



Spencer Alliance for Leadership and Teaching: Personal Development Framework

Updated September 2024

The Spencer Alliance for Leadership and Teaching wish to ensure that every person, from course participants to leaders and assessors, engaged with our programme and course delivery, is treated fairly and equitably at all times. This includes all arms of work:

*Spencer Teaching School Hub, including all CPD courses
Spencer Teaching School Hub AB Services
George Spencer Academy SCITT
Spencer Apprenticeships
The Derby Research School at Wyndham Primary Academy
Spencer Academies Trust End Point Assessment Organisation*



Definitions

The term 'learners' is used here to cover apprentices, SCITT trainees and participants on programmes and engaging with our AB Services as part of the Teaching School Hub. This reflects the broad scope of our engagement with young and adult learners.



Contents

Purpose	3
Audience	5
Our Themes.....	6
Personal Development Framework	7
Our Delivery Model	8
Curriculum Overview	9
Monitoring.....	13
Appendix 1: Reporting Safeguarding, Prevent and E-Safety Concerns.....	14
Appendix 2: Further education and skills handbook.....	15
Appendix 3: Initial teacher education (ITE) inspection framework and handbook.	18
Appendix 4: Prevent Duty Guidance: for further education institutions in England and Wales.....	19
Appendix 5: Early career framework (ECF) and national professional qualifications (NPQs) inspections Framework and Handbook for September 2022.....	20
Appendix 6: Research and analysis: Review of sexual abuse in schools and colleges	21
Appendix 7: HM Gov Promoting children and young people's mental health and wellbeing A whole school or college approach.....	22
Appendix 8: Keeping Children Safe in Education 2022 - Statutory guidance for schools and colleges	23
Appendix 9: DfE Skills needs in selected occupations over the next 5-10 years Research report – August 2022	25
Appendix 10: References and Reading.....	26
Appendix 10: Association of Colleges - Wellbeing and Mental Health - Self Assessment Tool for Colleges.....	31

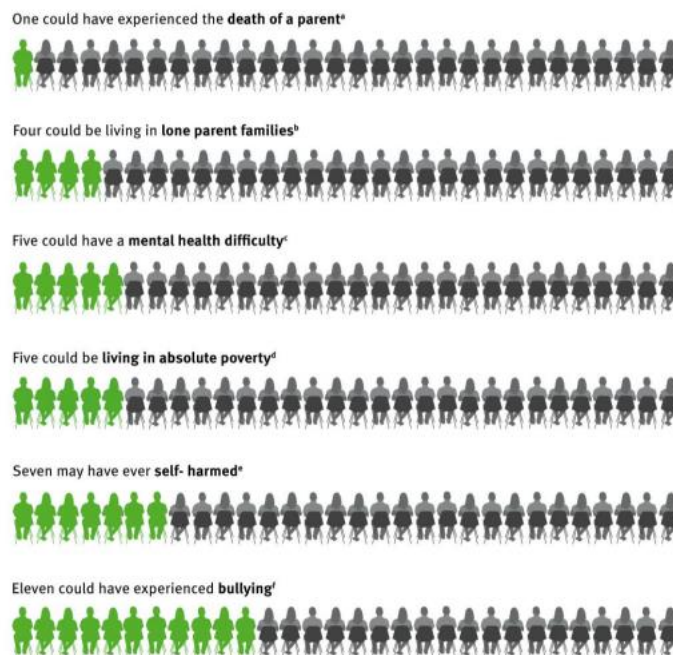


Personal Development Framework 2022-23

Purpose

As a provider of adult learning, including Initial Teacher Training, Apprenticeships, Early Career Framework and Apprenticeships, the Spencer Alliance for Leadership and Teaching embraces its responsibilities to the learners and schools we support, in terms of their Personal Development, Safeguarding and Wellbeing. The below graphic represents the statistical probability of learners experiencing challenge in life, from mental health difficulty to self-harm, and these themes continue into adult learning. As a provider, we have a responsibility to ensure we

Figure 1. Life experiences^{abcdef} in a class of 30 pupils (Image provided by the Centre for Mental Health).



SOURCE: HM Gov Promoting children and young people's mental health and wellbeing A whole school or college approach - [CLICK](#)



Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- 1. Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- 2. Identification:** recognising emerging issues as early and accurately as possible.
- 3. Early support:** helping pupils and students to access evidence informed early support and interventions.
- 4. Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.



Audience

As a provider, we work with a range of learners across all of our training programmes.

Universal Offer	This is available to all learners who access in our training, with a focus on knowing how to reach out for support and share concerns for other learners. - Proactive Signposting to our Safeguarding and Mental Health Support Team: A designated DSL; Mental Health First Aider; Prevent Duty Lead; LGBTQ+ Link - Curriculum Offer: Workload and Wellbeing - Referral System with follow up targeted support - Learner voice to capture impact and ways to continuously improve - Monthly Safeguarding Newsletter for all facilitators and trainers
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Safeguarding and Prevent SALT Team Roles and Responsibility



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Prevent Lead and LGBTQ+ Trusted Link
SALT Director
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Safeguarding is everyone's responsibility

Sustained Training Programmes	This is available to all learners who access in our sustained training, e.g. the ECF and NPQs, which add over and above to the Universal Offer. - Workload, Wellbeing themes, EDI, Prevent and Fundamental British Values covered within the training (reflecting contractual requirements for those programmes) - Learner voice to capture impact and ways to continuously improve
Intensive Training Programmes	This is available to all learners who access in our intensive training, e.g. ITT and Apprenticeships, which is in addition to the Universal Offer and Intensive Training Programmes. - Personal Development Framework applied to each programme curriculum carefully sequenced as part of the training provision (reflecting statutory requirements for those programmes)



Our Themes

Looking at the statutory requirements and guidance along with our contextual factors for both the career pathways we support and local themes, we have broken down our curriculum into 3 main themes:

Theme 1: Character Development

- **Fundamental British Values**

(responsible, respectful and active citizens; respect: bullying, abuse; develop and discover interests and talents; high standards for personal and professional conduct)

- **Inclusion: Equity, Equality and Inequality**

(difference is positive; LGBTQ+)

- **Life skills**

(problem solving; personal finance)

- **Online Safety and Prevent**

(3Cs risks – exposure to inappropriate content; subject to harmful interactions (sexual language); online behaviours and commerce; online sexual harassment and abuse; grooming and sexual exploitation; how to keep themselves and others safe)

('preventative education' - radicalisation and extremist views; how to keep themselves and others safe; critical thinking)

Theme 2: Health, Wellbeing and Healthy Relationships

- **Healthy Lifestyles**

(mental health and wellbeing awareness; self-care strategies to promote resilience; workload and work-life balance; physical health and active lifestyles; body image; risk taking behaviour; drugs and alcohol awareness)

- **Healthy Relationships**

(healthy relationships and relationship values; boundaries and consent; managing unwanted behaviour (sexual language); sexual harassment and violence; recognising an abusive relationship including coercive and controlling behaviours; domestic abuse/violence)

Theme 3: Careers and Employment

- **Career Pathways**

Careers Information and Advice

Employment rights and responsibilities

- **Career Readiness**

Interview practice

CV and applications writing

Media literacy and digital resilience

Preparing for the workplace



Personal Development Framework – Coverage Map against Statutory Guidance and Sector-Based Advice

	Ofsted EIF FE and Skills	Ofsted EIF ITT	KCSIE 2022	Other
Character Development The provider prepares learners for life in modern Britain by: Fundamental British Values (responsible, respectful and active citizens; respect; bullying, abuse; develop and discover interests and talents; high standards for personal and professional conduct) Inclusion: Equity, Equality and Inequality (difference is positive; LGBTQ+) Life skills (problem solving; personal finance) Online Safety and Prevent (3Cs risks – exposure to inappropriate content; subject to harmful interactions (sexual language); online behaviours and commerce; online sexual harassment and abuse; grooming and sexual exploitation; how to keep themselves and others safe) ('preventative education' - radicalisation and extremist views; how to keep themselves and others safe; critical thinking)	developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance (access to a wide, rich set of experiences that teach them why it is important to contribute actively to society) promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy (learners' understanding of the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common) developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society (develop and discover their interests and talents) teaching them how to protect themselves from radicalisation and extremist views	promoting equality and diversity eliminating discrimination safeguarding, including e-safety Trainees are explicitly taught high standards for teachers' personal and professional conduct, including promoting a positive view of inclusion. Trainees are taught how to promote pupils' safety and welfare. They understand their statutory safeguarding duties (including the 'Prevent' duty) and responsibilities	how to keep themselves and others safe, including online preventative education - prepares pupils and students for life in modern Britain creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system • stereotyping, prejudice and equality The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content: being exposed to illegal, inappropriate, or harmful content, for example; pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism. contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). NB: sexually harass, bully, and control others via their mobile and smart technology	Prevent Duty: The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism - sufficient pastoral care and support available for all students Ofsted Review of Sexual Abuse: create a culture where sexual harassment and online sexual abuse are not tolerated sexual harassment and violence, including online DfE Skills Research: Team Work; communicating and working collaboratively; awareness of EDI
Health, Wellbeing and Healthy Relationships Healthy Lifestyles (mental health and wellbeing awareness; self-care strategies to promote resilience; workload and work-life balance; physical health and active lifestyles; body image; risk taking behaviour; drugs and alcohol awareness) Healthy Relationships (healthy relationships and relationship values; boundaries and consent; managing unwanted behaviour (sexual language); sexual harassment and violence; recognising an abusive relationship including coercive and controlling behaviours; domestic abuse/violence)	developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy (develop their character – including their resilience, confidence and independence –and, where relevant, help them know how to keep physically and mentally healthy.) developing learners' understanding of how to keep physically healthy and maintain an active lifestyle developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education (domestic abuse) addresses sexual harassment and violence, online sexual abuse and language and consent	The ITE curriculum prepares trainees for a fulfilling and successful career as a teacher. Trainees are taught how to manage their workloads and how to maintain their own health and welfare	how to keep themselves and others safe, including online • healthy and respectful relationships boundaries and consent • body confidence and self-esteem • how to recognise an abusive relationship, including coercive and controlling behaviour • the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and • what constitutes sexual harassment and sexual violence and why these are always unacceptable. NB share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content	Ofsted Review of Sexual Abuse: create a culture where sexual harassment and online sexual abuse are not tolerated sexual harassment and sexual violence, including online
Careers and Employment Career Pathways Careers Information and Advice Employment rights and responsibilities Career Readiness Interview practice CV and applications writing Media literacy and digital resilience Preparing for the workplace	providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career (the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps) supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully	The ITE curriculum prepares trainees for a fulfilling and successful career as a teacher how to engage with relevant subject and/or scholarly communities, including communities of practice relating to technical and vocational training, where relevant.		DfE Skills Research: knowledge and effective use of relevant technologies; digital literacy e.g. understanding and use of data; DfE Careers Guidance Sept 22 independent careers guidance - To support this, the department is funding The Careers & Enterprise Company and National Careers Service 'It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations.'



Our Delivery Model

To ensure learners have a full entitlement to their personal development curriculum, our approach is to weave these themes into each programme's training plan and our processes and procedures as enshrined in our policies and culture.

As a result, each programme takes the core objectives and ensure that there is full coverage through:

- our **policies** which actively promote and reinforce, e.g. Code of Conduct
- our **explicit curriculum delivery**, which involves active debate and discussions promoting critical thinking and reflection
- **cross curricular links**, especially where there is a coverage in the space of a professional working with pupils, ensuring that learners apply it to themselves also
- **tutor/mentor meetings** with deliberate review of key themes
- conscious '**coffee break bursts**' foci peppered through delivery, e.g. mindfulness techniques practiced at the start of a day's training
- **guest speakers and events** throughout the year
- access to a **wide, rich set of experiences** that teach them why it is important to contribute actively to society e.g. immersion visits to schools re SEND and EAL;
- **open access to resources and materials** on our learning platforms, including access to support information from a range of national and local organisations
- **promotion of and maximising national and local events** e.g. Children in Need; Apprenticeship Week
- a **monthly newsletter and social media activity**
- **pastoral care and support on offer** from our Safeguarding team and strand specific support teams

To enable success, we will be ensuring that there is a coherence in **language and framing** to ensure that learners join the dots within the provision.

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Curriculum Sequencing

When the framework is implemented into each setting, it will be:

- 1) interwoven through the carefully sequenced curriculum.
- 2) covered at relevant points of the year, e.g. mental health and wellbeing ahead of final assessments.
- 3) addressed responsively to needs, as concerns or themes arise.



PD Framework Overview

Theme 1: Character Development - **Key Objective:** developing **learners' character**, defined as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Threads	Objectives	Resources and Reference Points
Fundamental British Values - responsible, respectful and active citizens; - respect: bullying, abuse; - develop and discover interests and talents; - high standards for personal and professional conduct	- Learners know about Fundamental British Values: Democracy; Rule of Law; Respect & Tolerance; Individual Liberty. - Learners understand their importance, both in their professional role (role modelling and reinforcing them for pupils) and in their personal lives (developing into responsible, respectful and active citizens). - Learners can articulate the importance of showing respect and promoting tolerance and how they can contribute to a climate that doesn't accept bullying and abusive behaviours. - Learners can articulate their interests and talents; and how they nurture their personal passions to develop into a well-rounded, active citizen. - Learners demonstrate they understand and enact high expectations for personal and professional conduct.	DfE Promoting Fundamental British Values as part of SMSC in Schools (November 2014) London Grid for Learning have also produced useful resources on FBVs (Online Safety Resource Centre - London Grid for Learning (lgfl.net)). Young Citizen's Information of FBV Educate Against Hate FBV resources Bullying Preventing bullying including cyberbullying - DfE advice
Inclusion: Equity, Equality and Inequality - difference is positive - professional responsibility to support inclusion - LGBTQ+ and Gender Identity - Toxic Masculinity and Incels	- Learners understand the protected characteristics set out in the Equality Act 2010. - Learners know the importance of religion, traditions, cultural heritage and preferences. - Learners develop an understanding of how they can support an inclusive workplace climate, and actively support inclusion and diversity, and their personal responsibility in contributing to it. - Learners understand the dangers of unconscious bias and dangers within stereotyping and labelling, and the importance in challenging prejudice and discrimination. - Learners understand gender and sexual identity and understand where the access support for themselves, other learners and pupils. - Learners understand the threat of toxic masculinity and the growth of 'incels' as a risk, particularly in relation to online safety. (Prevent)	LGBTQ+ NSPCC Safeguarding LGBTQ+ children and young people NSPCC Gender Identity LGBTQ Hero Guide to Gender Identities The Proud Trust deliver training opportunities for teachers and other youth professionals and create LGBTQ+ resources for schools, colleges and other youth settings. Switchboard LGBT+ helpline is a safe space for anyone to discuss anything, including sexuality, gender identity, sexual health and emotional well-being. They help people to explore the right options for themselves through support on the phone and through email and instant messaging service. Website and web chat: https://switchboard.lgbt/ Phone: 0300 330 0630 Email: chris@switchboard.lgbt Unconscious Biases and Stereotypes TES Article – Incel Culture NGfL Incel Training
Life skills - problem solving, e.g. consequential thinking - personal finance - Inflation, Money and Careers; budgeting; UK Tax System and P45 + P60 - study skills - presentation skills - team work and collaboration	- Learners can share a range of problem solving strategies, for example consequential thinking. - Learners understand key themes of the UK money system, including the current economic challenges, and where to seek support if they need it. - Learners can articulate a range of study skills and apply them into their training plan to help them acquire the new knowledge, skills and behaviours whilst managing workload. - Learners develop presentation skills to support them in becoming confident, articulate professionals. - Learners develop awareness of the skills and behaviours for effective team work and collaboration.	DfE Skills needs in selected occupations over the next 5-10 years Research report – August 2022



Online Safety and Prevent (1) 3Cs risks • exposure to inappropriate content; • subject to harmful interactions (sexual language); • online behaviours and commerce risks • online sexual harassment and abuse; • grooming and sexual exploitation • how to keep themselves and others safe	1. Learners understand the risks of online activity – the 3Cs: content, contact, conduct, commerce – and understand the importance of their personal and professional conduct online. 2. Learners are aware of online sexual harassment and abuse, and understand the importance of taking action to protect themselves. 3. Learners know who to speak and support they can access to if they experience any of the 3C risks.	Online Safety • NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements • Safer recruitment consortium: "guidance for safe working practices", which may help ensure staff behaviour policies are robust and effective • South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements • Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring • UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online – also advice for parents and carers • NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour. • The Joint Information Systems Committee (JISC) can provide specialist advice and support to the FE sector in England to help providers ensure students are safe online and appropriate safeguards are in place. JISC also has a Computer Security Incident Response Team who can provide assistance in the event of an online incident occurring. CyberCrime • Cyber Choices • 'NPCC- When to call the Police' • National Cyber Security Centre - NCSC.GOV.UK. • UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online. Online Safety - Sharing Nudes and Semi-Nudes • London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes. • UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes
Online Safety and Prevent (2) Prevent • importance of 'preventative education' • radicalisation and extremist views • how to keep themselves and others safe • critical thinking	1. Learners understand the online risks of radicalisation and extremism and the contextual risks within our area. 2. Learners are aware of online conduct of taking action to protect themselves. 3. Learners know who to speak and support they can access to if they experience any of the 3C risks.	• Prevent duty guidance: for further education institutions in England and Wales. The Home Office has developed three e-learning modules: • Prevent awareness e-learning offers an introduction to the Prevent duty. • Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention. • Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. • Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq. • Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. • For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. • The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty • London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)). • Radicalisation: Examples and Indicators – Educate Against Hate



Theme 2: Health, Wellbeing and Healthy Relationships - Key Objective: developing learners' confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy

Threads	Objectives	Resources and Reference Points
Healthy Lifestyles - mental health and wellbeing awareness; - self-care strategies to promote resilience; - workload and work-life balance; - physical health and active lifestyles; - body image; - risk taking behaviour; - drugs and alcohol awareness	- Learners are aware of strategies in how they can gauge and actively support their mental health and wellbeing. - Learners consider how they proactively manage their workload and maintain a good work-life balance. - Learners are aware of the link between an active lifestyle in helping them manage both physical and mental wellbeing. - Learners consider the implications of risk taking behaviours, including the negative impact of drugs and alcohol, and know where to seek help if they require it.	Mental Health and Wellbeing - Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. - PHE has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children - See Every Mind Matters The Association of colleges have created a Mental Health and Wellbeing Charter for colleges across England to reaffirm their commitment to staff and student mental health and wellbeing. The Association of Colleges has also created a resource pack on supporting student mental health and wellbeing for college leaders. - The Wellbeing Thesis is an online resource for postgraduate students to support their wellbeing, learning and research. Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England Anna Freud - 'On My Mind' aims to empower young people to make informed choices about their mental health and wellbeing through advice, support, tips and self-care strategies. Supporting pupils at schools with medical conditions - DfE statutory guidance Mental health and behaviour in schools - DfE advice (2018) Overview - Fabricated or induced illness - NHS advice DfE Mental Health and Wellbeing Resources for Teachers and Teaching Staff June 2021 Mental Health Resource for Schools & Colleges Anna Freud Centre PHE Every Mind Matters Young Minds offers resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job. The Mix is the UK's leading support service for young people (under 25). They offer help and support to help with any challenge children are facing from mental health to money, from homelessness to finding a job, from breakups to drugs. Talk to them via their online community, on social, through their free, confidential helpline or counselling service https://www.themix.org.uk/ Text: THEMIX to 85258 Phone: 0808 808 4994 MindEd Resilience Hub (mindedhub.org.uk) All age groups I'm A Professional Papyrus UK Suicide Prevention Charity (papyrusuk.org) HOPELineUK, 0800 068 41 41 Text on 07786 209 687 Samaritans are an organisation you can ring at any time of the day or night. Call 116 123 Email jo@samaritans.org Shout provides free, confidential, 24/7 text message support in the UK for anyone struggling to cope. They can help with issues including suicidal thoughts, depression, anxiety, panic attacks, abuse, self-harm, relationship problems and bullying - Text 'Shout' to 85258 to get an empathetic, trained volunteer who will listen and work with you to solve problems. Kooth free, safe and anonymous online mental wellbeing community, accredited by the British Association for Counselling and Psychotherapy. It includes: • a magazine • discussion boards • messages or live chat with their team • a daily journal you can fill in Homophobia: Educational Action Challenging Homophobia (EACH) (up to 18 yo) offers advice and support online and through their freephone Helpline for those experiencing homophobic, biphobic or transphobic bullying or harassment EACH: School and college training or call 0808 1000 143 open Monday to Friday 10am to 5pm. Switchboard LGBT+ helpline is a safe space for anyone to discuss anything, including sexuality, gender identity, sexual health and emotional well-being. They help people to explore the right options for themselves through support on the phone and through email and instant messaging service. Website and web chat: https://switchboard.lgbt/ Phone: 0300 330 0630 Email: chris@switchboard.lgbt FGM: Female genital mutilation: information and resources- Home Office guidance - The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. - Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section Bereavement: Hope Again is the youth website of Cruse Bereavement Care. They provide advice for any young person dealing with the loss of a loved one. https://mermaidsuk.org.uk/me-imaids-student-space/ Phone: 0808 8010 424 Sleep Problems: Every Mind Matters have expert advice and practical tips to help you look after your mental health and wellbeing, including sleep, self-care, and dealing with change. Young Minds offers online information, advice and tips for children and young people having issues with sleep and how to get help Homelessness: Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance - The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help - Homeless Reduction Act Factsheets The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here. Eating Disorders: Beat Eating Disorders Helpline BEAT: Worried about Someone with an Eating Disorder – all age groups Drugs: Drug strategy 2021 - Home Office strategy Information and advice on drugs - Talk to Frank website Drug and Alcohol education — teacher guidance & evidence review – PSHE Association



Healthy Relationships - healthy relationships and relationship values; - boundaries and consent; - recognising sexual harassment and violence managing unwanted behaviour (sexual language) - recognising an abusive relationship, including coercive and controlling behaviours (domestic abuse/violence)	1. Learners consider the qualities of healthy relationships and the importance of boundaries and consent within them. 2. Learners recognise the signs of sexual harassment and violence, including sexualised language and controlling and abusive behaviours. 3. Learners feel able to manage unwanted behaviours, or access support if they are victims of domestic abuse or violence.	Gov Collection: Disrespect NoBody campaign Information and documents related to the Disrespect NoBody campaign, which helps young people understand what a healthy relationship is • Domestic Abuse: National Domestic Abuse Helpline - 24 hours a day on 0808 2000 247 (website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.) • NSPCC- UK domestic-abuse Signs Symptoms Effects • Refuge: what is domestic violence/effects of domestic violence on children • Safe Young Lives: Young people and domestic abuse Safelives • Home Office - Domestic Abuse; specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse) • Domestic abuse: Various Information/Guidance - Home Office (HO) • Forced Marriage: The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) • School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk. • Harmful Sexual Behaviour: Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations. • NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB. • NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working. • HSB toolkit - The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families. • NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework - free and independent advice about HSB. • Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline. • Support: Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse. • Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres. • The Survivors Trust - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
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Theme 3: Careers and Employment - Key Objective: preparing learners for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers, and help them acquire the self-development and career management skills they need to achieve positive employment destinations.

Threads	Objectives	Resources and Reference Points
Career Pathways Careers Information and Advice Employment rights and responsibilities	1. Learners receive and know where to engage with independent careers advice to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career. 2. Learners know how to engage with relevant subject and/or scholarly communities, including communities of practice relating to technical and vocational training, to help prepare them for the next phase in employment. 3. Learners learn about employment rights, and where they can access further support	The Careers & Enterprise Company – They work with schools, colleges and employers to help every young person find their best next step – including careers hubs. National Careers Service - They provide careers information, advice and guidance. They can help you to make decisions on learning, training and work at all stages in your career. Teaching Vacancies - Search for teaching, school leadership and education support jobs in England.
Career Readiness Interview practice CV and applications writing Media literacy and digital resilience Preparing for the workplace	1. Learners feel prepared for the next stages in their career pathways through the development of their employability skills. 2. Learners understand the importance of digital skills for the tools and resources specific to their pathways, e.g. the use of ipads to support learning. 3. When engaging with online information, learners ability to access and critically analyse media messages, and with these media literacy skills, carefully consider implications for their themselves.	



Monitoring

To ensure the personal development curriculum is having the impact intended, we have a number of layers to monitor its implementation and impact.

The SALT Designated Safeguarding Lead, the Director of SALT and each strand Lead e.g. the Apprenticeship Operations Manager, are responsible for the implementation of this framework into each programme and ensuring that all learners, from the ITT provision through the Business Admin learners, have their full entitlement.

- Facilitation staff, including programme leaders, have regular access to professional development/training to ensure that curriculum requirements are met.
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time or through other communications and contact with their tutors/mentors to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- The Personal Development curriculum contributes to wider events and activities to promote the transferable skills developed through learning and their application to the work of work.

The leadership team undertake the following activities to quality assure the programmes and monitor effective implementation.

- Lesson observations
- Learning walks
- Work scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback
- Evaluation of staff CPD and student events
- Annual Safeguarding Audit in partnership with the Trust Director of Inclusion and Safeguarding
- Annual self-reflection using the Wellbeing and Mental Health - Self Assessment Tool for Colleges (Appendix 10)



Appendix 1: Reporting Safeguarding, Prevent and E-Safety Concerns

SPENCER ALLIANCE for Leadership & Teaching

Safeguarding and Prevent SALT Team Roles and Responsibility

Caroline Arnold
SALT Team Designated Safeguarding Lead
ITT Director and TSH Assistant Director
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Safeguarding is everyone's responsibility

Designated Safeguarding Lead: Caroline Arnold

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SALT Prevent Lead: Tammy Elward

tammyelward@satrust.com

Reporting Concerns within the SALT Team – My Concern

<https://myconcern.thesafeguardingcompany.com/Concern/New>

Reporting Concerns beyond the SALT Team – SALT Team Log

Please share your concerns [here on our log form](#)

East Midlands Regional Prevent Coordinator: Sam Slack

sam.slack@education.gov.uk

07384452156



Appendix 2: Further education and skills handbook

Updated 11 July 2022 – [CLICK HERE](#)

266. The judgement focuses on the most significant dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education^[footnote 64]
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

268. To inform this judgement, inspectors will use evidence gathered during the inspection and evidence of trends in learners' personal development over time. Inspectors will use first-hand evidence from visits to learning sessions and training workshops, including visits to learners at work or on work placements. Inspectors will gather evidence from interviews with learners, staff, employers and other partners. Evidence will also include information provided through learner, employer and parent questionnaires. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered
- how well leaders promote British values
- how well leaders develop learners' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that learners have
- learners' understanding of the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common
- the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps
- learners' understanding of what constitutes healthy relationships



Grade descriptors for personal development

269. For personal development to be judged outstanding, it must meet the following criteria.

Outstanding (1)

- The provider meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply.

- The provider consistently and extensively promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are of exceptional quality.
- The provider ensures that participation in these activities is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.

270. To judge whether personal development is good, requires improvement or is inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and, where relevant, help them know how to keep physically and mentally healthy.
- The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.
- The provider prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.



Sexual harassment and violence and online sexual abuse between learners who are children or young people

284. As part of assessing safeguarding, inspectors will consider how colleges and providers^[footnote 68] that have learners who are children^[footnote 69] handle concerns about harmful sexual behaviour towards or between learners who are children and young people (including sexual harassment and violence and online sexual abuse). This includes considering whether the college or provider has followed the relevant DfE guidance about peer-on-peer abuse between children, and whether:^[footnote 70]

- the provider has appropriate provider-wide policies and procedures in place that **make it clear that all harmful sexual behaviour is unacceptable** and that assume that sexual harassment and online sexual abuse are happening in the provision, even when there are no specific reports
- the provider's policies are reflected in their curriculum,^[footnote 71] which specifically **addresses sexual harassment and violence, online sexual abuse and language and consent**
- all staff are clear as to the provider's relevant policy and procedures, and this is supported by relevant training
- all learners are supported to **report concerns about sexual harassment and violence and online sexual abuse**
- concerns are taken seriously and dealt with swiftly and appropriately, and learners are confident that this is the case
- comprehensive records of concerns are kept
- the provider has taken into account the findings and recommendations of [Ofsted's review of sexual abuse in schools and colleges](#)

285. Inspectors will also look at how providers work to prevent sexual harassment and violence and online sexual abuse between learners using a whole-provider approach that includes an **effective behaviour policy, pastoral support** and a **carefully planned curriculum** with respect to **relationship and sex education**. Inspectors will expect providers to be alert to factors that increase the vulnerability or potential vulnerability of learners, such as **mental ill health, domestic abuse, children with additional needs, and learners from groups at greater risk of harm (including vulnerable adults)**. Inspectors will also seek to understand how any barriers that could prevent a learner from making a disclosure, for example communication needs, are identified and addressed.

286. As set out in [‘Inspecting safeguarding in early years, education and skills settings’](#) inspectors will expect, among other things, providers to:

- understand how to handle reports of harmful sexual behaviour

between learners, both on and outside college or provider premises, in line with the [DfE's guidance on sexual violence and sexual harassment](#), and train their staff accordingly

- have good awareness of the signs that a child/young person who is a learner is being neglected or abused, as described in [‘What to do if you're worried a child is being abused’](#)
- be confident about what to do if a learner reports that they have experienced sexual harassment, online sexual abuse or sexual violence involving another learner
- ensure that learners are taught about safeguarding risks, including online risks
- support learners to understand what constitutes a healthy relationship, both online and offline^[footnote 72]



Appendix 3: Initial teacher education (ITE) inspection framework and handbook

Updated 11 July 2022 – [CLICK HERE](#)

Grade descriptors: quality of education and training
Intent: principles informing the ITE curriculum

The purpose of ITE inspections

17. The inspection of an ITE provider offers an independent external evaluation of its effectiveness and, where appropriate, recommends what it should do to improve. It is based on the range of evidence available to inspectors, which they evaluate against a national framework. It takes full account of our policies and relevant legislation in areas such as **safeguarding, equality and diversity**.

Overall effectiveness

163. In judging the provider's overall effectiveness for each phase, inspectors will take account of the two key judgements: the quality of education and training, and the leadership and management of the partnership.

164. Inspectors will draw on inspection evidence from the two key judgements to determine an overall effectiveness judgement for each phase of the ITE provider.

165. Inspectors must consider whether the ITE offered by the provider complies with the relevant statutory ITT criteria, assessment-only route criteria or EY ITT requirements and all relevant legislation and guidance, including those related to **promoting equality and diversity, eliminating discrimination, and safeguarding**. In primary and secondary school training, inspectors must ensure that the provider offers trainees their minimum entitlement, ensuring coverage of all 'learn that' and 'learn how to' statements set out in the ITT core content framework.

Professional behaviours

- The ITE curriculum prepares trainees for a fulfilling and successful career as a teacher. Trainees are taught how to **manage their workloads** and **how to maintain their own health and welfare**, as well as **how to engage with relevant subject and/or scholarly communities**, including communities of practice relating to technical and vocational training, where relevant.
- Trainees are taught how to promote pupils' safety and welfare. They understand their statutory safeguarding duties (including the 'Prevent' duty) and responsibilities.
- Trainees are explicitly taught high standards for teachers' personal and professional conduct, including promoting a positive view of inclusion.

Leadership and management

183. Inspectors must consider how effectively leaders and managers ensure compliance with all relevant legislation and guidance, including the ITT statutory criteria (for EY, primary and secondary phases), and requirements relating to:

- **promoting equality and diversity**
- **eliminating discrimination**
- **safeguarding, including e-safety**



Appendix 4: Prevent Duty Guidance: for further education institutions in England and Wales Updated 1 April 2021

4. To comply with the duty we would expect further education institutions to be delivering in the following ways.

- **External speakers and events**
- **Partnership**
- **Risk assessment**
- **Action plan**
- **Staff training**
- **Welfare and pastoral care/chaplaincy support**
- **IT policies**
- **Monitoring and enforcement**

Welfare and pastoral care/chaplaincy support

24. All institutions have a clear role to play in the welfare of their students and we would expect there to be sufficient pastoral care and support available for all students.

25. As part of this, we would expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline structures in place for managing prayer and faith facilities (for example an oversight committee) and mechanisms for managing any issues arising from the use of the facilities.



Appendix 5: Early career framework (ECF) and national professional qualifications (NPQs) inspections Framework and Handbook for September 2022

Updated 2 March 2022

Source: [CLICK HERE](#)

Principles and purpose of inspection

13. Inspections are based on the range of evidence available to inspectors, which they evaluate against this framework. They also follow our policies and relevant legislation in areas such as safeguarding, equality and diversity.

Leadership and management

137. This judgement is about how well leaders, managers and those responsible for governance ensure that the lead provider's professional development and training has a positive impact on all ECTs, NPQ participants and mentors.

143. Inspectors must consider how effectively leaders and managers ensure compliance with all relevant legislation, contractual agreements and requirements relating to:

- promoting equality and diversity
- eliminating discrimination
- safeguarding, including e-safety and the 'Prevent' duty

144. Inspectors must consider how lead providers have established systems whereby ECTs or NPQ participants can raise concerns about safeguarding or equalities.

Grade descriptors: leadership and management of the lead provider

Good (2) - Vision of excellence

The lead provider ensures that delivery partners have sufficient expertise to focus on important aspects of teaching and leadership. These aspects include ensuring that ECTs and NPQ participants understand the importance of promoting inclusion, equality and diversity and safeguarding, including the 'Prevent' duty.

Workload

- The lead provider supports delivery partners to ensure that ECTs, NPQ participants and mentors receive appropriate and timely professional and pastoral support, including with managing workload. The lead provider and delivery partners are alert to concerns and intervene when possible to avoid ECTs or NPQs withdrawing from the programme when they have the capacity to continue.
- The lead provider does not encourage unnecessary bureaucratic workload demands such as excessive paperwork. The lead provider takes effective action to ensure that demands on, and requirements of, delivery partners, ECTs, mentors and NPQ participants are proportionate.

Equality, diversity and safeguarding

The lead provider ensures that training and professional development programmes promote knowledge and application of fundamental British values, the Equality Act 2010 and safeguarding legislation, including the 'Prevent' duty.

Lead provider monitoring visits of ECF and NPQ lead providers

151. Inspectors will evaluate the extent to which leaders and managers have:

engaged with all stakeholders effectively, including around workload expectations and statutory guidance, such as that relating to equalities, and established systems so that ECTs and NPQ participants can raise concerns about safeguarding or equalities in a safe and timely way

153. Inspectors must evaluate how effectively the lead providers:

gather the views of stakeholders so that they can respond to the needs of ECTs, NPQ participants and mentors. This includes robust communication systems for reporting workload and/or safeguarding concerns.



Appendix 6: Research and analysis: Review of sexual abuse in schools and colleges

Published 10 June 2021 – [CLICK HERE](#)

Recommendations for school and college leaders

School and college leaders should **create a culture where sexual harassment and online sexual abuse are not tolerated**, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should **assume that sexual harassment and online sexual abuse are happening in their setting**, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a **carefully sequenced RSHE curriculum**, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- **a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated**
- working closely with LSPs (local safeguarding partners) in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of peer-on-peer sexual abuse
 - consistently uphold standards in their responses to sexual harassment and online sexual abuse



Appendix 7: HM Gov Promoting children and young people's mental health and wellbeing A whole school or college approach

[CLICK HERE](#)

Chapter 3: Curriculum teaching and learning to promote resilience and support social and emotional learning

School and college-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing.

Opportunities exist to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education. Statutory guidance on the implementation of the curriculum states that such content should be delivered in a 'carefully sequenced way, within a planned programme of lessons'.

As part of the Health Education curriculum, all pupils will be taught about mental health. By the end of primary school, pupils are expected to be able to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. By the end of secondary school, students should understand how they are feeling and why; to further develop the language that they use to talk about their bodies, health and emotions; and to understand where normal variations in emotions end, and health and wellbeing issues begin.

Other parts of the wider curriculum can complement PSHE or RSE and Health Education such as lessons in physical education, the arts and citizenship, and tutorials.

The PSHE Association has published advice for teachers on teaching about mental health and wellbeing as part of the RSE and Health Education aspects of the PSHE curriculum. DfE has also produced a training module for teachers to support the teaching of physical health and mental wellbeing as part of this curriculum.

Pupils are more likely to engage in lessons that focus on emotional wellbeing if they are of practical application and relevant to them. There are a range of ways of getting insights into pupil need ranging from validated assessment tools (see page 22) to feedback from existing forums such as school councils or local area youth councils. Assessment of learning is important and both teachers and pupils will want to know that what has been taught has been learnt, and that learning is progressing.

There may be stages during the academic year that provide opportunities for a specific curricular focus, for example learning skills for coping with transition periods or learning skills for coping with the pressures of studying for exams. There may also be times when it will be appropriate for a focus to be given to a locally topical issue.



Appendix 8: Keeping Children Safe in Education 2022 - Statutory guidance for schools and colleges

[CLICK HERE](#)

Opportunities to teach safeguarding

128. Governing bodies and proprietors should ensure that children are taught about how to **keep themselves and others safe, including online**. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
129. In schools, relevant topics will be included within Relationships Education (for all primary pupils), and **Relationships and Sex Education** (for all secondary pupils) and **Health Education** (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, 36 which can be found here. **Colleges may cover relevant issues through tutorials.**
130. Schools and colleges play a crucial role in **preventative education**. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for **life in modern Britain** and creates a **culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment**. The school/college will have a **clear set of values and standards**, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by **a planned programme of evidence-based RSHE** delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:
 - **healthy and respectful relationships boundaries and consent**
 - **stereotyping, prejudice and equality**
 - **body confidence and self-esteem**
 - **how to recognise an abusive relationship, including coercive and controlling behaviour**
 - **the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and**
 - **what constitutes sexual harassment and sexual violence and why these are always unacceptable.**
131. The Department has produced a one-stop hub for teachers which can be accessed here: **Teaching about relationships sex and health (Gov.uk)**. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in Spring 2022.
132. The following resources, plus many more listed in Annex B, may also help schools and colleges understand and teach about safeguarding:
 - DfE advice for schools: teaching online safety in schools
 - UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected world
 - UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
 - The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
 - National Crime Agency's CEOP education programme: Thinkuknow
 - Public Health England: Every Mind Matters
 - Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.



133. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Online safety

134. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
135. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:
- content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
 - commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).
136. Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Online safety policy

137. Online safety and the school or college's approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.



Appendix 9: DfE Skills needs in selected occupations over the next 5-10 years Research report – August 2022

Source: [CLICK HERE](#)

Skill: the ability to carry out the tasks and duties of a given job;⁸ skill has become an umbrella term⁹ and it is sometimes associated with occupational classification of the jobs (such as SOC – which is an imperfect measure of skills¹⁰) or confused with qualifications (which are usually obtained prior to labour market entry – and are different than skills¹¹); This report focuses on a few specific groups of skills – working definitions of these are outlined below:

o **Digital skill:** the ability to use digital devices, communications applications and networks to carry out tasks such as accessing and managing information¹², communicating and accessing services either in daily life or the workplace¹³;

o **Technical skill:** the ability to carry out practical tasks using specific and expert knowledge and particular tools, While O*NET specifies that technical skills are used in relation to machines or technological systems¹⁴, in a broader sense, both artists and engineers, for example, can be understood to hold different technical skills;

o **People and/or communications skill:** the ability to have positive and productive interpersonal and social relations with others and/or to communicate successfully with others so as to jointly carry out tasks¹⁵; these relations and communications could be with colleagues, other professionals or public audiences such as customers or patients.

(page 6)

Required: Technical and Digital Skills (page 8)

- knowledge and effective use of relevant technologies
- Digital literacy is already an essential (if basic) requirement, while understanding and use of data will only increase in importance in future
- Expected changes in the selected occupations and emerging skills point to: (i) skills needs in using specific new hardware and software; (ii) data science skills; (iii) the need to apply, or adapt, skills to future-related goals such as combatting climate change

Required: Communication and People Skills (page 25)

- People and communication skills are and will likely remain critical in future with the **ability to work in a team** being key in addressing complex needs in coordinated way
- The ability to **provide long-term vision, exploit opportunities and manage risks** was identified as most important for managers and health professions while awareness of equality, diversity and inclusion emerged strongly across examined occupations, both with a view to current and future skills needs
- Areas of change and adaptation focused on skills required for **modern ways of working** as well as **communicating and working collaboratively** to address climate change, improve sustainability and meet expectations for increased efforts on equality, diversity and inclusion
- **Teamwork skills** were also highlighted as a key area for intervention with *current teaching and training not seen to impart these skills sufficiently at present.*



Appendix 10: References and Reading

Health and Wellbeing

Theme	Additional advice
Bereavement	• Hope Again is the youth website of Cruse Bereavement Care. They provide advice for any young person dealing with the loss of a loved one. https://mermaidsuk.org.uk/mermaids-student-space/ Phone: 0808 8010 424
Bullying	• Preventing bullying including cyberbullying - DfE advice
Drugs	• Drug strategy 2021 - Home Office strategy • Information and advice on drugs - Talk to Frank website • Drug and Alcohol education — teacher guidance & evidence review – PSHE Association
Health, Mental Health and Well-being	• Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England • Anna Freud - 'On My Mind' aims to empower young people to make informed choices about their mental health and wellbeing through advice, support, tips and self-care strategies. • Supporting pupils at schools with medical conditions - DfE statutory guidance • Mental health and behaviour in schools - DfE advice (2018) • Overview - Fabricated or induced illness - NHS advice • DfE Mental Health and Wellbeing Resources for Teachers and Teaching Staff June 2021 • Mental Health Resource for Schools & Colleges Anna Freud Centre • PHE Every Mind Matters • Young Minds offers resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job. • The Mix is the UK's leading support service for young people (under 25). They offer help and support to help with any challenge children are facing from mental health to money, from homelessness to finding a job, from breakups to drugs. Talk to them via their online community, on social, through their free, confidential helpline or counselling service https://www.themix.org.uk/ Text: THEMIX to 85258 Phone: 0808 808 4994
Health, Mental Health and Wellbeing – Support Lines	• Beat Eating Disorders Helpline • BEAT: Worried about Someone with an Eating Disorder – all age groups • Educational Action Challenging Homophobia (EACH) (up to 18 yo) offers advice and support online and through their freephone Helpline for those experiencing homophobic, biphobic or transphobic bullying or harassment EACH: School and college training or call 0808 1000 143 open Monday to Friday 10am to 5pm. • MindEd Resilience Hub (mindedhub.org.uk) All age groups • I'm A Professional Papyrus UK Suicide Prevention Charity (papyrusuk.org) HOPELineUK, 0800 068 41 41 Text on 07786 209 687 • Samaritans are an organisation you can ring at any time of the day or night. Call 116 123 Email jo@samaritans.org • Shout provides free, confidential, 24/7 text message support in the UK for anyone struggling to cope. They can help with issues including suicidal thoughts, depression, anxiety, panic attacks, abuse, self-harm, relationship problems and bullying - Text 'Shout' to 85258 to get an empathetic, trained volunteer who will listen and work with you to solve problems. • Switchboard LGBT+ helpline is a safe space for anyone to discuss anything, including sexuality, gender identity, sexual health and emotional well-being. They help people to explore the right options for themselves through support on the phone and through email and instant messaging service. Website and web chat: https://switchboard.lgbt/ Phone: 0300 330 0630 Email: chris@switchboard.lgbt • Kooth free, safe and anonymous online mental wellbeing community, accredited by the British Association for Counselling and Psychotherapy. It includes: • a magazine • discussion boards • messages or live chat with their team • a daily journal you can fill in



Healthy Relationships	Gov Collection: Disrespect NoBody campaign Information and documents related to the Disrespect NoBody campaign, which helps young people understand what a healthy relationship is
Homelessness	• Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance • The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help - Homeless Reduction Act Factsheets • The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.
LGBTQ+	• The Proud Trust deliver training opportunities for teachers and other youth professionals and create LGBTQ+ resources for schools, colleges and other youth settings. • Switchboard LGBTQ+ helpline is a safe space for anyone to discuss anything, including sexuality, gender identity, sexual health and emotional well-being. They help people to explore the right options for themselves through support on the phone and through email and instant messaging service. Website and web chat: https://switchboard.lgbt/ Phone: 0300 330 0630 Email: chris@switchboard.lgbt
Mental Health	• Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. • PHE has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children - See Every Mind Matters • The Association of colleges have created a Mental Health and Wellbeing Charter for colleges across England to reaffirm their commitment to staff and student mental health and wellbeing. • The Association of Colleges has also created a resource pack on supporting student mental health and wellbeing for college leaders. • The University Mental Health Charter provides a set of principles to support universities across the UK in making mental health a university wide priority. • The Wellbeing Thesis is an online resource for postgraduate students to support their wellbeing, learning and research.
Mental Health - Sleep Problems	• Every Mind Matters have expert advice and practical tips to help you look after your mental health and wellbeing, including sleep, self-care, and dealing with change. • Young Minds offers online information, advice and tips for children and young people having issues with sleep and how to get help



Safeguarding, Prevent and Personal Safety

Theme	Additional advice
Cybercrime	• Cyber Choices • 'NPCC- When to call the Police' • National Cyber Security Centre - NCSC.GOV.UK. • UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.
Domestic Abuse	• National Domestic Abuse Helpline - 24 hours a day on 0808 2000 247 (website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.) • NSPCC- UK domestic-abuse Signs Symptoms Effects • Refuge: what is domestic violence/effects of domestic violence on children • Safe Young Lives: Young people and domestic abuse Safelives • Home Office - Domestic Abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse) • Domestic abuse: Various Information/Guidance - Home Office (HO)
FGM	• Female genital mutilation: information and resources- Home Office guidance • The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. • Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section
Forced marriage	• The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) • School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.
Missing from Education	• Children and adults missing strategy - Home Office strategy
Modern Slavery	• Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs - Modern slavery: how to identify and support victims - GOV.UK
County Lines	• County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
Online Safety	• NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements • Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective • South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements • Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq • Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring • UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online – also advice for parents and carers • NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour. • The Joint Information Systems Committee (JISC) can provide specialist advice and support to the FE sector in England to help providers ensure students are safe online and appropriate safeguards are in place. JISC also has a Computer Security Incident Response Team who can provide assistance in the event of an online incident occurring.



Online Safety - Sharing Nudes and Semi-Nudes	• London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes. • UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.
Prevent Duty	• Prevent duty guidance: for further education institutions in England and Wales. • Statutory guidance on Channel is available at: Channel guidance. - The Home Office has developed three e-learning modules: • Prevent awareness e-learning offers an introduction to the Prevent duty. • Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention. • Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. • Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. • For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. • The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty • London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)).
Radicalisation	• Examples and Indicators – Educate Against Hate
Serious Violence	The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence
(Harmful) Sexual Behaviour	• Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations. • NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB. • NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working. • HSB toolkit - The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families. • NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB. • Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school selfassessment toolkit and guidance for addressing HSB in schools. • Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.
Sexual Violence and Harassment	Specialist Organisations • Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services. • Lucy Faithfull Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline. • Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse. • Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres. • Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
SV and HSB – Support for Victims	• Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support. • Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.



	• The Survivors Trust - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse. • Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was. • Childline provides free and confidential advice for children and young people.
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Other

- UVAC Webcast

<https://uvac.ac.uk/wp-content/uploads/2021/06/UVAC-PDBA-300621.pdf>

- KCSIE 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

- Mental health and behaviour in schools November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf



Appendix 10: Association of Colleges - Wellbeing and Mental Health - Self Assessment Tool for Colleges

[SOURCE](#)

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
Section 1: Leadership and Management			
1.1 Do wellbeing and mental health (MH) issues feature prominently in management and governance concerns and is there buy-in to wellbeing being one key to student success?			
1.2 Is there a lead governor for wellbeing and MH and regular reporting to governors?			
1.3 Is work on wellbeing and MH led by a senior manager and is there a cross-college group that looks at this regularly?			
1.4 Is there a clear, named lead for referral to specialist support to external agencies (could be a designated safeguarding coordinator)?			
1.5 Has the college assessed its needs/priorities for student wellbeing and MH & completed a self-assessment?			
1.6 Does the college have strategies and actions in place to promote wellbeing, for all students?*			
1.7 Does the college have strategies and an action plan in place to address the needs of students with MH issues?			
1.8 Do strategies for wellbeing and MH feature prominently in key strategic documents e.g. strategic plan?			



1.9 Are their effective links across the college between student enrichment and sports managers and staff, teachers and other specialist staff to support promotion of wellbeing?			
1.10 Is the senior management lead regularly engaged with senior external MH partners in addition to operational engagement? (see also eight external partnerships)			
1.11 Where there is excellent practice does the college share this with others (neighbouring colleges) and seek external recognition e.g. Beacon Award?			

* The college may want a separate strategy and action plan, or it may choose to embed action to address wellbeing and MH support in other documents.



Section 2: Ethos and environment

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
2.1 Does the college have respectful relationships within and between students and students and staff, is this and relevant points below regularly surveyed, what are Ofsted judgements and what is the direction of travel?			
2.2 Does the college feel welcoming to visitors with a positive environment?			
2.3 Do students have a sense of belonging to the college and feel safe?			
2.4 Are there clear behaviour management policies and student code of conduct which address and minimise bullying, including addressing online bullying & social media issues?			
2.5 Does the behaviour management approach include a restorative justice element?			
2.6 Does the college take opportunities to publicise prevalence of MH issues e.g. World MH Day and are there inclusive displays etc?			



2.7 Do students feel safe to discuss wellbeing and MH concerns with staff?			
2.8 Do wall displays etc indicate where support on wellbeing issues can be sought?			
2.9 Is there a fitness to study policy, including consideration of legal issues, which addresses support and sanctions in the context of MH issues?			



Section 3: Curriculum (see also staff development)

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
3.1 Do strategies for wellbeing, promoting resilience and MH feature prominently in key strategic curriculum documents e.g. the curriculum plan?			
3.2 Do all students get support to consider their own wellbeing and its importance for study in induction?			
3.3 Do all students get the opportunity to identify and build on their strengths and identify individual development targets?			
3.4 Is teaching on wellbeing focussed on developing relevant and practical skills for resilience, including resilience in social media use, and knowing where to go for help?			
3.5 Are there resources available to support staff in covering wellbeing, including developing resilience, including good MH in tutorials?			
3.6 Are there resources available to support staff in covering wellbeing including good MH in mainstream teaching – linked to the full range of subjects?			



3.7 Do staff teams review opportunities to cover wellbeing including good MH in mainstream teaching and flag these in schemes of work and lesson plans?			
3.8 Are there opportunities for students to develop additional learning and skills on wellbeing via enrichment activities, such as sport & other activities?			
3.9 Do all students get additional support where needed to consider their wellbeing in the context of examination periods and transition out of college?			
3.10 Does the college system for assessing teaching quality include review of the quality and extent of work on wellbeing and MH?			



Section 4: Student Voice

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
4.1 Does the college have an approach to help all students articulate their views and concerns and does this approach, including student surveys, include and address wellbeing issues?			
4.2 Does the college have a student association or council which helps student representatives raise wellbeing issues and concerns?			
4.3 Do the wellbeing issues and concerns raised by college student association or council get addressed by senior managers and governors?			
4.4 Does the college have a mechanism to hear views and concerns on sensitive topics anonymously?			
4.5 Have approaches to bullying and social media and behaviour management had student input?			
4.6 Does the college use the student voice, including surveys, association etc to help inform and shape teaching on and services for wellbeing issues?			



Section 5: Staff Development and Support

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
5.1 Staff development			
5.1.1 Have all staff been trained to understand the importance of wellbeing and to recognise the signs of anxiety, poor MH and know to whom to make a referral, as part of safeguarding procedures & training?			
5.1.2 Have all teaching staff been trained in delivery of wellbeing in the curriculum, including assessing opportunities to address wellbeing with students in general teaching?			
5.1.3 Have teaching staff covering MH in specialist subjects (e.g. health and care) been trained in delivery of MH in their curriculum?			
5.1.4 Do tutors and non-specialist staff who regularly undertake one-to-one work with students have training in supportive listening and in helping students self-support/manage minor MH issues?			



Issues to Consider	Scale 1-10	Reference to Evidence	Future ideas and actions
5.2 Staff wellbeing and support			
5.2.1 Do senior managers encourage a consistent and positive approach to staff wellbeing throughout the organisation?			
5.2.2 Do staff feel a sense of belonging to the college and feel supported and is this and their wellbeing tested in regular surveys, with follow up action?			
5.2.3 Has the college completed a detailed self-assessment to test its HR policies and procedure against the AoCs guidance on staff wellbeing and MH, including the following:			
5.2.4 Is there an effective policy and procedure to tackle staff bullying and harassment?			
5.2.5 Are flexible working practices and family friendly policies in place?			
5.2.6 Do plans and processes for change and reorganisation take account of staff wellbeing?			
5.2.7 Is staff wellbeing assessed e.g. in stress surveys and assessed in appraisal and supervision and included in management KPIs?			
5.2.8 Have managers been trained and feel confident in supporting staff with issues of wellbeing for students and their teams?			
5.2.9 Do staff regularly have the opportunity to test their wellbeing and are their opportunities provided for activities /arrangements to address wellbeing?			



Section 6: Targeted Support

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
6.1 Do all college staff recognise basic warning signs and know how to deal with a safeguarding disclosure and correctly follow safeguarding procedures?			
6.2 Do students know who to talk to if they or a friend has concerns about wellbeing or MH? (including external agencies e.g. Childline/Samaritans and local MH services			
6.3 Do students know useful sources of online materials about wellbeing or MH e.g on issues such as self-harm or eating disorders?			
6.4 Is there a clear protocol and training for general staff to understand when they can provide support with low-level MH issues, e.g. student self-management and when they refer on to specialists?			
6.5 Are there designated internal resources to support students needing additional support with MH needs e.g. college nurse, welfare and advice staff?			



6.6 Have sufficient staff been trained as MH first aiders, to assist students in crisis?			
6.7 Does the college have an emergency procedure and arrangements for student experiencing MH crises needing external support?			
6.8 Does the college have arrangements for support to peers in the event of a death, including suicide?			
6.8 Does the college team for students with learning difficulties, disabilities and high needs students consider support on wellbeing and mental health as part of individual support and EHCPs where relevant?			



Section 7: Parents and Carers

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
7.1 Where it is appropriate to provide parents and carers with information about curriculum and student progress, do these cover relevant information about wellbeing teaching?			
7.2 Do the college's safeguarding procedures include clarity on when parents will be contacted about concerns regarding wellbeing and MH?			
7.3 Are these arrangements clear about the communications arrangements where family may be the source of wellbeing concerns? (including arrangements for external referral/consultation)			
7.4 Where it is appropriate, does the college have information available for parents and carers e.g. about local support services, online materials?			
7.5 Where it is appropriate, does the college have provision (or partner organisations) available to provide personal advice support for parents and carers on supporting a child with MH issues?			



Section 8: External Partnerships

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
8.1 Does the college have effective links with the following MH services (e.g. ensuring college students feature in their key plans and priorities, there are effective referral arrangements, membership of Boards, seconded staff, regular meetings etc):			
8.1.1 The local Children and Young People's Mental Health Service (CAMHS) – including a named contact for referrals			
8.1.2 The local Director of Public Health			
8.1.3 The local Clinical Commissioning Group (CCG)			
8.1.4 Adult Social Services			
8.1.5 Local voluntary sector MH organisations which support young people and adults			
8.2 Has the college developed partnership working, beyond the above to include shared provision to support those with MH support needs?			
8.3 Does the college have effective links with chronic and acute MH service providers to offer educational services to MH service users, as part of a programme of therapy and recovery?			



Section 9: Audit and Evaluation

Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to Evidence	Future ideas and actions
9.1 Do plans for implementing improvements in wellbeing and MH support have clear target outcomes and KPIs?			
9.2 Are there clear records kept on the incidence of MH issues and are data collated and published on a regular cycle?			
9.3 Are hard and soft impact data collected on users of MH support services e.g. retention rates, student feedback on progress)?			
9.4 Do MH data collection and publication arrangements adhere with new data protection requirements?			
9.5 Are the views of stakeholders and external partners on wellbeing and MH collected?			
9.6 Are relevant data from the above the above, 'student voice' and teaching quality assessments used in evaluation of the impact of wellbeing and MH support initiatives?			
9.7 Are the data from the above to formulate/update plans on an annual basis?			
9.8 Is there an annual report published setting out data and details of the updates to plans, for internal and external stakeholders?			