extent of the risk
- Develop the most appropriate support for the individual
- Refer to multi agency partners / Channel

Staff Code of Conduct

Dynamic Training UK Ltd recognises that it is not practical to provide definitive instructions that would apply to all situations at all times whereby staff come into contact with children and vulnerable adults and to guarantee the safeguarding and protection of children and vulnerable adults and staff.

Staff however should have sufficient training to recognise vulnerable learners and be aware of what action to take. This will include making referrals to the Channel Programme and where to get additional advice and support.

However, below are the standards of behaviour required of staff in order to fulfil their roles and duty of care. This code should assist in the safeguarding and promotion of the welfare of children and vulnerable adults and members of staff. These guidelines also apply to volunteers who work in an unpaid capacity in company premises.

Staff must:

Implement the Safeguarding Policy and Procedures at all times, including acting to promote children and vulnerable adult's welfare, follow the Prevent Agenda and challenge unsuitable behaviour and beliefs. Management, delivery and support staff are to exemplify Fundamental British Values and all are to treat other people with respect to the protected characteristics of the Equality Act 2010. Staff must understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas.

Staff must never:

- Engage in rough, physical games including horseplay with children and vulnerable adults/students.
- Allow or engage in inappropriate touching of any kind.
- Touch should always be in response to the child or vulnerable adult's need.
- Touch should always be appropriate to the age and stage of development of the child or vulnerable adult.
- Touch should always be with a child or vulnerable adult's permission.
- Do things of a personal nature for children or vulnerable adult they can do for themselves or that their parent can do for them.
- Force is usually used to either control or restrain this can range from guiding a child or vulnerable adult to safety by the arm through to more extreme circumstances such as breaking up a fight or where the individual needs to be restrained to prevent violence or injury. In all circumstances, physical restraint must be appropriate and reasonable; otherwise the action can be defined as assault.
- Make sexually suggestive comments to or within earshot of a child or vulnerable adult.
- Have children or vulnerable adults on their own in a vehicle. Where circumstances require the transportation of children or vulnerable adults in their vehicle, another member of staff/volunteer must travel in the vehicle. It is also essential that there is adequate insurance for the vehicle to cover transporting children or vulnerable adults as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport a child or vulnerable adult on their own, it is essential to take another leader and the parent is notified immediately.
- Take a child or vulnerable adult to the toilet unless another adult is present or has been made aware (this may include a parent, group leader).
- Spend time alone with a child or vulnerable adult on his/her own, outside of the normal tutorial/classroom situation. If you find you are in a situation where you are alone with a child or vulnerable adult, make sure that you can be clearly observed by others.
- Engage in a personal relationship with a child or vulnerable adult/student or a vulnerable adult who becomes student, beyond that appropriate for a normal teacher/student relationship.
- Give learners their personal mobile telephone number or use their personal mobile to communicate with learners. This includes the sending and receiving of texts from a personal mobile.

NSPCC helpline Report Abuse in Education

A helpline has been created by the NSPCC to report current or non-recent abuse in education. The helpline is there to help:

- children and young people who want to share current and non-recent experiences of sexual abuse and harassment
- children and young people who want to talk about being involved in or witnessing any incidents
- anyone who works or volunteers in a school setting and needs support and guidance
- adults who have experienced non-recent abuse
- parents and carers who are concerned about their own child or other children.

Young people and adults can contact Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Related Dynamic Training policies

There are other specific Dynamic Training UK Ltd policies that have our approach to safeguarding embedded within them, with the purpose of ensuring that safeguarding practice is embedded in them. These include:

- [Safer Recruitment Policy](#)
- [Whistle Blowing Policy](#)
- [Privacy Policy](#)
- [Health and Safety Policy](#)
- [Complaints Policy](#)
- [Modern Slavery Statement](#)
- [Anti-bullying Policy](#)

Prevent Policy

Prevent is a strand of the Government counter terrorism strategy – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

The current threat level from international terrorism in the UK is severe which means that a terrorist attack is highly likely.

Further education providers are major education and training providers for the 16 – 25-year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent strategy.

This policy has a part to play in fostering shared values and promoting cohesion. Training Providers should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

This strategy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice. Refer to Fundamental British Values and spiritual, moral, social and cultural (SMSC) policy
2. To break down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society
3. To ensure learner safety and that our Provision is free from bullying, harassment and discrimination. Refer to anti-bully policy and Equality and inclusion policy.
4. To provide support for learners who may be at risk and appropriate sources of advice and guidance. Refer to Safeguarding policy.
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism. Refer to Safeguarding and Prevent learner journey.

In order to achieve these objectives, Dynamic Training UK Ltd will concentrate on four areas;

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
- Building staff and learner understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values
- Use of external programmes or groups to support learning while ensuring that the input supports college goals and values. Encouraging active citizenship and learner voice.

Learner Support

- To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:
 - Listening to what is happening in the classroom and the community implementing anti-bullying strategies and challenging discriminatory behaviour
 - Helping learners and staff know how to access support in the classroom and or through community partners
 - Supporting and promoting fundamental British Values
 - Supporting problem solving and repair of harm
 - Supporting at risk learners through safeguarding and crime prevention processes
 - Focussing on narrowing the attainment gap for all learners

Managing Risks and Responding to Events

To ensure that we monitor risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on our provision
- Understanding and managing potential risks within the provision and from external influences
- Responding appropriately to events in local, national or international news that may impact on learners and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within our provision
- Ensuring plans are in place to respond appropriately to a threat or incident within the provision
- Developing effective ICT security and responsible user policies

Fundamental British Values and spiritual, moral, social and cultural (SMSC) Policy



Updated 01 October 2022
Review 01 October 2023
Version: 10-22.v1

This policy will be reviewed on an annual basis, or earlier if changes are necessary. Dynamic Training Ltd reserves the right to amend this policy, following consultation, where appropriate.

Summary

Dynamic Training has obligations under section 78 of the Education Act (2002) which requires us, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of learners, within education and of society. Dynamic Training Ltd extends this good practice across all educational contracts. This policy relates specifically to the requirements to actively promote fundamental British values and explains how this can be met through the general requirement in the 2002 Act.

What is the policy about?

The main points of this policy are to make clear: that Dynamic Training should promote learners' spiritual, moral, social and cultural (SMSC) development;

- What is expected in promoting fundamental British values; and
- How this aligns with our commitment to promote SMSC.

Who is the policy for?

All staff, learners and other stakeholders

Policy statement

Introduction

Spiritual, moral, social and cultural education helps learners develop personal qualities which are valued in a civilised modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Dynamic Training we seek to teach these qualities across the curriculum to promote learners to fully contribute positively to life in modern Britain. It is linked closely to our organisational values and ethos.

Ethos of Fundamental British Values and SMSC at Dynamic Training Ltd

- Passionate, reflective and creative in and about learning
- A desire to treat everyone equally, with respect and tolerance
- Respecting and celebrating our differences
- A commitment to contributing positively to life in and outside of education
- A deep sense of purpose that things can change and transform
- A sense of perseverance to keep going to reach our goal

Definitions

Dynamic Training Ltd uses the following definitions of Fundamental British Values and Spiritual, Moral, Social and Cultural education:

Spiritual

Beliefs, religious or otherwise, which inform learners' perspective on life and their interest in and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. A desire and willingness to reflect on their own beliefs religious or otherwise.

Moral

Ability to recognise the difference between right and wrong and the learners' readiness to apply this understanding in their own lives. Understand the consequences of their actions as well as interest in investigating and offering reasoned views about moral and ethical issues; to have an understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

Social

Use of a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. Knowledge of British democratic systems, its history and its continuation to develop Britain.

Fundamental British Values

Dynamic Training promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in education that are contrary to fundamental British values.

Our ethos and values are to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside education. This includes not undermining fundamental British values.

Through the provision of SMSC, Dynamic Training Ltd will:

- Enable learners to develop their self-knowledge, self-esteem and self-confidence.
- Enable learners to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage learners to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.
- Enable learners to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Fundamental British Values will allow learners at Dynamic Training to have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected by law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Aims of SMSC

We share, support and strive to encourage and guide learners to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their academy life and life outside of education.
- Take part in a range of activities requiring social skills.
- Develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.
- Gain a well-informed understanding of the options and challenges facing them as they move through education.
- Overcome barriers to learning.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within education and further afield as an essential element of their preparation for life.

Examples of how the curriculum may contribute to Fundamental British Values and SMSC

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling learners to understand and engage with the feelings and values embodied in high-quality poetry, fiction, drama, film and television.
- Developing learners' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping learners to understand how language changes over time, the influence of spoken and written language and social attitudes to the use of language.

Maths

- Spiritual development: through helping learners obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping learners work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping learners appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics.

I.C.T/Digital Skills

- Preparing the learners for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

Added value beyond the curriculum

Further understanding of SMSC can develop through the following:

- Monthly news and reviews.
- Group sessions/ tutorials focussing on SMSC topics.
- Internal learner voice including learner forum/ learner surveys etc.
- Newsletters and other publications.
- Marketing and social networks.

Monitoring and implementation of the policy

- The Leadership team promote the ethos that the implementation of the policy is the responsibility of all staff.
- Provision for SMSC is monitored and reviewed regularly by Management and other staff.
- Regular discussion and staff training is identified through staff supervision and appraisal/review.
- Staff share educational resources and practice and ensure British values and SMSC is embedded throughout the curriculum.

Policy requirements

The delivery team, overseen by the Leadership team should ensure the delivery of the Fundamental British Values and SMSC curriculum are evidenced and embedded throughout the curriculum and the quality assurance process.

Anti-bullying Policy

Introduction

Dynamic Training UK Ltd promotes and supports a positive working environment for all learners, staff and visitors and will not tolerate any form of bullying. This can include verbal, physical, mental and cyber bullying.

Aims

The aims of this policy are to ensure that:

- Learners, staff and visitors are educated to understand what bullying is and what its consequences can be
- Knowledge, policies and procedures are in place to prevent incidents of bullying in any of the training centres or within Dynamic Training UK Ltd communities
- Dynamic Training UK Ltd has effective measures to deal effectively with cases of bullying

Preventing bullying

Understanding and discussion:

- The Designated Safeguarding Lead is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness.
- Staff will receive training in identifying bullying and understanding their responsibilities.
- Dynamic Training UK Ltd believes in a fair and equal society. Lesbian, Gay, Bi-Sexual and Transgender staff and learners are encouraged to reach their full potential. Homophobic behaviour is not tolerated along with racial or sexual bullying.

Policies and practices

- Staff and learners will be involved in evaluating and improving policies and procedures and practices
- Ensure regular review and update of existing policies
- Keep good records of all bullying incidents
- Use CPD opportunities to help staff develop their practice creatively and support learners in a safe and responsible manner

Making reporting easier

- Ensure staff can recognise non-verbal signs and indications of all forms of bullying.
- Publicise and promote the message that asking for help is the right thing to do as it shows strength and good judgement.
- Publicise to all members of Dynamic Training UK Ltd communities the ways in which bullying can be reported – via Safeguarding flow chart.

Cyber- bullying

Most cases of bullying will be dealt with through Dynamic Training UK Ltd existing Anti Bullying Policy. However, features of cyber bullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

- Impact: the scale and scope of cyber bullying can be greater than other forms of bullying.
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets.
- Location: the 24/7 and anywhere nature of cyber bullying.
- Anonymity: the person being bullied will not always know who is bullying them.
- Motivation: some learners may not be aware that what they are doing is bullying.
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.
- It is possible that a member of staff may be a victim and these responses apply to them too.

Investigation

- The Designated Safeguarding Lead will be responsible for conducting the investigation.
- Staff and learners should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages.
- If images are involved, determine whether they might be illegal or raise child protection concerns. When appropriate contact the Police .
- Identify the bully

- Any allegations against staff should be handled as other allegations and reported to the Designated Safeguarding Lead

Working with the bully and applying sanctions

The aim of the sanctions will be:

- To help the person harmed to feel safe again and be assured that the bullying will stop.
- To hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
- To demonstrate to Dynamic Training UK Ltd community that bullying is unacceptable and that Dynamic Training UK Ltd has effective ways of dealing with it, so deterring others from behaving similarly.
- Sanctions for any breaches of internet / mobile phone agreements will be applied

In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation. The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.



Curriculum Strategy

Dynamic Training Curriculum Strategy. Intent, Implementation and Impact.

This strategy sets out Dynamic Training UK Ltd's intent in developing rigorous evidence-based curriculum outcomes by;

- Identifying links between the curriculum and increased social mobility.
- Identifying the characteristics of an outstanding curriculum that is underpinned by evidence of successful outcomes for learners.
- Testing the extent to which the curriculum at Dynamic Training UK Ltd and in the classroom is influenced by National policy levers and other factors.

Dynamic Training UK Ltd delivers apprenticeships and other qualifications mainly to the healthcare, local authorities and education sectors.

- Science
- Healthcare
- Care services
- Business and administration
- Facilities
- Customer service
- Education
- Childcare

Definition of curriculum;

The curriculum is a framework for setting out the aims of a programme of education. Including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding and skills learners have gained against expectations (impact/ achievement).

The term skills however encompass;

- Skills involved with specific subjects or activities.
- Transferable skills e.g. organisational skills, verbal communication skills, leadership skills.
- Executive functions e.g. memory, attention, inhibitory control.

Dynamic Training UK Ltd predominately works with learners who have already mastered certain skills and knowledge set for their job role.

Our intent for our learners is to develop a deeper level through enrichment to acquire wider depth and breadth of knowledge and skills, extending learning through analytical thinking/application.

Dynamic Training UK Ltd aim to use repetition to enable concepts to be embedded more deeply and not revisited as “new”, where appropriate repetition of skills is used to develop learners to be deemed competent to carry out specific tasks applicable to the sector/work area.

Dynamic Training UK Ltd will create “theme-based” approaches that include cross-curricular topics:

- Safeguarding
- Prevent
- Theories/concepts of leadership skills
- Personal development – organisational skills, time management, goal setting, progression planning, delegation skills – this list is not exhaustive.
- Behaviour and attitudes
- Equality, diversity and inclusion
- design, coverage and appropriateness.
- Implementation through curriculum delivery, teaching (pedagogy) – contribution to delivering the curriculum as intended and assessment (formative, interim and summative). Impact will be measured through attainment and progress (including tests and assessment such as functional skills and end point assessment) and will also measure destinations.

Formative assessment – forms instruction – constantly assessing how learners are developing and enables learners to be actively involved – Dynamic Training UK Ltd undertake this via skills scans, reflective accounts in the learner journal, formal progress reviews including off-the-job review, learner evaluations of taught sessions and via the learner voice closed group, as well as learner journey case studies after EPA.

Interim assessment – is measured via employer caseload reporting which reports on progress against target monthly.

Summative assessment – is measured via functional skills testing and end point assessment.

Dynamic Training UK Ltd will strive to ensure staff, learners and stakeholders understand the sequence of each curriculum with an over arching “learner journey”. A core programme mapped to each apprenticeship standard/or stand-alone qualification and a bespoke individual learning plan that includes off-the-job development.

Our curriculum leads will monitor national and industry/sector levers/ drivers, undertaking employer/customer quality reviews yearly which will be disseminated via our quarterly course reviews and through a robust CPD strategy for Dynamic Training UK Ltd staff.

Further quality measures such as awarding body audits, quality kite marks and our internal quality systems including observations of teaching and assessment will ensure our curriculums are delivered to a high standard, challenging and stretching learners to achieve their full potential.



Information, Advice & Guidance Policy



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Dynamic Training UK Ltd support the company's values in that its staff are passionate about education & enabling potential, current and former learners to reach their full potential. All staff seek to develop the self-esteem and self-confidence of learners. It is our belief that every individual should be treated with courtesy and fairness and we respect the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation, or position within the organisation.

We believe that it is our moral and ethical obligation to ensure all learners are recruited with integrity.

We value new ideas and approaches and seek new opportunities and solutions to meeting the Information, advice and guidance needs and demands of our learners, employers and the local community whilst supporting national and regional education and economic strategies. We seek to encourage and celebrate creativity and to be supportive of innovation, learning and adapting from all that we do. We believe that our staff and learners should work in an environment of friendliness, with a clear sense of purpose to achieve our mission and realise our vision.

Dynamic Training UK Ltd is an approved ESFA provider of work based learning from Entry level upwards will provide appropriate free and impartial information, advice and guidance service to potential candidates, current and former learners and employers at the initial contact and recruitment phase, throughout the learner journey whilst participating on programmes, and on exit of the programmes.

We aim to Improve the success, progress and employability of our learners through access to high quality Information, advice and guidance and outstanding learning opportunities. 100% of all enquiries will receive immediate effective Information, advice and guidance.

Aims

- To Improve the success, progress and employability of our learners through access to high quality information, advice and guidance and outstanding learning opportunities.

Objectives

- Actively seek opinions of our learners in order to improve the quality of the information, advice and guidance services.
- To provide impartial information, advice and guidance to potential candidates, existing and former learners, and employers.
- To ensure all learners get the opportunity to participate in the internal learner satisfaction survey to enable the organisation to measure impact of Information, advice and guidance, learning and progression.
- To actively encourage learners to participate in the ESFA learner satisfaction survey to enable the organisation to measure impact of Information, advice and guidance, learning and progression.
- To actively encourage employers to participate in the ESFA Employer satisfaction survey to enable the organisation to measure impact of Information, Advice and Guidance.

Dynamic Training UK Ltd is committed to create an information, advice and guidance experience for the learners that is:

- Outstanding and delivered in an excellent environment
- Aspirational, designed to inspire and motivate
- Personalised to suit the learner
- Planned to guide learner on to the right courses and to support and stretch them
- Designed to develop self-confidence
- Coaching them to be successful and progress on to their next steps

How we will achieve this. Each learner will:

- Have an individual interview and receive relevant and current information advice and guidance.
- Receive an initial assessment.
- Receive a cognitive assessment to identify additional learning needs and provide guidance and a practical support plan
- Receive a programme overview and skills scan to recognise their prior learning
- Receive a Study Guide
- Have access to Programme information via the Dynamic Website
- Have access to Functional Skills information, guidance and resources via the Skills Builder learning platform
- Agree an Individual Training Plan that accounts for learner's specific needs.
- Have their progress reviewed every 10-12 weeks at a minimum for our apprenticeship programmes and be offered impartial information, advice and guidance referral advice.

- Receive information, advice and guidance information on progression and career development advice throughout.

Scope of information advice and guidance (Information, advice and guidance)

Dynamic Training UK Ltd, information, advice and guidance will apply to applicants who apply for, and learners who participate and progress on Dynamic Training UK Ltd

Training programmes. Stakeholders /employers, potential candidates and learners have the right to information, advice and guidance that is impartial, unbiased, and realistic. Where appropriate, referrals will be made to external agencies.

Description of the information advice and guidance

Dynamic Training UK Ltd provides all its applicants and learners with free and impartial information, advice and guidance in relation to training and development. Information, advice and guidance is embedded within Dynamic Training UK Ltd programmes and delivered over four stages:

1. As part of the application process to assist applicants in making the right choices of suitable Dynamic Training UK Ltd programmes and referring applicants who do not currently meet eligibility and/or entry requirements.
2. At the commencement date of Dynamic Training UK Ltd programmes via comprehensive information at induction, and the use of initial assessment and skill scan to agree appropriate individual training plans.
3. During the period of training as part of appropriate and ongoing guidance that gives learners the best opportunity to complete the agreed qualifications/framework/ standard.
4. On exit from Dynamic Training UK Ltd programmes to support learners to progress into relevant employment, higher education, or to further advance their employment prospects.

Dynamic Training UK Ltd provides the following resources in respect of delivery of Information, advice and guidance:

- Information of opportunities and programmes.
- Guidance on the right provision following an assessment or training needs.
- Pastoral support and guidance on-programme to assist retention of learners.

- Information available and additional support available.
- Information and advice on career and employment, enhancement or other training options during and on completing Dynamic Training UK Ltd programmes.
- Staff with relevant knowledge and experience and IAG qualifications as appropriate.
- Dedicated website containing information, advice and guidance on learning programmes and progression routes

Responsibilities

All staff at Dynamic Training UK Ltd, are responsible for providing information advice and guidance to prospective applicants upon enquiry.

Skills & Development Coaches, Mentors, Curriculum Leads, Centre Management and and Senior Leadership Team (SLT) provide learners with on the programme support to retain learners and enable them to successfully complete their qualifications/programme frameworks/ standards, to ensure a successful learner journey to progress into meaningful employment or progress into other training and development.

Dynamic Training UK Ltd Senior Leadership Team (SLT) and Directors have responsibility for line managing the front line information, advice and guidance.

Quality Assurance & Evaluation

The provision of information, advice and guidance is quality assured via the collection and analysis of participant feedback, and analysis of key performance data in respect of learner retention, achievement, and progression. Dynamic Training UK Ltd Senior LeadershipTeam (SLT) will be responsible for monitoring the front-line delivery, including the observation of the information, advice and guidance delivered, and identifying areas of continuous improvement.

The outcomes from feedback will be subject to discussion at routine Dynamic Training UK Ltd SLT Meetings

This policy will be reviewed annually by the Directors

Apprenticeship Off The Job Training Policy



Updated 01 January 2023
Review 01 January 2024
Version: 08-22.v1

Document Background

This policy has been produced to help our apprentices, employers and skills & development Coaches understand and work to the current ESFA funding rules on planning and delivering a minimum of off-the-job training (OTJT), ensuring quality provision.

Policy Background

Apprenticeship programmes have changed substantially over a long period of time and successive governments have regulated the structure of programmes. However, a common feature of the programmes has been the combination of on-the-job and off-the-job training. It is accepted by all the stakeholders in the sector that the most effective programmes are those that combine training whilst doing the job as well as time taken to learn new ways of working and new skills. Dynamic Training UK Ltd supports this principle and has developed programmes which combine these two elements effectively. We value the time spent on off-the-job training, which can be in classrooms or at the workplace.

What can be included in OTJT?

- The funding rules specify what can be included in OTJT:
- “The teaching of theory (for example, lectures, role playing, simulation exercises, online learning, manufacturer training).
- “Practical training; shadowing; mentoring; industry visits and attendance at competitions.
- Learning support and time spent writing assessments/assignments.”

It is anything in the workplace that is new learning and moves the apprentice towards the successful completion of their apprenticeship, which might include:

- Mandatory training such as safeguarding/information governance/health and safety etc.
- All workshops relating to the apprenticeship programme (excluding Functional Skills)

- Being coached and/or mentored in relation to developing skills in their job role
- The apprentice's supervisions/monthly reviews/annual appraisals/handovers (excluding progress reviews or on-programme assessment needed for an apprenticeship standard)
- Team meetings e.g., about implementing a new procedure at work or introducing an improvement to existing processes
- Shadowing another member of staff in understanding the settings policies/procedures and relevant forms that are relevant to the service, e.g.: health & safety/risk assessments/communication
- Attending conferences/reading relevant publications including in-house magazines
- Any external training days, including short courses booked on by the department
- Practical training and practice (being shadowed/observed by another staff member and receiving feedback about performance)
- Learning support and reflective accounts of learning and new work experiences.
- Time spent writing assessments/assignments/self-study
- Research new skills techniques and better understanding relating to job roles and sector.
- Any e-learning

The key phrase that differentiates the OTJT is that it must be time that is not spent as part of their normal working duties. By this the ESFA mean the "productive job."

When someone is in a new job or in a job where there is significant training required to be fully productive then even doing 'normal' tasks to get up to speed can feel like "training". Where this training also teaches the knowledge, skills and/or behaviours required by the apprenticeship it can be included as off-the-job training. However, training that is only required for the job and not relevant to the apprenticeship cannot be included.

Dynamic Training UK Ltd has been working with apprentices for a number of years where the performance of working tasks is very much part of the training package. Activities such as these would be recorded as part of the apprentice's record. Dynamic Training UK Ltd monitor the progress of the apprentices as a matter of course through an electronic portfolio system.

The Policy Background document on OTJT states that OTJT within an induction can be included if there is an ‘educational element’ within the induction which supports the skills, knowledge, and behaviours of the standards.

The funding rules do state that OTJT does not include:

- “Training to acquire skills, knowledge and behaviours that are not required in the standard
- “Progress reviews or on-programme assessment required for an apprenticeship standard
- “Training which takes place outside the apprentice’s paid hours”
- Any English and Maths (up to L2) this is funded via the ESFA separately.

The expectation is that off-the-job training is specifically to support the development of new behaviours and also skills and knowledge linked to the actual vocational occupation.

As previously stated, training that is not required for the achievement of the apprenticeship is not to be counted. This includes training for the job in excess of that needed to achieve the apprenticeship. Progress reviews are not included as they are a review of progress to date, they are not new learning.

The definition of ‘off-the-job training’ is set out in the ESFA apprenticeship funding rules and is reproduced below: -

***“Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice’s normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.*”**

The hours spent off-the-job training do not have to be evenly spread on a weekly or even a monthly basis. Many programmes may have more OTJT at the start of the programme.

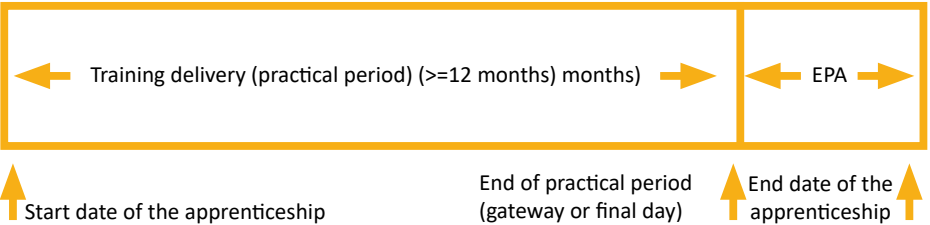
The measurement of the OTJT will be completed at the end of the programme although clearly employers and providers will need to monitor the OTJT delivered on an ongoing basis. The OTJT can be delivered flexibly and include a wide range of activities

Time frame for the calculation - Apprenticeship frameworks



In the framework model shown above (figure a), the entire apprenticeship is about the delivery of new knowledge, skills, and behaviours, in the form of qualifications. Therefore, the relevant time frame for the calculation of off-the-job training is the entire apprenticeship. This equates to at least 6 hours a week of the apprentice’s time, from the start date of the apprenticeship to the planned end date of the apprenticeship, should be spent on off-the-job training.

Time frame for the calculation - Apprenticeship standards



In the apprenticeship standard model shown above (figure b), the full apprenticeship is split into two distinct parts: the practical period and the end-point assessment.

The practical period is the training delivery period, where new knowledge, skills and behaviours are delivered by a training provider and in the workplace as off-the-job training.

The end-point assessment period is where the training delivered within the practical period is independently assessed by an end-point assessment organisation.

Recognition of prior learning

Recognising prior learning is very important for several reasons:

- If apprenticeship funding is used to pay for, or to certify, existing knowledge, skills, and behaviours then this represents poor value for money. The funding band of the apprenticeship is based on an apprentice requiring the full content i.e., all the listed knowledge, skills, and behaviours. It is important to recognise prior learning so that this can be factored into the price that is negotiated between the training provider and the employer.
- Apprentices should not be spending non-productive time in the workplace doing training that they do not need. This provides poor value for the employer and the apprentice will have poor experience if they are repeating training.
- Ofsted inspections consider the 'distance travelled' by the apprentice in determining the value added by the training programme. Without
- Knowing the starting point of an apprentice, inspectors cannot correctly assess the distance travelled and the quality of the apprenticeship training that has been delivered. Training providers must evidence a robust initial assessment that considers the recognition of prior learning, clear milestones, and progress against these.
- In recognising prior learning, the following should be considered against the knowledge, skills and behaviours of the apprenticeship standard, or the qualifications within a standard if applicable:

The apprenticeship funding rules state:

"Funds must not be used to pay for training for skills, knowledge and behaviours already attained by the apprentice. We may take action to recover apprenticeship funding where this happens."

"You must account for prior learning and experience when negotiating a price with an employer. You must reduce the content, duration and price, where the individual has prior learning necessary to achieve occupational competence."

"Where you account for prior learning and the reduction of content would mean the apprenticeship would take less than the minimum training duration to complete, or fail to meet the requirement for the apprentice to spend 20% of their time in off-the-job training, the apprenticeship is ineligible for funding."

Monitoring and evidencing the OTJT

Dynamic Training UK Ltd record the evidence that the apprentice has spent their time on OTJT. The evidence pack, among other things listed in the funding rules, contain:

- At the start of programme – by week two of the induction, a very clear Initial Individual Training Plan (ITP) for every apprentice which gives the overview of how the OTJT will be covered tailored to the individual following their initial assessment. This ITP will include full input from the employer including those in-house activities that support the programme. The apprentice, employer and Dynamic Training UK Ltd all sign this initial plan and commit to its delivery across the length of the programme. The ITP will also detail session dates and time, (although not included as OTJT) agreed formal progress review dates and functional skills training dates if applicable. This ITP is then uploaded to the learners' e-portfolio (copies sent to the apprentice and their line manager) and hours required are measured. Every 10-12 weeks during the formal progress review this ITP is reviewed and updated accordingly.
- Dynamic Training UK Ltd record all the learning activity in the portfolio that the provider, apprentice, and employer have access to. This creates a learning record of the whole programme including OTJT.
- During the programme the delivered off-the-job is reported on monthly caseloads which are monitored by the employer and Dynamic.
- Towards the end of the programme Dynamic Training UK Ltd confirm to the apprentice/employer that the OTJT requirement has been met and recommend any actions if there were any issues around recording of the OTJT. As part of best practice Dynamic Training UK Ltd includes all aspects of the programme within ITP as they like to have everything documented and clear with each employer they work with.
- "Evidence to support the funding claimed. This includes details of how the off-the-job' training, excluding English and math's, will be quantified, and delivered.

Attendance and Punctuality Procedure Policy



Updated 01 August 2022
Review 01 August 2022
Version: 08-22.v1

Dynamic Training UK Ltd require its learners to have exceptionally high standards of attendance at all planned sessions to ensure they will achieve, succeed and progress. We expect learners to demonstrate the key employability skill of exceptionally high attendance and punctuality.

Purpose

This policy outlines the responsibilities of Dynamic Training UK Ltd, the learner and employer for learners' attendance.

The Apprenticeship Agreement also signed by the learner, employer and Dynamic Training UK Ltd confirms the required commitment to regular attendance and contribution to training towards the successful completion of an apprenticeship.

The Attendance and Punctuality Procedure will ensure that Dynamic Training UK Ltd provides a consistent approach to the completion of registers and attendance information.

Dynamic Training UK Ltd will

- Issue every learner with a learner handbook plus Important Information Policy & Procedures Handbook at the outset of their programme and work with learners to maintain a minimum of 90% of attendance rate.
- Start cause for concern action after two consecutive days of unauthorised absence or lateness occurs.

Responsibilities of the apprentice:

- Learners must be familiar with the content and expectations within the Dynamic Training UK Ltd Learner Handbook and Important Information Policy & Procedures in relation to attendance and punctuality.
- Attend work and training as agreed.
- Advise the employer of sickness or absence, and their Dynamic Training UK Ltd Skills & Development Coach when appropriate.

- Agree annual leave with their employer and advise their Dynamic Training UK Ltd Skills & Development Coach
- Contact Dynamic Training UK Ltd immediately if employment ceases or changes
- Arrive for training sessions/coaching meeting 15 minutes before appointment/session

Responsibilities of the employer:

- Agree working and training hours within the maximum hours allowed within the European Working Time Directive Record attendance and absence and address any issues promptly with the learner (and Dynamic Training UK Ltd if appropriate)
- Fully participate in progress reviews for apprentices as agreed
- Advise Dynamic Training UK Ltd immediately if a learner is absent for a Skills & Development Coach visit or leaves employment
- Release learners for all planned training sessions

Skills & Development Coach responsibilities:

All staff in all roles and at all levels are accountable for understanding their responsibilities under this policy, and it is the responsibility of staff across Dynamic Training UK Ltd to ensure that the procedure is adhered to as detailed and within the stated time frames.

- Overall responsibility for each learner in their cohort.
- Use information communicated from Tutor to identify learners at risk of leaving early (withdrawals) due to attendance.
- Discussions to be had when the learner is visited at employer premises regarding attendance and punctuality overview.
- Responsible for monitoring attendance for training.

Lacking In Progress Policy and Procedure

Every learner will undertake a formal progress review at least once every 10-12 weeks from registration. Dynamic Training UK Ltd must make the requirements, timing, style, assessment criteria and potential outcomes of these reviews clear to learner and their line managers from the beginning of their programme.

Every learners progression throughout their programme is monitored carefully. From month two of the learner's programme they should aim to achieve 8 – 10% progression via their e-portfolio and 20% activity a month on their functional skills e-learning platform, reaching 100% by month 5.

All learners are expected to complete any functional skill requirements including tests by month 6 of their programme. The learner's activity is linked to our caseload management tool. Employers receive the case load management tool on the 20th of every month.

Each learners work will be classified according to one of three categories:

- Green – Satisfactory
- Yellow – Satisfactory with minor concerns
- Red – Unsatisfactory

No activity for four weeks on a learner's portfolio means that they will get a cause for concern message via email with their line manager cc'd in. This message will provide another submission date to be met.

Learners are recommended to contact their Skills & Development Coach to discuss a way forward at this stage, should they be experiencing problems.

Lack of activity after a further two weeks or failure to meet the submission deadline will generate a request for a meeting with the learner, line manager (and if applicable cc in the Apprenticeship Lead) and with the Skills & Development Coach. Reasons for a learner's lack of progress will be discussed which may result in a final action plan, a break in learning or withdrawal from programme. Further actions are discussed and planned with the employer via the allocated account manager.

Extension request

Every learner will be supported by their Skills & Development Coach to reach their learning and development goals; however, every learner will need to show commitment to achieving and meeting submission timeframes. From time to time there will be periods of time when juggling studying and work/ life balance maybe difficult. If a learner is struggling to meet deadlines, they must talk to us and see what we can do to support them. Options available to support learner at this time could include:

1. An extension to a deadline which needs to be approved by your Skills & Development Coach
2. A break In learning (e.g. long- term sickness, maternity and bereavement) please see Break in Learning Policy

At any stage, a learner can request an extension if they are struggling to meet a submission deadline. This must be emailed 5 days prior to the submission date, to the Skills & Development Coach giving reason for not meeting a deadline.

In the event of non-submission of the work past the expected end date of a learner's programme, the learner is expected to submit their final pieces of evidence on or before their expected end date as defined by the length of study completion date; provided to each learner upon commencement of a programme.

If the learner and/or their Skills & Development Coach do not anticipate submission by this date, then an application for extension to study must be filed with the Curriculum Lead. If a learner passes their expected end date, does not submit their final pieces of evidence, nor makes an application for extension, and this is not resolved within one calendar month, then the learner will have their studies terminated.

Appeals Policy And Procedure

If you are unhappy about an assessment decision, you have the right to appeal. The appeals procedure has three stages. To make an appeal you must start with the first stage and only progress through the other stages if you are not satisfied with the outcome of each one in turn. The three stages are as follows:

1. Discuss your concern with your Skills & Development Coach who will provide you with an explanation of their assessment decision. If you remain dissatisfied with the assessment decision, you should make a formal appeal. Your appeal should include details of the assessment decision that you wish to appeal and the grounds for your appeal. Your appeal should be in writing by email and submitted to the relevant Internal Quality Assurer for your Skills & Development Coach. Your Skills & Development Coach will provide their contact details to you. Within 7 working days of receiving your email, the Internal Quality Assurer will provide you with a written response.
2. If you are still not satisfied with the outcome of the first stage of the Appeals Procedure, the appeal should be submitted to the Head of Operations via email: vanessa.cole@dynamictraining.org.uk who will confirm the outcome of the appeal within 7 working days.
3. Following the second stage of the Appeals Procedure and you are still dissatisfied with the outcome, you can escalate your appeal to the Awarding Organisation with whom you are registered and further to the relevant Qualification Regulator.

Contact details are:

Pearsons: Online: <https://qualifications.pearson.com/en/contact-us.html>

City & Guilds: Email: feedbackandcomplaints@cityandguilds.com

CMI: Email: qualifications@managers.org.uk

NCFE: complaints@ncfe.org.uk

Highfield Qualifications: Email: info@highfield.co.uk, 01302 363277

OCN London: AccesstoHEAppeals@ocnlondon.org.uk

Plagiarism Policy

Policy purpose and scope

This policy sets out the position of Dynamic Training UK Ltd on plagiarism and to employee and learner responsibilities in this area.

This policy aims to:

1. Define the term 'plagiarism'.
2. Explain why plagiarism is unfair and not acceptable.
3. Set out the commitment of Dynamic training UK Ltd to prevent plagiarism.

What is plagiarism?

Plagiarism is the act of taking another person's writing, conversation, data, content, or event idea and claiming this as your own. This could differentiate from web pages, books, television shows, interview, articles, photos, artwork, email and text messages and even interviews or any other medium. It can also include letting someone write part of your paper or even getting too much help on your assignment from your parents or friends.

It is necessary to indicate the source of information within the written work whenever words, phrases, summaries etc are being used. It's always important to ensure the content is referenced and plagiarism is avoided by doing this through internal citation.

Avoiding plagiarism

1. The best way to avoid plagiarism is to develop good research habits.
2. Write down the citation details of all sources you consult.
3. Keep notes (paraphrased or quoted) and their citation details together.
4. Learn proper paraphrasing – it isn't just changing a few words.
5. In your notes, clearly differentiate among quotes, paraphrasing, summaries, common knowledge and personal opinion.
6. Learn how to correctly cite different works.

Possible consequences

Dynamic Training UK Ltd has an obligation to the awarding bodies, the learners, the employers to ensure plagiarism does not allow learners to attain qualifications that do not accurately represent their competency and knowledge of what they'll achieve.

If a learner was to achieve a qualification by unfair means, then this would also be unfair to all other learners who achieve the same qualification in the correct and appropriate way. Plagiarism undermines the value of qualifications for all concerned.

When plagiarism has been detected the learner(s) concerned may, subject to the severity, be offered the chance to resubmit their assignment. Training and development will be provided, however failure to improve will lead to withdrawal from the programme. In the event plagiarism takes place during timed exam conditions, learners will be disqualified from the examination and the processes outlined in the invigilation policy will be administered.

In extreme cases learners found committing plagiarism could be removed from their programme.

Health & Safety Policy

Relevant Legislation

The Health and safety At Work Act 1974. The Management of Health and Safety at Work Regulations 1999 (as amended) All associated Health and Safety Legislation and Regulations.

General statement

Dynamic Training UK Ltd recognises its duties under the Health and Safety at Work Act 1974 and will actively conduct its business efficiently and effectively whilst protecting the Health, Safety and Welfare of its staff, learners, clients, contractors and any other people that may be affected by its activities so as far as is reasonably practicable. We are fully committed to provide, maintain and seek continual improvement for a healthy and safe working environment in every area that the company undertakes its business.

The Managing Director has overall responsibility for health and safety within the organisation however every member of staff is responsible for carrying out all health and safety processes associated with their work, manage appropriate risks and undertake necessary training.

Dynamic Training UK Ltd is committed to ensuring health and safety legislative compliance with all relevant statutes, regulations, and codes of practice and will ensure that health, safety and welfare strategies are implemented where responsibilities are assigned, accepted and fulfilled at all levels within the company.

Dynamic Training UK Ltd will provide adequate resources to ensure the effective implementation of this Policy and recognises that health and safety objectives are as important as any other core business functions.

Dynamic Training UK Ltd will actively pursue progressive improvements in health and safety performance through the reduction of adverse health and safety incidents, reducing loss and liabilities by protecting its staff, its learners and any other people that it has dealings with. Dynamic Training UK Ltd considers all adverse safety events and illnesses are preventable: Our target is zero harm.

Dynamic Training UK Ltd is fully committed to the development of a strong and sustainable positive Health and Safety culture, in which health and safety is understood, accepted as a high priority and its foundations are based on open and honest shared beliefs, health and safety culture, in which health and safety is understood, accepted as a high priority and its foundations are based on open and honest shared beliefs, best practices values and attitudes that are embedded within Dynamic Training UK Ltd.

Staff, learners, partners contractors and everyone else associated with Dynamic Training UK Ltd has a personal responsibility for their own health and safety, for others in the workplace and for the environment in which they work. There are clear procedures for action to be taken in the event of fire, bomb threats, first aid requirements and any other emergency situations and everyone within Dynamic Training UK Ltd will be made fully aware of them. There is adequate information, instruction and training (including annual refresher training) provided to all staff.

Appropriate systems are developed and maintained to facilitate effective communication of health and safety information, including meetings, briefings, notice board displays and health & safety emails.

Appropriate health and safety planning, monitoring, reviewing and auditing (incorporating risk assessments will be undertaken) on premises which are not operated by Dynamic Training UK Ltd. Employers and learners have a duty to inform Dynamic Training UK Ltd staff of any specific risks, health and safety requirements within their service before the Dynamic Training UK Ltd staff member attends the workplace. This should include challenging behaviour, infection control, security measures.

Annual assessments are undertaken for health and safety procedures, audits, workplace inspections, risk assessment reviews to ensure quality and validity and legislative compliance.

All accidents, incidents and near misses are reported and investigated, with the appropriate action taken to reduce the likelihood of re-occurrence by identifying any areas for improvement in the health and Safety management system. Dynamic Training UK Ltd is fully committed to undertake active and reactive monitoring and we will continually aim to reduce injury and illness to any person, or damage to equipment, property or the environment.

This Policy will apply to all premises operated by Dynamic Training UK Ltd including outreach facilities and will be reviewed on an annual basis. It will be issued, together with any revisions, to all employees of Dynamic Training UK Ltd and updated on the Dynamic Training website. Copies of this and other Health & Safety policies are available on request.



Equality and Diversity Policy

Policy statement

Dynamic Training UK Ltd (DTUK) recognises that discrimination and victimisation is unacceptable and that it is in the interests of DTUK and its employees to utilise the skills of the total workforce. It is the aim of DTUK to ensure that no employee or job applicant receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation (the protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best.

We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all in our employment.

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of DTUK's goods and services.

This policy and the associated arrangements shall operate in accordance with statutory requirements. In addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

Our commitment

- To create an environment in which individual differences and the contributions of all our staff are recognised and valued.
- Every employee is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Training, development and progression opportunities are available to all staff.
- To promote equality in the workplace which we believe is good management practice and makes sound business sense
- We will review all our employment practices and procedures to ensure fairness.
- Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.
- This policy is fully supported by senior management and has been agreed with trade unions and/or employee representatives.
- The policy will be monitored and reviewed annually
- DTUK staff will uphold and promote fundamental British values at all times

- ◊ Democracy
- ◊ The rule of law
- ◊ Individual liberty
- ◊ Tolerance

Responsibilities of Directors

The Directors of DTUK Recognise the importance of the EQUALITY ACT 2010 and their related PUBLIC SECTOR EQUALITY DUTIES. The Managing Director will ensure that the Equality Policy is reviewed annually or more frequently as need dictates.

The Directors further recognise that ESF funded projects fall within the scope of the Equality Policy and its associated implementation plan.

Responsibilities of management

Responsibility for ensuring that there is no unlawful discrimination rests with all staff and the attitudes of staff are crucial to the successful operation of fair employment practices. In particular, all members of staff should:

- comply with the policy and arrangements;
- not discriminate in their day to day activities or induce others to do so;
- not victimise, harass or intimidate other staff or groups who have, or are perceived

- ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic.
- inform their manager if they become aware of any discriminatory practice.

Third parties

Third-party harassment occurs where a DTUK employee is harassed, and the harassment is related to a protected characteristic, by third parties such as clients or customers. DTUK will not tolerate such actions against its staff, and the employee concerned should inform their manager / supervisor at once that this has occurred.

DTUK will fully investigate and take all reasonable steps to ensure such harassment does not happen again.

Related policies and arrangements

All employment policies and arrangements have a bearing on equality of opportunity. DTUK policies will be reviewed annually and any discriminatory elements removed.

Rights of disabled people

DTUK attaches particular importance to the needs of disabled people.

Under the terms of this policy, managers are required to:

- make reasonable adjustment to maintain the services of an employee who becomes disabled, for example, training, provision of special equipment, reduced working hours. (NB: managers are expected to seek advice on the availability of advice and guidance from external agencies to maintain disabled people in employment);
- include disabled people in training/development programmes;
- give full and proper consideration to disabled people who apply for jobs, having regard to making reasonable adjustments for their particular aptitudes and abilities to allow them to be able to do the job.

DTUK is a registered “**Disability Confident**” employer to make the most of the talents disabled people bring to the workplace

Through “Disability Confident “we are

- Challenging attitudes towards disability
- Increasing Understanding of disability
- Removing barriers to disabled people and those with long-term health conditions
- Ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations

- Ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations

Equality training

A series of regular briefing sessions will be held for staff on equality issues. These will be repeated as necessary. Equality information is also included in induction programmes.

Training will be provided for managers on this policy and the associated arrangements. All managers who have an involvement in the recruitment and selection process will receive specialist training.

Monitoring

- DTUK deems it appropriate to state its intention not to discriminate and assumes that this will be translated into practice consistently across the organisation as a whole. Accordingly, a monitoring system will be introduced to measure the effectiveness of the policy and arrangements.
- The system will involve the routine collection and analysis of information on employees by gender, marital status, ethnic origin, sexual orientation, religion / beliefs, grade and length of service in current grade. Information regarding the number of staff who declare themselves as disabled will also be maintained.
- There will also be regular assessments to measure the extent to which recruitment to first appointment, internal promotion and access to training/development opportunities affect equal opportunities for all groups.
- We will maintain information on staff who have been involved in certain key policies: Disciplinary, Grievance and Bullying & Harassment.
- Where appropriate equality impact assessments will be carried out on the results of monitoring to ascertain the effect of DTUK policies and our services / products may have on those who experience them.
- The information collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose.
- If monitoring shows that DTUK, or areas within it, are not representative, or that sections of our workforce are not progressing properly within DTUK, then an action plan will be developed to address these issues. This will include a review of recruitment and selection procedures, DTUK policies and practices as well as consideration of taking legal Positive Action.

Transgender Policy



Updated 01 August 2022
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Version: 08-22.v1

Dynamic Training UK Ltd wants all our colleagues/learners to feel included, so that everyone can add value and fulfil their potential without fear of discrimination. This includes colleagues/learners whose gender identity doesn't match the gender they were assigned at birth and who may identify themselves as transgender (or "trans"), and those who don't identify with being either male or female ("non-binary")

This policy outlines how Dynamic Training UK Ltd will support our trans and non-binary colleagues/learners.

Our commitment

Dynamic Training UK Ltd is committed to taking all reasonable steps to ensure that we:

- Work in a way that we treat all our colleagues /learners as individuals, without needing to reference their gender identity where this isn't necessary.
- Support any colleagues in relation to their gender identity, including transitioning at work.
- Treat any issues of bullying and harassment in relation to gender identity issues seriously – see our Bullying and Harassment Policy for more detail

Tell us your plans

We recognise that It can be a difficult step to tell people that you're planning to transition or are already in the process of transitioning. We encourage you to talk to your manager and Skills & Development Coach openly about the situation as early as you can, so they we can give you the support you need. They will listen to any concerns you might have and handle the situation in a supportive and sensitive way.

If you tell us about your trans status, we'll never disclose this to anyone unless you give us permission to do so.

Personal data

If you want to change your name or remove or change your title (Mr/ Mrs/Miss/Ms) from our records you don't require a Gender Recognition Certificate. Please inform your Skills & Development Coach who will complete a change of circumstance form to enable our team to update data.

If you decide to undergo gender reassignment surgery, we will support you through this. For learners we will initiate a break in learning to enable surgery and recovery to occur.

Definitions

Gender dysphoria or gender identity disorder (clinical terms) - A person with gender dysphoria can experience anxiety, uncertainty, or uncomfortable feelings about the gender they were born with. They may feel that they have a gender identity that is different from their biological sex.

Gender identity - When we think of ourselves as male or female, it's called gender identity. Everyone has a gender identity - the inborn sense of ourselves as being male or female or somewhere on the spectrum between male and female. For the majority of people, their gender identity matches their birth sex, but those who are trans or non-binary this can feel different to their physical appearance.

Gender reassignment - People who decide to live their life in the opposite gender to the one assigned at birth could be described as reassigning their gender.

Gender Recognition Certificate - The Gender Recognition Act (2004) allows trans people over 18 to change their legal identity as male or female. The Act gives trans people the right to obtain a Gender Recognition Certificate, so they can get a new birth certificate in their acquired gender. This gives them recognition of their acquired sex in law for all purposes, including marriage.

Gender role - This is the expression of the individual's gender identity e.g. a man registered at birth as male, is likely to live and act in a way that society would traditionally associate with being a man.

Gender variant, gender neutral, gender queer, gender fluid, non-binary -

These are terms that some trans people may identify with or use to describe themselves when they don't identify with being part of the gender binary. That means they don't see gender as just being male or female.

Transgender - An umbrella term sometimes used to describe those whose gender identity differs from that attributed to them at birth, e.g. those who identify as gender variant, gender neutral, gender queer or transsexual.

Transsexual - A transsexual is someone who wants to live and be accepted as a member of the opposite sex. They may wish to have hormonal treatment and surgery to make their body as similar as possible to their preferred sex. Transsexual people will often seek to undergo gender reassignment surgery, but they don't have to do this to be a transsexual person.

Trans (person), Trans man, Trans woman - A generic term sometimes used by those who identify themselves as transgender.

Transition - This is the process of changing gender role.

Other sources of support

- Stonewall is a lesbian, gay, bisexual and transgender rights charity in the United Kingdom. www.stonewall.org.uk
- LGBT Foundation - contains information for lesbian, gay, bisexual, transsexual and transvestite communities. <http://lgbt.foundation>
- Transgender Wales www.transgenderwales.bravepages.com
- The Gender Trust - supporting all those affected by gender identity issues. www.gendertrust.org.uk
- TransLondon is a discussion/support group for all members of the 'trans' community, whatever their gender identity (or identities). www.translondon.org.uk

Behaviour Policy

Dynamic Training UK Ltd will take the behaviour and the attitude of its learners very seriously. Our mission is to prepare you for the workplace, to provide opportunities to reach your aspirations.

To do this, we insist on modelling positive behaviour by;

- treating you with courtesy, dignity and respect
- providing support to meet your individual needs
- keeping your personal information about you safe and confidential
- listening to your concerns and ensuring your welfare
- explaining all options, planning your learning with you
- monitoring and assessing your progress and challenging you to achieve more
- providing you with a range of support to meet your needs
- ensuring you have your say
- creating a safe and fair learning environment

The learner code of conduct clearly sets out our expectations of you. Led by our core value of respect, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aim of the behaviour policy.

- To create a culture of excellent behaviour
- 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 and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

All Dynamic Training UK Ltd staff will treat learners with respect, engagement with learning is always the primary aim. We have a clear procedure in place to manage unacceptable behaviour. We will provide gentle encouragement and remind you of the agreed code of conduct and classroom expectations when your behaviour begins to overstep the boundaries. However, the following behaviour will be reported to your line manager/Lead:

- Lateness to class
- Not submitting your work on time
- Inappropriate dress
- Rudeness
- Disruptive behaviour in class that impacts on the rest of the class

Depending on the behaviour you may have an agreed action plan to which you must adhere to or you will be asked to leave the programme.

Gross misconduct

The following behaviours by Dynamic Training UK Ltd are deemed gross misconduct and will lead to a fixed term or instant exclusion from the programme;

- Aggressive/threatening behaviour
- Intimidating/discriminatory language and behaviour
- Theft
- Sexual misconduct
- Assaults or fighting
- Bullying, including cyber bullying
- Wilful damage to property
- Endangering other learners
- Malicious communications, including those sent electronically or via social media
- Possession of offensive weapons
- Possession (or being under the influence) of any substance that impairs judgement or decision making or is being used against its intended purpose (i.e. illegal drugs, legal substances, alcohol, non-prescribed medication, aerosols)

The above list is not exhaustive and other issues may be judged to be equivalents by Dynamic Training UK Ltd. There will be no right to appeal on breaches of misconduct.

Where appropriate Dynamic Training UK Ltd will always seek to put measures to support you to achieve your qualification. Regard will be and must be given to the safety of everyone and creating a safe and respectful learning environment.

Reports of gross misconduct will follow our safeguarding reporting flow chart.

Complaints Policy

Our aim:

Dynamic Training UK Limited is committed to providing a quality service and working in an open and accountable way that builds the trust and respect of all our stakeholders. One of the ways in which we can continue to improve our service is by listening and responding to the views of our members, customers and stakeholders, and in particular by responding positively to complaints, and by putting mistakes right.

Therefore, we aim to ensure that:

- making a complaint is as easy as possible
- we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response
- we deal with it promptly, politely and, when appropriate, confidentially
- we respond in the right way - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc
- we learn from complaints, use them to improve our service, and review annually our complaints policy and procedures.

We recognise that many concerns will be raised informally, and dealt with quickly. Our aims are to:

- resolve informal concerns quickly
- keep matters low-key
- enable mediation between the complainant and the individual to whom the complaint has been referred.

An informal approach is appropriate when it can be achieved. But if concerns cannot be satisfactorily resolved informally, then the formal complaints procedure should be followed.

The formal complaints procedure is intended to ensure that all complaints are handled fairly, consistently and wherever possible resolved to the complainant's satisfaction.

Dynamic Training UK Ltd's responsibility will be to:

- acknowledge the formal complaint in writing
- respond within a stated period of time
- deal reasonably and sensitively with the complaint
- take action where appropriate.

A complainant's responsibility is to:

- bring their complaint in writing to Dynamic Training UK Ltd's attention, normally within 8 weeks of the issue arising
- raise concerns promptly and directly with the management
- explain the problem as clearly and as fully as possible, including any action taken to date
- allow Dynamic Training a reasonable time to deal with the matter
- recognise that some circumstances may be beyond Dynamic Training UK Ltd control.

Responsibility for Action: Management

Confidentiality: Except in exceptional circumstances, every attempt will be made to ensure that both the complainant and Dynamic Training UK Ltd maintain confidentiality, however the circumstances giving rise to the complaint may be such that it may not be possible to maintain confidentiality (each complaint will be judged on its own merit). Should this be the case, the situation will be explained to the complainant.

Monitoring and Reporting: Dynamic Training UK Ltd's board of directors will receive quarterly, an anonymized report of complaints made and their resolution. This complaints policy will be reviewed annually by the Board of Directors and amended as is necessary and any such changes will be communicated to all learners and staff.

Stage 1

In the first instance, if you are unable to resolve the issue informally, please complete either of the complaints forms that can be found on our website <https://www.dynamictraining.org.uk/about-us/our-policies/complaints-policy/> and email to complaints@dynamictraining.org.uk or if you would like to speak to a member of the Dynamic team, please call our Uxbridge Office on 0208 607 7850 between the hours of 09:30-11:30am, Monday-Friday. Our team member will take your details and an overview of the complaint.

Our complaint form is also available in an easy read version. Both versions can be found on our website at:

<https://www.dynamictraining.org.uk/about-us/our-policies/complaints-policy/>

You can expect your complaint to be acknowledged within 4 working days of receipt. You should get a response and an explanation within 15 working days.

Stage 2

If you are not satisfied with the initial response to the complaint, then you can write to Dynamic Training UK Ltd's Board of Directors and ask for your complaint and the response to be reviewed. You can expect the Board of Directors to acknowledge your request within 4 working days of receipt and a response within 15 working days. Please write to Claire Gardner at email address: claire.gardner@dynamictraining.org.uk

Dynamic Training UK Ltd's aim is to resolve all matters as quickly as possible. However, inevitably some issues will be more complex and therefore may require longer to be fully investigated. Consequently, timescales given for handling and responding to complaints are indicative. If a matter requires more detailed investigation, you will receive an interim response describing what is being done to deal with the matter, and when a full reply can be expected and from whom.

If you are still dissatisfied with the outcome of your complaint, you can escalate your appeal to the Awarding Organisation with whom you are registered and further to the relevant Qualification Regulator.

Pearsons: Online: <https://qualifications.pearson.com/en/contact-us.html>

City & Guilds Email: feedbackandcomplaints@cityandguilds.com

CMI: Email: qualifications@managers.org.uk

NCFE Email: complaints@ncfe.org.uk

Highfield Qualifications Email: info@highfield.co.uk, 01302 363277

APM Email: complaints@apm.org.uk

IWFM Email: info@iwfm.org.uk

OCN Telephone: 020 7278 5511

If you have escalated your complaint with the organisation and do not have a satisfactory outcome please contact the ESFA through the apprenticeship helpdesk on 08000 150400 or nationalhelpdesk@apprenticeships.gov.uk

Special Educational Needs & Disabilities (SEND) Policy

Our SEND vision

All individuals are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

All individuals are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident to secure employment

Our vision for supporting individual who have SEND focuses on

- Being person centred
- Being inclusive
- Ensuring every inclusive apprentice secures employment

SEND definition

Special educational needs and disabilities (SEND)

Note:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Dynamic Training

An individual has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to a person of the same age. (Code of Practice 6.15)
An individual will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction – eg speech and language difficulties, autistic spectrum disorder

Cognition and learning – eg dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health – e.g. an individual who are withdrawn or isolated, hyperactive and lack concentration, difficulties forming relationships.

Sensory and/or physical impairment – e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Individuals with some health or physical disability conditions do not necessarily have SEND, but there is a significant overlap between disabled individuals and those with SEND. Where a disabled individual requires special educational provision they will also be covered by the SEND definition (Code of Practice xviii)

Identifying and assessing SEND for individuals whose first language is not English requires particular care. Dynamic Training should first establish whether lack of progress is due to limitations in their command of English or

if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- National Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Teachers Standards 2012

Roles & responsibilities

At Dynamic Training, we believe in working collaboratively with individuals, outside agencies, to ensure a person centred approach in all that we do.

Skills & Development Coach

Each Skills & Development Coach is responsible for:

- The progress and development of every person in their class /coaching through high quality teaching/ quality first teaching
- Working closely with any specialist staff to plan and assess the impact of the support and interventions
- Working with the employer to review each individuals progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person centred principles

Responsibility for ensuring additional support

The person responsible is the Head of Learning and Development at Dynamic Training UK Ltd and is responsible for:

- The overall responsibility for the provision and progress of learners with SEND and/or disability.
- To determine the strategic development of the SEND policy and provision in Dynamic Training.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individuals with SEND, including those with EHC plans.

- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that the child/ young people with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Being the point of contact for external agencies.
- Working with the Governing Board to ensure that Dynamic Training UK Ltd meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that Dynamic Training UK Ltd keeps the records of all individuals up to date.
- Help raise awareness of SEND issues at governing board meetings.

Monitoring & evaluating

Through regular review meetings Dynamic Training UK Ltd will monitor the outcomes using the person centred principles. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

Transition

Dynamic Training UK Ltd allocated staff work with the individual and specialist external staff to ensure progression into employment.

Learner Social Media Policy



Updated 01 August 2022
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Introduction

- Dynamic Training UK Ltd recognises that social media provides unique opportunities to participate in interactive discussions, engage with the wider community, and share information using a wide variety of media. Dynamic Training UK Ltd encourages learners to engage in appropriate and responsible use of social media, which allows for useful communication channels and maintains the wellbeing of individuals and the wider community.
- However, use of social media can pose risks to both learners, Dynamic Training UK Ltd. These include risk to Dynamic Training UK Ltd's reputation and compliance with legal obligations. Learners may also be at risk of committing offences or projecting an image that does not conform to their professional standards, which may have long term effects on their professional reputation. To minimise these risks, Dynamic Training UK Ltd requires learners to adhere to this policy, which outlines learner responsibilities when using social media. Staff are also asked to adhere to the Staff Social Media Policy.
- Nothing in this Policy is intended to restrict or undermine the right to academic freedom.

Purpose and scope of the policy

- This policy covers all individuals studying at all levels with Dynamic Training UK Ltd.
- This policy covers the use of all forms of social media, including but not limited to Facebook, Instagram, YouTube, WhatsApp, Snapchat, The Student Room, Twitter, Reddit, LinkedIn, and Wikipedia.
- This policy applies to the use of social media for both study and personal purposes, whether during study hours or otherwise. The policy applies regardless of whether the social media is accessed using the Dynamic

- Training UK Ltd IT facilities and equipment or equipment belonging to students.
- The purpose of this policy is to encourage good practice and wellbeing through guidance on the use of social media; to protect the Dynamic Training UK Ltd, its staff, clients and students; to clarify where and how existing policies and procedures apply to social media and to promote effective and innovative use of social media as part of the Dynamic Training UK Ltd's activities.

Learner's responsibility

- Learners are expected to be mindful of how their identity, statements or views appear online and are advised that placement providers, employers and industry contacts may view social media profiles when deciding to take on a placement student or when hiring to get an idea of a candidate's character, personality or employability.
- Learners should therefore be conscious of making posts today that may hinder them, both personally and professionally, in the future.
- Learners may find starting with Dynamic Training UK Ltd's to be a good time to consider their previous social media history is going to be appropriate for the future and possibly consider some "strategic deletions".
- All learners are expected to adhere to the Dynamic Training UK Ltd social media policy.

Behaviour and conduct on social media

- Learners are personally responsible for what they communicate on or through social media and they must adhere to the standards of behaviour set out in this policy and any related policies.
- Society is increasingly using social media for raising complaints. However, any learners wishing to raise a complaint should do so through the Learner Complaints Procedure in the Learner Handbook. This is the fastest way to get a response and resolution to your problem.

- Use of social media must not infringe on the rights, or privacy, of other learners, clients, staff or Dynamic Training UK Ltd partners and learners must not make ill-considered comments or judgements about other learners, staff, clients, patients, placement providers or other third parties.
 - ◇ Learners must not post anything that the Dynamic Training UK Ltd learners, clients, business partners, suppliers, vendors or other stakeholders may find offensive, including discriminatory comments, insults or obscenities.
 - ◇ Learners must not post anything (e.g. comments or images) related to their peers without their prior permission.
 - ◇ Learners must not post any images of animals, living or dead, or images of animals or parts of animals they have contact with as a result of the candidature.
- Learners should consider carefully posting anything (e.g. comments or images) related to staff, clients, patients, placement providers, or other stakeholders without their (or an owner's) prior written permission.
- We recommend that permission to share third party material, including all images, photography, text and videos, should be sought and recorded in a tangible format before uploading them to, or linking them through, social media. Furthermore, where permission is obtained, we recommend such materials should be credited appropriately.
- The following non-exhaustive list is considered to be of an unacceptable nature and should never be posted:
 - ◇ Confidential information (which may include research not yet in the public domain, information about fellow students or staff or personal matters, non-public or not yet approved documents or information).
 - ◇ Details of complaints/potential complaints and/or legal proceedings/potential legal proceedings involving Dynamic Training UK Ltd.

- ◇ Personal information about another individual, including contact information, without their express permission.
 - ◇ Comments posted using fake accounts, made-up names or using another person's name without their consent.
 - ◇ Inappropriate material, including images, video, podcasts or other content that is, or may be perceived to be threatening, harassing, discriminatory, illegal, obscene, indecent, defamatory, or hostile towards any individual, group or entity.
 - ◇ Any other posting that constitutes, or may constitute, a criminal offence.
 - ◇ Anything which may bring Dynamic Training UK Ltd into disrepute or compromise the safety or reputation of colleagues, former colleagues, learners, staff and those connected with Dynamic Training UK Ltd.
- Learners should be aware that statements on social media that cause harm to an individual, including to their reputation, or that interfere with an ongoing disciplinary/legal process may create a potential claim against the individual making the statement. Furthermore, this may extend to the sharing of statements made by others.
 - Learners should also be aware that communications on social media are also subject to legislation, which aim to prevent interference with legal proceedings regardless of intent to do so.
 - An individual, including the complainant, may undermine proceedings or processes by publishing information, including imagery, relating to existing or potential complaints and/or legal proceedings. This may be done in the heat of the moment; however, learners should be aware that by doing so they might bring Dynamic Training UK Ltd into disrepute or compromise the safety of Dynamic Training UK Ltd community.

- Learners must take particular care not to state or imply that their views are those of Dynamic Training UK Ltd when using social media, nor use the Dynamic Training UK Ltd logo at any time without prior written approval.
 - ◇ If learners are uncertain or concerned about the appropriateness of any statement or posting, they should refrain from making the communication.
 - ◇ If learners see content in social media that disparages or reflects poorly on Dynamic Training UK Ltd or its stakeholders, they should contact their Skills & Development Coach
- Respecting intellectual property and confidential information:
 - ◇ Learners should not do anything to jeopardise Dynamic Training UK Ltd's trade secrets and other confidential information and intellectual property through the use of social media.
 - ◇ Learners should avoid misappropriating or infringing the intellectual property of other organisations and individuals, which can create liability for Dynamic Training UK Ltd, as well as the learner themselves.
 - ◇ To protect themselves and Dynamic Training UK Ltd against liability for copyright infringement, where appropriate, learners should reference sources of particular information they post or upload and cite them accurately. If learners have any questions about whether a particular post might violate anyone's copyright or trademark, they should seek advice from the Head of Marketing and Communications before making a communication.
- Learners should avoid posting comments about sensitive business-related topics, such as Dynamic Training UK Ltd performance. Even if learners make it clear that their views on such topics do not represent those of Dynamic Training UK Ltd, their comments could still damage Dynamic Training UK Ltd's reputation or breach confidentiality obligations.

Cyber bullying

- Dynamic Training UK Ltd will not accept any form of bullying or harassment by or of its staff or learners or stakeholders.
- There is no legal definition of bullying but according to GOV.UK it is usually defined as behaviour that is repeated, intended to hurt and aimed at certain groups.
- The following non-exhaustive list of examples illustrate the types of behaviour, displayed through social media, which Dynamic Training UK Ltd considers to be forms of cyber bullying:
 - ◇ Maliciously, negligently or recklessly spreading rumours, lies or gossip;
 - ◇ (Intimidating or aggressive behaviour, as perceived by those viewing social media;
 - ◇ Offensive or threatening comments or content, as perceived by those viewing social media;
 - ◇ Posting comments/photos or other content deliberately, negligently or recklessly mocking an individual with the potential to harass or humiliate them, as perceived by those viewing the social media.
- Cyber bullying may also take place via other means of electronic communication such as email, text or instant messaging.
- If you are a victim of cyber bullying or are concerned about other learners' wellbeing you should follow the Safeguarding procedure.

Breach of the policy

- Breach of this policy may result in disciplinary action, including suspension from Dynamic Training UK Ltd. Any learners suspected of breaching this policy will be required to co-operate with the investigation, which may involve handing over relevant passwords and login details. Dynamic Training UK Ltd also reserves the right to suspend internet and account access where:

- ◇ it deems it necessary during an investigation. When considering any potential breach of this policy, Dynamic Training UK Ltd will consider the context of any social media posting
- ◇ Learners will be required to remove posts which are deemed to constitute a breach of this policy. Failure to comply with such a request may in itself result in disciplinary action.

Implementation and monitoring

- Responsibility for monitoring and reviewing the operation of this policy and making recommendations for change to minimise risks, and to ensure that it meets legal requirements and reflects best practice also lies with the Director of Finance.
- All learners are responsible for the effectiveness of this policy and should ensure that they take the time to read and understand it.
- The contents of Dynamic Training UK Ltd's IT resources and communications systems are Dynamic Training UK Ltd's property. Therefore, learners should have no expectation of privacy in any message, social media post conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on Dynamic Training UK Ltd's electronic information and communications systems.
- Dynamic Training UK Ltd reserves the right to monitor, intercept and review, without further notice, learner activities using its IT resources and communications systems, including but not limited to social media postings and activities, to the extent permitted or as required by law, to ensure that Dynamic Training UK Ltd's rules are being complied with.



Responsible use of social media

- ***Everything you post online is public.*** Once you have posted to social media (even seemingly more private forms like WhatsApp or personal messaging) you cannot control how it is used. Consider whether you would be happy for your message to be seen in the public domain and how it could impact your future and that of other learners or Dynamic Training UK Ltd.
- ***Think carefully before you post.*** Would you be comfortable saying directly to a family member, tutor or future employer what you are posting on social media? If not, it may be best not to post the message. Because you cannot control where your message will end up, it is sensible to operate a 'better safe than sorry' policy. There have been numerous accounts of learners being disciplined for private social media posts or messages that have been shared without consent.
- ***Consider how the content of a message you send may appear to others.*** Text, image and video messages all have the potential to cause upset and damage to your personal and professional reputation. Will someone else

- perceive your message in a different way? What might a future employer think of what you have shared? Social media posts are like digital tattoos that we cannot get rid of easily. Employers are increasingly checking the digital footprint of potential staff members including looking at historic posts.
- ***Understand the expectations regarding professionalism and confidentiality.***
- ***Consider how the message could affect your own reputation and that of the Dynamic Training UK Ltd.*** You have a responsibility to yourself but you also have a responsibility to uphold the reputation of Dynamic Training UK Ltd. Any post that breaches Dynamic Training's social media policy could lead to disciplinary action being taken against you.
- ***Be aware of what you're sharing.*** Do you need permission to share materials, or should you ask as a matter of courtesy? You should also consider the contents of what you are sharing. Have you checked it thoroughly and are you aware of any links, images or videos that you may not have noticed? It is much easier to thoroughly check what you are sending than undo what you have already sent.

Personal wellbeing and social media

- How much time are you spending on your social media accounts? Social media is designed to be addictive, encouraging you to invest time in your account. If you are preoccupied about social media when not on it, need to use social media for gratification or are unable to control your usage of social media it may be time for a detox.
- Take a social media detox regularly. Try logging out of your accounts, removing the apps from your phone and see how this affects your wellbeing. We should all be regularly detoxing from social media to ensure it is not having too big an impact on our lives.
- What are the benefits of your social media experience? Are you finding it to be a useful, positive experience? There are lots of benefits to using social media but it is good to check in and review the accounts you are following and how it is making you feel. If you come away from social media unhappy or frustrated it may be a good idea to reconsider how you use it.

- Limit the amount of time you spend on social media. Social media is a tool and used wisely can be beneficial. However, if used incorrectly or too much it can become dangerous to us. Try choosing what you think is a sensible amount of time to spend on social media and then limit yourself to this.
- What to do when things go wrong. All social media platforms should have a system for reporting bullying or inappropriate content. If you are concerned about content and the impact it may be having on the wellbeing of yourself or a fellow learner, you should go to the Safeguarding Lead for support in the next steps to take. They can help to provide guidance relating to the issue.

Social media and your professional profile

- ***Do you use your social media accounts to help with your future?***
There is lots of information about your future options available through social media. This can be about employers, post grad opportunities, volunteering and self-employment. Use social media explain opportunities available to you.
- Manage your online presence. What does your digital presence look like? Do you manage it coherently? Make sure that your digital presence reflects your current interests both on a professional and personal level, particularly if you have chosen for your account to be public.
- Take time regularly to review what you are posting / liking / following. Future employers explore and check your digital presence. This is also a good thing to do to ensure you are 'targeting' your 'socials' time effectively to keep you informed about future opportunities.
- The careers consultants can talk through with you how to manage your social media accounts to develop a professional online presence.
- Consider what you want to get out of social media. If you are planning on using social media as a professional tool, shape your accounts to promote your professional interests, skills and experiences. If you're not planning on using social media professionally, remember that it's still a reflection of you and employers will still check it regardless of your intent.

Additional Learning Support in Apprenticeships (Policy Protocol)



Updated 01 August 2022

Review 01 August 2023

Version: 08-22.v1

Dynamic Training is learning to be an instinctively inclusive company. We have introduced a digital cognitive assessment for all of our learners, helping us to embrace neurodiversity and a personalised learning approach.

Our learner initial assessment via a functional skills assessment platform called Skills Forward and a neurodiversity assessment platform called Cognassist will form the basis of the evidence within the learner's Learning Agreement. The support can be triggered at any point during the programme. From identification of learning support, learners will have access to activities to help support them via the Cognassist platform. A learner's allocated Skills & Development Coach will create a support plan to meet learning needs.

A learner does not have to be registered disabled or have a formal learning difficulty as long as we have evidence of the need. Learning support is not to be used to deal with the everyday difficulties that are not directly associated with a learner's learning on the programme.

As a Provider we must evidence that we:

- Carry out a robust assessment of the needs and record the outcomes to identify the learning need.
- Plan the support to be delivered and the period for which the additional support is required.
- Deliver the support to meet the needs and review the progress and continuing needs/funding requirement.
- This evidence is required even if the learner achieves the whole framework.

As a Provider we offer a range of approaches to support apprentices with additional learning needs, including:

- Providing additional one-to-one sessions with apprentices to help with assessments and functional skills.
- Paying for specialist assessments and support if needed.
- Contextualising English and maths teaching and learning either by making it workplace-based or specific.
- Allowing more time in examinations.
- Using adaptive technologies.
- Encouraging the use of different coloured ink, reading pens, paper, and overlays.
- Providing support for adaptations to workplace processes and systems
- Providing training for employers regarding additional learning needs.
- Providing training for internal staff on best practice when working with those with learning support needs.
- Offering support for communications and sensory needs.
- Offering buddy systems

External Whistleblowing Policy



Updated 01 May 2023
Review 01 May 2024
Version: 05-23.v1

Purpose

This policy sets out Dynamic Training UK Ltd's approach to whistleblowing and the procedure which should be followed when a concern has been raised by an external source to Dynamic Training UK Ltd. The policy provides a framework for those wishing to make a disclosure about malpractice or other wrongdoing in line with the Public Interest Disclosure Act 1998, if the disclosure is made in good faith and believed to be true.

Scope

The External Whistleblowing Policy and Procedures applies to all Dynamic Training UK Ltd's clients – Learners (or their Parents or Guardians)

The External Whistleblowing Policy does NOT apply to

- Awarding Organisations, staff or associates, for whom a separate, internal policy is available
- Complaints about Dynamic Training UK Ltd qualifications or service for which the Complaints Procedure should be used (see learner handbook)
- Appeals against assessment decisions for which the Appeals Policy and Procedures should be used

Definition of whistleblowing

Whistleblowing is a term used when an individual discloses information relating to malpractice, maladministration, wrongdoing, bad practice, corruption and / or covering any of these up. Disclosures might relate to:

- A criminal act such as fraud or bribery
- Failure to comply with agreements
- Action leading to an illegal financial gain
- Observation of an irregularity in assessment
- Failure to address H & S Issues

Responsibility

Dynamic Training UK Ltd

- Maintain high standards of ethical, moral and legal business conduct

- Team members are aware and understand this policy and procedures
- Team members comply with this policy in addition to the Dynamic Training UK Ltd internal policies on whistleblowing

Review

This policy is reviewed annually

Confidentiality, anonymity of whistleblowers

Dynamic Training UK Ltd

- Will maintain the confidentiality of Information relating to all parties involved in a disclosure
- Normally will not act on anonymous allegations. Although may try to confirm any allegations made
- Will strive to keep a whistleblowers identity confidential but may need to disclose to other agencies such as the Police, Fraud Prevention agencies, the courts or regulators
- Any investigator assigned to review allegations will not reveal a whistleblowers identity unless the whistleblower agrees
- Once a concern has been raised Dynamic Training UK Ltd have a duty to investigate even if the disclosure has been withdrawn

Raising a concern with Dynamic Training UK Ltd

Individuals wishing to raise a concern should complete a Whistleblower Report form (See appendix1) which should be sent to the Head of Apprenticeships and Commercial either via email: oliver.hill@dynamictraining.org.uk or by post to Unit 2, Brook Business Centre, Cowley Mill Road, Uxbridge, UB8 2FX.

Investigation

Once a concern has been raised, Dynamic Training will investigate this following our complaints procedure. If you have not made the complaint anonymously, you may be asked to attend a meeting as part of this investigation.

We will keep you informed as to the progress of the investigation, as far as is possible and appropriate bearing in mind any confidentiality obligations that apply. Please note that you will not be given details of any disciplinary action taken unless we consider this appropriate.

Dissatisfaction with the outcome of the process

If for any reason the complainant remains dissatisfied with Dynamic Trainings response the situation can be escalated further by contacting the relevant organisations, Awarding Organisation and further to the relevant Qualification Regulator.

APPENDIX 1. WHISTLE BLOWING REPORT FORM

Section 1 - your contact information

Title:		Forename(s)		Surname:	
Role:				Centre:	
Address for correspondence:					
Email address:		Phone no:		Alternative phone no:	

Section 2 – Disclosure

Qualification and unit name (s):	
Date of incident being disclosed:	
Name and roles of individuals considered responsible for the incident:	
Full details of the incident and those affected by the incident:	

Signed _____

Dated _____

Continue onto second page if necessary

Submit the completed form to Head of Apprenticeships and Commercial

External Whistleblowing Policy and Procedures If printed this document becomes uncontrolled

Malpractice & Maladministration Policy

This procedure applies to all Dynamic Training UK Ltd employees, contracted staff and Dynamic Training UK Ltd Centres. Dynamic Training UK Ltd will take all reasonable steps to prevent the occurrence of any malpractice or maladministration in the development, delivery and award of qualifications which it makes available or proposes to make available. Where it has not been possible to prevent this, it is in everyone's interest to ensure that all cases of suspected or actual malpractice/maladministration are dealt with quickly, thoroughly and effectively.

Introduction

Regulations requires Dynamic Training UK Ltd to establish and maintain procedures for dealing with malpractice and maladministration on the part of learners, Dynamic Training UK Ltd approved staff or any others involved in providing the qualifications, and to take appropriate action to maintain the integrity of Dynamic Training UK Ltd qualifications. This document fulfils that requirement.

This document:

- Defines malpractice and maladministration in the context of delivery and assessments
- Provides examples as to the types of incidents that may occur
- Sets out the rights and responsibilities of Dynamic Training UK Ltd, Dynamic Training UK Ltd approved staff and learners in relation to such matters

Definition of malpractice and maladministration

Malpractice

The term malpractice covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate
- The reputation and credibility of Dynamic Training
- The qualification or the wider qualifications community
- The confidentiality of assessment materials

Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

Failure by a Dynamic Training Centre to deal with an identified issue may in itself constitute malpractice.

Maladministration

The term maladministration relates to any activity, neglect, default or other practice that results in the Dynamic Training UK Ltd Centre or learner not complying with the specified requirements for delivery of the qualifications as set out in the relevant codes of practice, where applicable.

Types of malpractice

The following list some examples of the types of incident that may occur, the list is not exhaustive

Dynamic Training UK Ltd Centre malpractice

Examples of Dynamic Training UK Ltd Centre malpractice could include:

- Insecure storage of assessment instruments and marking guidance
- Misuse of assessments, including inappropriate adjustments to assessment decisions
- Failure to comply with requirements for accurate and safe retention of learner evidence, assessment and internal verification records
- Failure to comply with awarding body procedures for managing and transferring accurate learner data
- Excessive direction from assessors to learners on how to meet national standards
- Deliberate falsification of records in order to claim certificates

Learner malpractice

Malpractice by a learner in internal assessment could occur in:

- The compilation of portfolios of internal assessment evidence
- The presentation of practical work
- The preparation and authentication of coursework
- Conduct during an internal assessment
- Conduct during an external assessment examples of learner malpractice could include:
 - ◇ Plagiarism - failure to acknowledge sources properly and/or the submission of another person's work as if it were the learner's own
 - ◇ Collusion with others when an assessment must be completed by individual learners
 - ◇ Copying from another learner (including using ICT to do so)
 - ◇ Impersonation - assuming the identity of another learner or having someone assume your identity during an assessment
 - ◇ Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. This includes vulgarity and swearing that is outside of the context of the assessment, or any material of a discriminatory nature (including racism, sexism and homophobia)
 - ◇ Inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language and having an unauthorised electronic device that causes a disturbance in the examination room
 - ◇ Frivolous content - producing content that is unrelated to the question in scripts or coursework

Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to delivery and assessment need to be investigated in order to protect the integrity of the Dynamic Training UK Ltd qualification and to be fair to the Dynamic Training UK Ltd Centre and all learners.

In the event that either malpractice or maladministration occurs, Dynamic Training UK Ltd will inform the Awarding Organisation/s.

Sustainability

Policy (environment)

Dynamic Training UK Ltd recognises that businesses can have a negative impact on the environment. We are committed to finding ways in which we can reduce the impact of our work both in the office and when work takes us away from the office. Dynamic Training UK Ltd mission is to introduce new skills and talent into the sectors that it works with. Our sustainable development goals are to:

- To support and work with organisations who are working for the benefit of the local community and setting up sustainable programmes/ creating sustainable jobs.
- Develop a network of providers who can be supportive of each other, share good practice and share resources for mutual benefit.
- Challenge our learners to use their individual talents so that they can contribute to the economic prosperity of their local community and the environment and empower them with sustainable social behaviours.
- Share responsibility with the wider community for promoting and practicing policies which show concern and care for the future of the environment and society.
- To encourage an “enterprise culture” which is also socially and environmentally responsible.

We aim to achieve this through:
Sustainable Progress for the Individual

Staff and stakeholders

- Providing professional development for staff
- Communicating with stakeholders about environmental matters

Learners

- Ensure that opportunities are taken to incorporate sustainable development, environmental awareness and social skills into curriculum activities.
- Encourage learners to feel confident about making positive contributions to society, considering issues such as equality of opportunity, diversity and the environment.

Sustainable protection for the environment

Promotion

- Promote environmental and ethical management policies and practices
- Ensure strict compliance with all relevant Environmental Legislation
- Ensure stakeholders use public transport to travel to Dynamic Training UK Ltd wherever possible

Sustainable use of resources

Energy

- Make efficient and environmentally responsible use of energy
- Reuse and recycle wherever possible
- Procurement
- Source suppliers of environmentally efficient goods and services

Sustainable progress for the local community

Economic Growth

- Review community provision to re-engage learners and to help them to return to learning and employment
- Implement robust self -assessment and planning procedures to ensure we provide services and education which help the growth of the local economy
- Take part in local campaigns and events raising awareness of the environment

We shall commit to:

- Communicating the environmental policy and strategy to staff, learners and other stakeholders and to raise awareness amongst these groups of their own environmental responsibilities and requirement to commit to environmental improvements.
- Complying, where possible to exceed standards set in relevant UK, EU and international regulatory requirements and agreements.
- Managing and reducing water consumption, where possible.
- Reducing waste created and where possible to reuse and recycle with responsible disposal of surplus materials; to use recycled and recyclable materials wherever possible.
- Environmental management is everyone's responsibility, and a prime responsibility of all levels of management, it is an expectation that everyone within the organisation will contribute to achieving our overall objective.

- The board will work with the team to provide adequate and appropriate resources to implement this policy and will ensure it is properly communicated and understood.

Dynamic Training UK Ltd , is committed to providing a quality service in a manner that ensures a healthy and safe workplace for our employees and customers and minimises the potential impact on the environment and to this end will continue to train, educate and inform all our staff and customers about the environmental issues that affect their everyday work.

It is our policy therefore to:

- Recycle as much waste material as possible.
- Avoid the use of copying paper wherever possible. For example, sending invoices and quotes via email as PDF files and using scans where able to do so. Where copying is required double sided copying in place.
- Recycling equipment that is no longer of use to the company. For example, giving away items such as computers and printers that we no longer use.
- Keep energy usage low. For example, making use of low energy light bulbs throughout and ensuring that computers are shut down after work.
- Reuse wastepaper (from the printer) where possible, making use of the blank side for notes etc.
- Purchase products made with recycled paper. For example, paper towels, printer paper
- Purchase products with a lower environmental impact. For example, environmentally safe soaps and detergents.
- To work with e- portfolios to reduce the impact of travel and paper usage.
- To build an e-learning platform that reduces the need to travel and produce paper handouts.
- Avoid unnecessary travel by making use of instant messaging, video and audio conferencing, telephone, and email.
- Maintenance of equipment to ensure unnecessary wastage of paper.

Addendum

Cross-Cutting Themes Guidance for ESF (Sustainable Development and Equality) Version 3 Published 2 August 2018

GDPR & Privacy Policy



Updated 01 August 2022
Review 01 August 2023
Version: 08-22.v1

OUR COMMITMENT

Dynamic Training UK Limited is fully committed to data security and the fair and transparent processing of personal data. This policy sets out how we will treat personal data which you provide to us in compliance with the GDPR law which comes into effect on the 25th of May 2018, this includes building GDPR into current and future contractual commitments. This journey will be a continuous process and will continue up to and after the enforcement date. Dynamic Training UK Ltds compliance team is led by our Finance Director and will be responsible for ongoing development and governance of our compliance journey ensuring there is synergy across all businesses and brands.

Dynamic Training UK Ltd strives to improve its security, maintaining privacy for the data it holds and ensuring appropriate security across its partners and supply chain.

Our Commitment to Compliance

- Commitment to meet all regulatory requirements where appropriate, an active process as further clarification is offered by the ICO
- Build new regulation into current Management Information Systems as part of continued commitment to security and privacy.
- Continue along our journey to achieve compliance for GDPR.
- Plan and prepare to continually improve our policies beyond the 25th May 2018
- Maintain security and privacy of our data and our client's data to industry standard best practise / applicable laws.

Data protection policy

Dynamic Training UK Ltd takes the security and privacy of your data seriously. We need to gather and use information or 'data' about you as part of our business and to manage our relationship with you. We intend to comply with our legal obligations under the Data Protection Act 2018 (the '2018 Act') and the EU

General Data Protection Regulation ('GDPR') in respect of data privacy and security. We have a duty to notify you of the information contained in this policy.

Dynamic Training UK Ltd is a 'data controller' for the purposes of your personal data. This means that we determine the purpose and means of the processing of your personal data.

This policy explains how Dynamic Training UK Ltd will hold and process your information. It explains your rights as a data subject. It also explains your obligations when obtaining, handling, processing or storing personal data.

Dynamic Training UK Ltd needs to collect and use certain types of information about people with whom it deals with to operate. These include current, past and prospective employees and students, suppliers, customers, stakeholders and others with whom it communicates. In addition, it may occasionally be required by law to collect and use certain types of information of this kind to comply with the requirements of government departments. Any such information, whether deemed confidential or not, relating to a living individual who can be identified from that information (or from that information or other data in the companies possession), and which may be factual (such as name, address or date of birth) or an opinion (such as a performance appraisal) is subject to data protection laws (and is referred to as "personal data" in this Policy, the Data Protection Procedures and its Appendices). This personal data must be dealt with properly however it is collected, recorded and used – whether on paper or digitally. This policy describes how this personal data must be collected, handled and stored. As such, this policy ensures:

- compliance with the law and best practice protection of the rights of staff, students, partners etc openness about processing and storage of data avoidance of risk of a data breach

In accordance with the Data Protection Act 1998 (referred to in this Policy, the Data Protection Procedures and its Appendices as "the Act") EU General Data Protection Regulation and associated EU Directives, Dynamic Training UK Ltd will handle personal data in a manner which complies with the six Data Protection Principles specified under the Act regarding privacy and disclosure:

Data protection principles

Personal data must be processed in accordance with six 'Data Protection Principles.' It must:

- be processed fairly, lawfully and transparently;
- be collected and processed only for specified, explicit and legitimate purposes;
- be adequate, relevant and limited to what is necessary for the purposes for which it is processed;
- be accurate and kept up to date. Any inaccurate data must be deleted or rectified without delay;
- not be kept for longer than is necessary for the purposes for which it is processed; and be processed securely.
- We are accountable for these principles and must be able to show that we are compliant.

The Act allows individuals to find out what personal data is held about them by making a subject access request. This covers information held electronically and in some paper records. Individuals have the right to obtain personal data in an electronic and structured form which allows further use by the individual.

If individuals think they are being prevented from seeing information they are entitled to, they can ask the Information Commissioner to help. The Information Commissioner's Office is responsible for looking after rights of individuals and making sure personal data is not misused.

Dynamic Training UK Ltd is registered with the Information Commissioner and all registrations under the Act are reviewed annually for accuracy and completeness by the company.

Dynamic Training UK Ltd has a Data Protection Officer and maintains records/ registers of data processing activity.

How we use your personal information

If you are progressing your career through Dynamic Training UK Ltd Apprenticeships or further/higher education, we may need to collect additional personal information to secure funding or satisfy statutory or legal or Government scheme requirements.

Dynamic Training UK Ltd is funded by the Educational Skills Funding Agency (ESFA) and some of the information you supply will be used by the Educational Funding Agency to fulfil its statutory functions.

This privacy notice has been issued by the Education and Skills Funding Agency (ESFA), on behalf of the Secretary of State for the Department of Education (DfE). It is to inform learners how their personal information will be used by the DfE, the ESFA (an executive agency of the DfE) and any successor bodies to these organisations. For the purposes of the Data Protection Act 1998, the DfE is the data controller for personal data processed by the ESFA.

Your personal information is used by the DfE to exercise its functions and to meet its statutory responsibilities, including under the Apprenticeships, Skills, Children and Learning Act 2009 and to create and maintain a unique learner number (ULN) and a personal learning record (PLR).

Your information may be shared with third parties for education, training, employment and well-being related purposes, including for research. This will only take place where the law allows it and the sharing follows the Data Protection Act 1998.

The English European Social Fund (ESF) Managing Authority (or agents acting on its behalf) may contact you for them to carry out research and evaluation to inform the effectiveness of training.

You can opt out of contact for other purposes by ticking any of the boxes on your learning agreement if you do not wish to be contacted about courses or learning opportunities or for surveys and research. You can also opt out of being contacted by post, phone or email.

Further information about use of and access to your personal data, and details of organisations with whom we regularly share data are available at: <https://www.gov.uk/government/publications/esfa-privacy-notice>.

How we define personal data

‘Personal data’ means information which relates to a living person who can be identified from that data (a ‘data subject’) on its own, or when taken together with other information which is likely to come into our possession. It includes any expression of opinion about the person and an indication of the intention

of us or others, in respect of that person. It does not include anonymized data.

This policy applies to all personal data whether it is stored electronically, on paper or on other materials. This personal data might be provided to us by you, or someone else (for example an employer), or it could be created by us. It could be provided or created during the recruitment to your programme or during your programme or after its termination. It could be created by your manager or other colleagues.

How we define special categories of personal data

‘Special categories of personal data’ are types of personal data consisting of information as to:

- your racial or ethnic origin;
- your political opinions;
- your religious or philosophical beliefs;
- your trade union membership;
- your genetic or biometric data;
- your health;
- your sex life and sexual orientation; and
- any criminal convictions and offences.

We may hold and use any of these special categories of your personal data in accordance with the law. If not, contractually applicable you are able to opt in or out.

How we define processing

‘Processing’ means any operation which is performed on personal data such as:

- collection, recording, organisation, structuring or storage;
- adaption or alteration;
- retrieval, consultation or use;
- disclosure by transmission, dissemination or otherwise making available;
- alignment or combination; and
- restriction, destruction or erasure.
- This includes processing personal data which forms part of a filing system and any automated processing.

Fair Processing

The Act is not to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the individual to whom the personal data relates.

Dynamic Training UK Ltd will ensure that the individual is told: that Dynamic Training UK Ltd is the data controller; that the Data Protection Officer is the Dynamic Training UK Ltd representative; the purpose for which the individual's personal data is to be processed by the companies; and the identity of anyone to whom the personal data may be disclosed or transferred.

Dynamic Training UK Ltd will ensure that:

Any requirements regarding the consent of an individual of the processing of their personal data have been met. Where information that is regarded as sensitive personal data is processed, explicit consent will usually be required; there is legitimate reason for collecting and using all/any personal data collected; personal data is not used in any way which has an unjustified adverse effect on individuals; it is open and honest about what is collected and how it is used; data is handled in ways in which an individual would reasonably expect; the data is not used for any unlawful purpose; data is kept for a reasonable period. The length of this retention period depends on the purpose for which it was obtained and its nature. It may be necessary to keep data for a reason set out in Schedules 2 and 3 of the Act.

When collecting personal data an oral or written privacy notice should be issued which states simply the identity of who is collecting data and the purpose(s) for which it will be processed.

What personal data do we collect?

We may collect and process the following personal data

If you:

Complete a form on our website, complete a survey, correspond by phone, email or in writing, report a problem, sign up to receive our communication, create an account with us, enter into a training contract with us for us to deliver training.

The information we collect and store relating to you is primarily used to enable us to provide our service

Storing your personal data

The personal information you provide is stored within secure servers.

Please note that the transmission of information via the internet (including email) is not completely secure and therefore, although we endeavour to protect your personal information you provide us, we cannot guarantee the security of data sent to us electronically and the transmission of such data is therefore entirely at your own risk.

All Dynamic Training UK Ltd email addresses support with TLS email encryption, so it is advised if you are concerned about the contents of any email to use this encryption.

Where we have given you (or where you have chosen) a password so that you can access certain parts of our sites or portals, you are responsible for keeping these passwords confidential.

Data security breach

In the event of a reported data security breach leading to the accidental or unlawful destruction, loss, alteration authorised disclosure of, or access to, personal data transmitted, stored or otherwise processed, Dynamic Training UK Ltd will make every effort to inform affected individuals as appropriate and will liaise with the Information Commissioner to the extent required.

The rights of individuals

Everyone has a right to know what personal data about them is being held and processed and to whom such personal data may be disclosed. An individual has the following rights (right to subject access) under the Act:

A right of access to a copy of the information comprised in their personal data; a right to object to processing that is likely to cause or is causing damage or distress; a right to prevent/restrict processing for direct marketing; a right to object to decisions being taken by automated means;

a right in certain circumstances to have inaccurate personal data rectified, blocked, erased or destroyed; and a right to claim compensation for damages caused by a breach of the Act.

Therefore, it is very important to have a simple Data Protection statement included on key documents, for example the student learning agreement.

Under the right of subject access above, an individual is entitled only to their own personal data and not to information relating to others. Dynamic Training UK Ltd does not usually have to comply with a disclosure request to provide information relating to the individual making the request and another individual unless the other individual has consented to disclosure.

However, it is permitted in certain circumstance to disclose information to a third party without telling the individual if it is to meet a legal obligation for example CSA requests for salary details, or HM Revenue and Customs inspectors. These are: the prevention or detection of crime; capture or prosecution of offenders; and the assessment or collection of tax/duty.

As stated above, individuals have a right to subject access. Individuals may make a written request (including email) to Dynamic Training UK Ltd (a “subject access request”) GDPR@dynamictraining.org.uk. Under the Equality Act 2010 Dynamic Training UK Ltd will make reasonable adjustment and accept a verbal request from an individual with a disability, learning difficulty, medical condition or limited written skills who finds it unreasonably difficult to make a request in writing. Requests must be made to the Data Protection Officer. The individual is usually entitled to be given details of the data held, the purpose for which it is being processed and to whom it may be disclosed. Hence the individual has a right to a copy of all the personal data held about them irrespective of when the records were created. Before the request is actioned Dynamic Training UK Ltd must be certain that the person making the request is the individual about whom the personal data relates. Also, the company can ask for any information reasonably required to find the personal data covered by a request. It is vital that Dynamic Training UK Ltd has a central record of where all data is held so that it can comply with requests for information and comply with the Act. Requests for information must be actioned as soon as possible and always within 40 days.

The right to subject access is subject to certain exemptions specified in the Act. These include, for example: exemptions from disclosure of confidential references, examination marks and examination scripts; and a provision that

there is no need to comply with a request if it is similar or identical to one complied with earlier unless a reasonable interval has elapsed.

The Information Commissioner has published various practice notes on these exemptions

Disclosing your information

We may disclose your personal information to any company within our corporate group. This includes, where applicable, our subsidiaries, our holding company and its subsidiaries. We are obliged to provide feedback to your employer if they have funded the course and request it.

We may also disclose your personal information to:

Where 3rd party funding is required within Apprenticeships or further/higher education;

Disclosure of information to third parties;

Information about an individual should not be disclosed to an appropriate third party unless the individual has given consent;

applicable under the provisions of the Mental Capacity Act 2005;

there is a real risk of harm to a child hence the safeguarding of a child's welfare overrides the need to keep the information confidential – any matters of this nature must be referred to the Dynamic Training UK Ltd nominated safeguarding officers without delay.

Where a third party, e.g. a solicitor is acting on behalf of an individual, written authority from the individual concerned must be requested before the request is processed.

Requests made by parents and guardians for data about children/young people are subject to the Act. The data is about the individual and does not belong to a parent/guardian.

- the child's level of maturity and their ability to make decisions;
- the nature of the personal data;

- any court orders relating to parental access or responsibility that may apply;
- any duty of confidence owed to the child or young person;
- any consequences of allowing those with parental responsibility access to the child's or young person's information. This is particularly important if there have been allegations of abuse or ill treatment;
- any detriment to the child or young person if individuals with parental responsibility cannot access this information; and any views the child or young person has on whether their parents should have access to information about them.

Usually for learners at Dynamic Training UK Ltd, personal data should not be disclosed to a parent/guardian unless the student has consented to information being shared with that person in their learning agreement. Any issues or concerns must be discussed with the Safeguarding and Prevent Manager.

In the event Dynamic Training UK Ltd are the data controller in respect of personal data collected from a child, this personal data may not be disclosed or transferred to third parties without the explicit and verifiable consent of the child's parent or guardian, unless the child understands the implications of his or her actions.

As stated above there are exemptions when information must be disclosed to a third party. Exemptions do not require Dynamic Training UK Ltd to automatically disclose personal data to the police or other law enforcement agencies – they merely ensure the parameters of the Act are not breached.

Possible sources of data covered by the Act

Learner files and individual learning plans; student data held on MIS. Email messages and documents/memos/letters. Enrolment forms/learning agreements. Registers and Curriculum Record Books. Student visit records. Financial records for example invoices, Expenses claims, photographs, video images and social media posts

Possible location of data covered by the Act

Formal files. Central filing systems. Ad hoc files held by managers/team leaders. Files in storage/archive. Information held by third parties e.g. payroll

bureau. Notebooks. CCTV, archived images. Computerised systems operating both centrally and locally.

Responsibilities of staff

Staff should not share data informally. When access to confidential information is required, staff can request it from their line managers.

Dynamic Training UK Ltd will provide training to all employees to help them understand their responsibilities when handling data; it is the responsibility of staff to attend such training.

Staff should keep all data secure, by taking sensible precautions and following the guidelines.

Strong passwords must be used, and they must never be shared.

Personal data should not be disclosed to unauthorised people, either within the company or externally.

Data should be regularly reviewed and updated if it is found to be out of date. If no longer required, it should be deleted and disposed of.

Staff should request help from their line manager or the data protection officer if they are unsure about any aspect of data protection.

Modern Slavery Policy



Updated 01 August 2022
Review 01 August 2023
Version: 08-22.v1

For financial year 2023/2024

This statement is made pursuant to s.54 Transparency in supply chains of the Modern Slavery Act 2015 and sets out the steps that Dynamic Training UK Ltd has taken and is continuing to take to ensure that modern slavery or human trafficking is not taking place within our business or supply chain.

Modern slavery encompasses slavery, servitude, human trafficking and forced and compulsory labour. Dynamic Training UK Ltd has a zero tolerance approach to any form of modern slavery. We are committed to acting ethically and with integrity and transparency in all business dealings and to putting effective systems and controls in place to safeguard against any form of modern slavery taking place within the business or our supply chain.

Any employee in breach of this policy will face disciplinary action which could result in dismissal.

Our business

Dynamic Training UK Ltd was established in 2008 by a team of directors with over 20 years' experience of successfully managing employment, training & qualification programmes. We now employ over 50 staff across England.

We offer a range of training services including business, Childcare, Health, Health and Social Care and Management related apprenticeships, pre-employment training & recruitment services for employers.

Our high risk areas

Dynamic Training UK Ltd has not identified any areas of its direct business where there is a high risk of modern slavery, however we do acknowledge through the diverse range of customers we engage with and the recruitment and placement of learners onto apprenticeship programmes there is risk of these customers being involved in Modern Slavery.

Our steps to mitigate this risk is through:

- Embedding training to our apprentices and their employers through our British Values training activity, a mandatory component of every apprenticeship programme that we deliver.
- A whistleblowing policy for both staff and apprentices that includes Modern Slavery.

Our policies

We operate a number of internal policies to ensure that we are conducting business in an ethical and transparent manner. These include:

- Anti-slavery policy. This policy sets out the organisation's stance on modern slavery and explains how employees can identify any instances of this and where they can go for help.
- Recruitment policy. We operate a robust recruitment policy, including conducting eligibility to work in the UK checks for all employees to safeguard against human trafficking or individuals being forced to work against their will.
- Whistleblowing policy. We operate a whistleblowing policy so that all employees know that they can raise concerns about how colleagues are being treated, or practices within our business or supply chain, without fear of reprisals.
- Code of business conduct. This code explains the manner in which we behave as an organisation and how we expect our employees and suppliers to act.
- Safeguarding policy – on identifying and responding to concerns regarding the safeguarding and protection of children, young people and vulnerable adults.

Our suppliers

Dynamic Training UK Ltd operates a supplier policy and maintains a preferred supplier list. We conduct due diligence on all suppliers before allowing them to become a preferred supplier. This due diligence includes an online search to ensure that particular organisation has never been convicted of offenses relating to modern slavery [and on site audits which include a review of working conditions]. Our anti-slavery policy forms part of our contract with all suppliers and they are required to confirm that no part of their business operations contradicts this policy.

In addition to the above, as part of our contract with suppliers, we require that they confirm to us that:

- They have taken steps to eradicate modern slavery within their business.
- They hold their own suppliers to account over modern slavery.
- (For UK based suppliers) They pay their employees at least the national minimum wage / national living wage (as appropriate).
- (For international suppliers) They pay their employees any prevailing minimum wage applicable within their country of operations.
- We may terminate the contract at any time should any instances of modern slavery come to light.

Training

We regularly conduct training to teams so that they understand the signs of modern slavery and what to do if they suspect that it is taking place within our supply chain as part of our Prevent / British Values and Safeguarding.

Raising staff awareness of the problem of modern slavery and human trafficking is priority.

Our performance indicators

We will know the effectiveness of the steps that we are taking to ensure that slavery and/or human trafficking is not taking place within our business or supply chain if:

1. No reports are received from employees, the public, or law enforcement agencies to indicate that modern slavery practices have been identified.
2. Our internal and external funders audits are at a low risk including checks of our suppliers

Approval for this statement

This statement was approved by the Board of Directors who have overall responsibility with ensuring this policy complies with our legal and ethical obligation.

Claire Gardner
Managing Director

Safer Recruitment Policy and Recruitment Procedure



Updated:-	01 May 2023
Review: -	01 May 2024
	Version: 04-23.v1

Policy Statement

Dynamic Training UK Ltd takes its responsibility towards all children and vulnerable adults very seriously and believes in the principle that they deserve to develop in an environment free from abuse, maltreatment and exploitation. Developing such an environment requires that all staff members be suitable for a position working with all of our learners including children and vulnerable adults.

Dynamic Training UK Ltd's Safer Recruitment Policy and Recruitment Procedure is designed to deter unsuitable applicants from applying for positions at the company and to reject them if they do.

Basic Principles

- Candidates are to be informed of Dynamic Training UK Ltd's commitment to safeguarding those in our care.
- Planned recruitment process allowing sufficient time to complete all stages of the recruitment process.
- Strict and robust vetting procedures
- Pre-employment checks through the Disclosure Barring service, professional qualification checks, employer reference checks and identity checks.
- Safeguarding responsibilities and procedures are to be highlighted during company induction process.
- All staff to receive on-going training in the values of Dynamic Training UK Ltd and their safeguarding responsibilities with on-going CPD requirements.
- A dedicated, trained and empowered safeguarding team to deal immediately with any allegations of inappropriate behaviour or incidents especially towards children or vulnerable adults.
- All candidates applying for positions with Dynamic Training UK Ltd will be treated fairly, consistently and in compliance with all relevant legislation.

This policy is to be reviewed and updated annually.

The Recruitment Process

- A clear person specification and job description for the advertised role is required prior to the recruitment process commencing.
- A job should be advertised to reflect the requirements of the role.
- If the role is a regulated activity, a statement is required stating - "It is a criminal offence to apply for a role where they are barred from working in a regulated activity."
- All candidates are to be informed of Dynamic Training UK Ltd's safer recruitment commitments and of Dynamic Training UK Ltd's Safer Recruitment Policy, which will be followed at all times during the recruitment process.
- A completed application form is required for all positions.
- Candidates are to be advised about:
 - (1) The Criminal Records Checks
 - (2) The Identity Check (Right to Live and to work in UK)
 - (3) Professional Qualifications Checks
- Two people should be involved in the screening of candidates.
- Interviews should be conducted using clear consistent interview questions and scored upon the answers. Candidates should be probed on their attitude towards people who need care and support. For the benefit of fairness and consistency all candidates for a post should be asked the same set of questions
- Work references should be followed up.
- All appointments should be subject to a six-month probationary period and should have at least 3 supervisory one to one meetings during the probationary period where their attitudes, values and behaviours are reviewed.
- Induction process to include discussions on company safeguarding responsibilities.
- A culture of vigilance should be in place, and a clear access and referral process to escalate concerns to the safeguarding team should be fully understood by all staff.
- Dynamic Training UK Ltd's safeguarding team must respond immediately to any issues raised and undertake full and transparent investigations into any and all allegations.

Prevent **Safeguarding**
Additional Support Needs
British Values **Health & Safety**
Learner Code Of Conduct
E-Safety **Lacking In Progress**
Plagiarism **Malpractice**
Anti Bullying **Complaints**
Appeals **Equality & Diversity**
Inclusion **Privacy**

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