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Safeguarding Additions Policy

This policy includes the following:

Lockdown

Crisis

Positive Management of Behaviour and Discipline

Remote learning

Students who Abscond

**Lockdown Policy**

**INTENT**

* CANTO Learning Ltd are implementing this policy to ensure the safety of staff and students in response to any number of situations**,** A lockdown is only implemented when there is a serious security or health risk. Possible examples would be to the due to:
* A situation in the college with the potential to pose a risk to students and/or staff within the college
* An intruder with the potential to pose a risk to students and/or staff within the college
* A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud, etc.)
* Chemical spillage
* Noxious airborne fumes
* Proximity of dangerous dog (or animals)
* Serious weather conditions
* Attempted access by unauthorised persons intent in causing harm/damage
* A reported incident/civil disturbance in the local community (with the potential to pose a risk to adults and students in the college)

**SCOPE**

This policy applies to employees, volunteers, parents/carers, students and visitors to the college site including people using the meeting room facilities who may not be directly linked to the college. It covers the procedures and personnel responsibilities when the college is required to go into lockdown.

**GUIDELINES**

The Lockdown Policy applies when students and staff need to be locked within the allocated areas of the building for their own safety. Copies of this policy will be disseminated via the notice board in the staff room and in reception, and all staff must sign to acknowledge they have read through and understand the procedures. Line managers will be responsible of ensuring all staff members are clear about the procedure. Lock down practices will take place a minimum of once a year to ensure everyone is familiar with the procedure. Monitoring of practices will take place by the Senior Leadership Team and debriefed to staff so improvements can be made.

**Communication With Parents**

Parents will be informed at the start of each academic year of the Lockdown Procedure.

If lockdown Occurs**:**

* Parents will be notified as soon as it is practical to do so via the College’s established communication network – website / text / telephone

* Depending on the type and severity of the incident, parents may be asked NOT to collect their children from college as it may put both student and parent/carer at risk.

* Students may not be released to parents during a lockdown.

* Parents will be asked not to call school as this may tie up emergency lines.

* If the end of the day is extended due to the lockdown, parents will be notified and will receive information about the time and place students can be picked up from the College or emergency services.

* A letter to parents will be sent home as the nearest possible day following any serious incident to inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances.

**PROCEDURE**

In the event of an emergency, the member of the Leadership team on duty will make the decision in consultation with the SLT when deemed necessary, with regard to whether the college needs to be locked down.

**Lock-down procedures**

1. In the event of a building lock-down, staff and students will be notified by emergency radio call, via the words ‘Mr Willis is in the (appropriate colour) zone’.

2. All staff, visitors and students must remain inside the building/session room/office they are in at the time. All doors should be locked and windows and blinds closed. Anyone who is in the hallway must move into the nearest occupied room.

3. If the meeting room is being used then a member of the Leadership Team will go to the meeting to make them aware that there is a situation taking place and give them instruction in line with the decisions being made by the Crisis Team with regard to the management of the current situation.

4. Members of the Crisis Team will then meet at an appropriate location to discuss the situation. Staff may be asked to support in the rooms so that members of the Crisis Team can be relieved of student contact.

5. Staff should check the hallways and toilets (in the immediate vicinity of the room they are in) for students and direct them to the nearest classroom or room with a lockable door (office, staff toilet, etc.)

6. If the lockdown notification comes during break or lunchtime, students and staff should remain in the dining room or break area. If they are outside then they should make their way to the closest room immediately.

7. The Leadership Team will ensure all external doors are locked.

8. Kitchen staff should lower the kitchen shutter and ensure the kitchen door is locked.

9. Staff are requested to keep the rooms as quiet as possible.

10. Staff should only leave the location when directed to do so by a member of the Crisis Team.

11. Administration staff should notify any staff members out of the building so that they remain off site until notified otherwise.

12. Students and adults must remain in this position until the “Mr Willis has left the building” is given by a member of the Leadership Team.

13. Administration staff to notify parents and carers of the lockdown if requested to do so by a member of the Leadership Team.

14. In order for those dealing with the situation to process the situation effectively staff **MUST NOT** ask questions or speak to each other about the incident either during or after the lockdown. All staff will be given a debrief when appropriate, this is likely to be at the end of the working day.

**15. NO ONE SHOULD MOVE ABOUT THE COLLEGE DURING A LOCKDOWN**

I feel their needs to be a discussion on communication in a situation like this.. Phones in all rooms/ radios?

Lockdown policy needs to be separate IMO too much cross over with Crisis team procedure could be confusing.

**NaCTSO (National Counter Terrorism Security Office) \*\*Guidance\*\***

In January 2016, NaCTSO provided the following advice to leaders of schools and other Educational Establishments for Reviewing Protective Security.

**Bomb Threats:**

**Procedures for handling bomb threats**

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Be alert, but not alarmed!

On receipt of a “bomb threat” - Dial 999 and police will respond. You should always consider their advice before a decision is taken to close or evacuate.

Needs an example of a letter home to parents/carers.

**Crisis Team Procedure**

1.The Crisis Team to assemble in an appropriate location to work together to make the plan.

2.If members of the Crisis team are required to ‘manage’ a students’ behaviours then they should swap in and out with each other every 15 minutes. It is likely that a maximum of 4 staff will swap in and out to ensure some consistency for the student.

3.The Crisis Team may be relieved of duties for a period of time following the incident to process the incident and the outcome.

4.The Crisis Team will meet for a debrief as soon as is appropriate following the incident. The Senior Leadership Team may deem it appropriate for staff involved in the incident to not attend the whole staff team debrief as well.

5.The Crisis Team and any other staff requiring it, will be sent for medical intervention if required.

**Intruder procedures**

It is possible that staff may be confronted by an intruder in the college grounds or may need to confront someone who has no permission or legitimate reason for being on site. In such a case, you should use the following procedure:

1. If confronting an intruder, take a colleague with you.

2. Have a third member of staff on stand-by to call the Police if required.

3. Determine who will initiate contact with the intruder and who will provide back up. It may also be helpful to include a third member of staff so that you can form a triangle around the intruder and make your defensive position stronger.

4. Attempt to direct the intruder to the reception area if they are inside the building, towards the gate if they are in the car park, or away from the building if they are in the grounds. Use casual conversation and body language to calmly direct the situation.

5. If the intruder refuses to cooperate, do not escalate the situation. Inform them that the police will be alerted and monitor the situation from a safe distance

6. Report the situation to a member of the Senior Leadership Team.

**The Senior Leadership Team are:**

Charlotte Dear

Haydn Dear

Jon Byrne

**The Leadership Team are the members of the SLT as well as:**

Bekki Cottrell

Elliott Hitchens

Terri-Anne White

Benjamin Byrne

**The Crisis Team is made up of the following staff members:**

Benjamin Byrne

Charlotte Dear

Elliott Hitchens

Haydn Dear

Sarah Bland

Jon Byrne

Terri-Anne White

**The Administration staff are:**

Julie Askew

Sabrina Carmichael

Zoe Letts

Fiona Green

Julie Gadsden

**Positive Management of Behaviour and Discipline Policy**

CANTO Learning Ltd is a specialist education provider for students aged 14yrs upwards with complex and diverse needs. The needs include but are not exclusive to moderate and severe learning difficulties; Speech, Language and Communication needs; Oppositional Defiant Disorder; ADHD and Autistic Spectrum Conditions. All CANTO Learning policies or whole organisational approaches need to be adaptable and able to flexibly meet the complex needs of our students and none more so than the Positive Management of Behaviour.

**1 Aims and expectations**

1.1 It is a primary aim of our organisation that every member of the organisation community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The organisation behaviour policy is therefore designed to support the way in which all members of the organisation can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 CANTO Learning has several organisation rules, but the main aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the organisation’s community in aiming to allow everyone to work together in an effective and considerate way. At the start of the academic year and on other appropriate occasions, the tutor discusses the rules/code of conduct with their keyworker students or within the delivery of particular sessions i.e. Sports/Cooking; an emphasis is placed on health and safety. In this way, every student in the organisation knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the tutor discusses these with the group during keyworker time as appropriate, as well as individually.

1.3 CANTO Learning expects every member of the organisation’s community to behave in a considerate way towards others. We recognise that each student is an individual whose needs and understanding of this will be dependent upon their own view of the world around us.

1.4 We treat all people fairly and endeavour to apply this behaviour policy in a consistent way.

1.5 This policy aims to help students to progress in a safe and secure environment; enabling them to become positive, responsible and increasingly independent adults.

1.6 The organisation rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The policy acknowledges and upholds the organisation’s legal duties under the Equality Act in respect of safeguarding and in respect of students with Special Education Needs and Disabilities (SEND) Behaviour & Discipline Policy 2014 - 2015

**2 Rewards and Sanctions**

2.1 We praise and reward students for good behaviour in a variety of ways:

* Staff congratulate students immediately (verbal praise);
* House tokens
* Individual token chart, where appropriate
* Certificates of achievement – academic; social and pastoral
* End of Year Celebration – parents/carers and families invited
* Star of the week
* Target Board
* End of year celebration awards

2.2 The organisation acknowledges all the efforts and achievements of students in CANTO Learning and encourages students with their parents/carers to share the successes out of CANTO Learning.

2.3 CANTO Learning employs a number of sanctions to enforce the organisation rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into account each individual student’s needs. Our sanctions include:

* Removal from session to work away from others
* Behaviour charts within their Individual Learning Plan – focusing on target behaviour
* Penalties
* In more extreme cases students will not be allowed to go on offsite activities, especially if there is a health and safety issue

**The majority of staff are trained in Team Teach and there are two staff trained to be able to train others.**

**Use of safe spaces/ calm rooms & areas**

Within the organisation there are a number of calming spaces to help students to manage their own behaviour when distressed or challenged. These spaces have a multipurpose role – dependent upon the need at the time of the incident.  The calming spaces are the calm room, the sensory room and the courtyard.

The Purpose of the Calm Space

 · To enable students when distressed, angry, violent or in an agitated state to spend an appropriate period of time, in privacy or in a safe place, in order to regain composure.

· For some students their individual behaviour plans include, as part of a managed strategy, access to these areas to support them. They are used for the minimum amount of time required.

· Alternatively, this space can sometimes be used for students who require a more staff directed time.

**Time Out/Isolation**

The most recent DfE (Department for Education) “Behaviour and discipline in organisations” document states in paragraph 42 that an organisation “can use a separate room when it is in the best interests of the student and other students”. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the student to themselves and others.

CANTO Learning defines exceptional circumstances as being when it would be more physically distressing for the student to be restrained; as a restraint may potentially last for a significant period of time, which in our opinion is not healthy; that the student is using force directed at other students and staff and needs to be prevented from harming themselves; other people or the property.

**Description of spaces**

· All rooms/areas have a view panel to ensure students can always be seen. Other than in exceptional cases where this is detailed in a student's individual behaviour plan.

· Rooms/spaces are not key locked

**General Practice of usage**

· Students who need peace and quiet or space on their own, for whatever reason, can take themselves to the room, with permission or guidance from staff

· Students are encouraged, as part of their social skill development to ask or to signal that they need to go to the calm space

· Students may be escorted, using a team teach technique (single/double elbow) to the calm space.

· The student will never be left unattended and should be observed either from within the room or outside via the view panel, unless identified in the student's individual behaviour plan

 · If the door is open – staff can sit by the student or just outside the door

 · Once in or at the room the student will be given every opportunity to settle and regain emotional stability. The staff member will only begin dialogue with the student and attempt to resolve the situation, at an appropriate time. Staff are instructed NEVER to take eyes off the student

· The student will be encouraged, if appropriate to talk through the antecedent behaviour that led to the situation. In most cases it would be hoped that the student would be able to return to sessions once any reparation has been made

 · Ask the student, would they like the door to be open or closed; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming. Whatever you do – give them options

· Students will only remain in this calm space, for the shortest possible time, and may move to another area for further discussion and independent work – if appropriate

 · When a student needs to go to a calm space the member of the leadership team who is ‘On Duty’ must be informed so that they can support the lead member of staff

· A record will and is always kept of time spent in the room either in the student’s diary, if they have one, or on a file note in their student file

· The frequency of its use will be monitored by the Programme Leads or the Head of the Centre

· Parents are informed via their home/CANTO Learning book, telephone call or by letter that the student has been distressed and the action taken by the organisation

· Opportunities for staff to debrief, particularly if the situation has been physically challenging will be made with the Head of the centre, or Senior Manager in her absence

**The identified areas are used to:**

· Always ensure the health and safety of students, being aware of any requirements in relation to safeguarding and student welfare

· Ensure that a student is kept in a calm space for the minimum amount of time necessary to calm them down or settle them so that they can return to sessions

· All use of calm spaces are recorded immediately

**Searching/reasonable force and confiscation**

The organisation follows the requirements and advice contained in “Behaviour and Discipline in organisations” (Department for Education February 2014) as outlined in our Induction leaflet.

**Behaviour Management and Support Strategies**

For many of our students, challenging behaviour is usually communication borne out of responses to situations and demands. This may be the only way our students have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

Step One - Analysing Behaviour

The Intervention stage of managing behaviour at CANTO Learning requires staff to use their own professional judgement to analyse behaviour or the incident that has occurred. Due to the broad range of disabilities and general social understanding that our students have, an individualised approach to managing behaviour must be implemented.

Therefore, in order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by using a STAR (Settings, Triggers, Actions, Results) approach and taking into consideration each student’s individual needs and difficulties.

 The STAR Approach: Analyse these aspects of the behaviour or incident

|  |  |  |
| --- | --- | --- |
| Settings | Environmental  The physical aspects  The social interactions  The activity being undertaken | Personal  The student’s well being  The student’s psychological state  The student’s thoughts and moods |
| Triggers | Triggers occur just before the action. They are signals that ‘set off’ the specific actions | |
| Actions | Actions are the observable behaviours. The STAR approach starts by describing the behaviour accurately | |
| Results | Results follow an action. This is where we try to understand why the action occurred and where we intervene. Results influence the chance of a student repeating that action on other occasions. If a result was unsuccessful, we may have to re-analyse it in order to intervene appropriately | |

**RECORDING and REPORTING INCIDENTS**

The member of the leadership team that is ‘On Duty’ and attending the incident will decide whether the incident is serious. If an incident is not categorised as serious then it should be written up in the student's diary or a file note placed on the student file as appropriate. If the incident is deemed serious then a written account should be completed on a green incident report by all staff members present. This MUST be done on the day of the incident and handed to the Head of the Centre. The Head of the Centre will then hold an incident review meeting with the Programme Lead for the student and the staff involved at the earliest convenient opportunity. The Programme Lead or Head of Centre will then inform the parents/carers of the incident and other relevant professionals. They will also take forward any action points arising from the incident review meeting. The trustee with responsibility for Safeguarding may also be involved in the review to offer a ‘critical friend’ perspective.

All incident reports and review documentation is held electronically and in the Head of Centres office

 2.4 CANTO Learning does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is exceedingly difficult to eradicate bullying, we do everything in our power to ensure that all students attend CANTO Learning free from fear.

**3.0 Understanding the behaviour of Students with an Autistic Spectrum Condition**

A significant number of our students have an ASD and therefore, due to the very specific needs of young people with Autism the following guidance needs to be adhered to.

**Guidance for students with Autism Spectrum Conditions**

For students with ASC and associated pervasive developmental disorders it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and ‘break up’ a lesson (e.g. insert a relaxation/choice activity) of an hour’s duration to provide the extrinsic motivation that students with ASC require. Students with ASC have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work. Some students may respond well to receiving merits, however for many, more immediate or ‘tangible’ rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a stipulated duration of time, measured by a timer or denoted on the clock.

In addition, the staff should bear in mind the following:

**Communication**

It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Be aware that we may be inadvertently threatening the student's structure / security.

* Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
* Use the same key words in each repetition and always redirect to an appropriate activity area.
* Ask yourself the following:

Was my communication clear to the student?

Was my communication at a level and using means that a student could understand?

Did I have the student’s attention?

Did I allow enough time to process the communication?

Is the student able to communicate to me what they want/need?

**Flexibility of Thought and imagination**

To feel sufficiently calm to learn, students with an ASC need a sense of safety and predictability, order, and routine. Ask yourself the following:

• Has the environment changed without sufficient warning or preparation?

• Have too many new factors been introduced at once?

• Has an established ritual been interrupted unintentionally?

• Has an organisation routine been changed or dropped too early?

**Social Understanding**

Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our ASD students.

Ask yourself the following:

• Did I expect the student to infer what was required of them?

• Did I expect the student to show empathy at a level beyond their ability?

• Did I expect the student to act on social rules that had not yet been taught?

• Did I expect the student to read facial expressions/body language without additional support?

 4. **The role of the Tutor/Trainer**

4.1 It is the responsibility of the tutor/trainer to ensure that the organisation rules are enforced in their sessions, and that their students behave in a responsible manner during session time. However, we acknowledge that ALL staff within the organisation are responsible for the management of student behaviour and the consistent implementation of this policy.

4.2 All staff in our organisation have high expectations of the students in terms of behaviour, and they strive to ensure that all students work to the best of their ability.

4.3 All staff are expected to treat each student fairly and enforce the CANTO Learning code consistently. The tutor treats all students in their class with respect and understanding.

4.4 If a student displays worrying or regular challenging behaviours repeatedly, the tutor/support worker keeps a record of all such incidents using the appropriate method.  In the first instance, the tutor deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the tutor/trainer seeks help and advice from the ‘On Duty’ member of the leadership team and/or the Head of the Centre.

4.5 The Head of the Centre liaises with external agencies, as necessary, to support and guide the progress of each student. The needs of a student may need to be spoken about with the appropriate professional partners.

5 **The role of the Head of Centre**

 5.1 It is the responsibility of the Head, to implement the organisation behaviour policy consistently throughout the organisation.

5.2 The Head supports the staff by implementing the policy, by setting the standards of behaviour

5.3 The Head keeps records of all reported serious incidents related to behaviour.

5.4 The Head has the responsibility for ending a student’s programme should this be deemed necessary due to repeated acts of serious anti-social behaviour or serious high levels of behaviour which have significant health and safety risks, which cannot be reduced.

6.1 The organisation works collaboratively with parents and carers, so students receive consistent messages about how to behave at home and at CANTO Learning.

6.2 We explain the organisation rules in the CANTO Learning’s induction sheet, and we ask and expect parents to read these and support them. We explain organisation rules to students in student friendly language so they can be understood.

6.3 We expect parents/parents to support the student’s learning, and to co-operate with CANTO Learning. We try to build a supportive dialogue between the home and CANTO Learning, and we inform parents immediately if we have concerns about the student’s welfare or behaviour.

6.4 If CANTO Learning must use reasonable sanctions to manage a student, parents/carers should support the actions of the organisation. If parents/carers have any concern about the way that a student has been treated, they should initially contact the Head of the Centre to discuss the matter. They will then investigate and report back to the parent. If these discussions cannot resolve the problem, the parents have a right to invoke a formal complaint with the Local Authority. This procedure is laid down in a separate complaints document.

**9.0 Allegations against members of staff**

9.1 All allegations against a member of staff will be fully and thoroughly investigated in accordance with ‘The Dealing with Allegations of Abuse “guidance. CANTO Learning encourages staff who may be adversely affected because of a significant behaviour incident or allegation to access specialist external support such as counselling via their GPs. Incidents of malicious accusations by students against members of staff shall be heard by the Head who shall investigate the incident further and decide on appropriate disciplinary actions along with another Senior Manager.  This will take into account the circumstances and the needs of the student.

**10 Monitoring**

10.1 The Head monitors the effectiveness of this policy on a regular basis.

 10.2 The organisation keeps a variety of records of behaviour incidents. All staff record minor session room incidents. We also keep a record of any incidents that occur at break or lunchtimes.

**Remote Learning Policy**

**1: Policy Statement and Rationale**

What is Remote Learning?

‘Remote Learning’ is the provision of work, staff support, assessment and feedback from tutors to students in the event that normal lessons are unable to be delivered or students being unable to attend CANTO Learning as normal.

Situations where this policy may apply include:

* Students unable to attend the college due to a period of advised self-isolation but who otherwise remain well.
* Students unable to attend due to transport or mental health issues.
* An extended period of college closure.

This policy does not apply in situations such as:

A student who absents themselves from college without prior authorisation from the college, with or without parental permission, e.g. a family holiday taken in term time

CANTO Learning is committed to providing continuity of education for its students. In the event of an extended closure, we will endeavour to provide continued learning for our students during any period of closure in the following ways:

* The provision of relevant, developmental work for each group which enables students to make continued progress.
* Regular, video instruction from staff though Teams or Zoom – at least once a week.
* The opportunity for students to have their work assessed by the Tutors/Trainers and receive feedback on it.

Any provision of remote learning to achieve these three aims assumes that students and staff have access to the internet at home.

All students will be contacted to assess whether CANTO Learning will need to provide equipment in the form of tablets or laptops so that they can access any of the services by which remote learning will be provided.

We cannot assume that everyone has access to printing facilities, so any work set will be either electronically sent and distributed or printed at CANTO Learning and posted to the student.  

**2: Safeguarding**

Any online sessions between students and staff must only take place once agreed in writing between Programme Lead and/or the Senior Leadership Team (SLT) and the parent/carer at specified times, using agreed services which are:

* Zoom
* Microsoft Teams

2:1 Session’s must be recorded (following agreement from the student/parent/carer).

Any other contact between staff and students must be made through CANTO Learning official college channels.

* CANTO Learning email address only (@cantolearning.co.uk). No personal email addresses must be used by staff.
* CANTO Learning mobile or landline – Leadership Team can use their personal phones if working remotely providing their personal phone numbers are hidden and this must be during normal working hours only.

Contact between students and staff through personal telephones (unless LT working remotely as previously specified) or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.

2:2 Establishing the online session as a formal learning environment

* Staff should ensure backgrounds in videos do not share any personal information or inappropriate content - This should include considerations of whether other members of households are visible or can be heard.
* Appropriate clothing should be worn and appropriate language should be used by all participants.
* It is advisable to mute microphones in live situations where there is more than one student participating.

**3: Individual Student Remote Learning**

This section of this policy applies in situations where CANTO Learning remains open and working as normal, but an individual student is unable to attend lessons as normal for an extended period of time but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorized by the College in advance.

In these cases, CANTO Learning will provide the work, coordinated in the first instance by the  Tutor/staff member leading the session and Leadership Team (LT).

Work will be set, submitted for assessment and assessed through a combination of the following online platforms:

* Microsoft One Drive and Microsoft Outlook
* Microsoft Word and Microsoft Excel
* Microsoft Teams
* Zoom
* Paper based work posted out to the students.

3.1: Short-Term Absence

For short-term absence (awaiting test results - up to ten working days), students will be offered the opportunity to complete posted work packs or emailed work sheets and access online sessions – if applicable.

3.2: Longer-Term Absence

In the event that absence is longer than ten working days and the students are able to, students will be expected to take part in online sessions or complete work packs as agreed and/or arranged with the course tutor.  Parents and carers will be called to assess whether their young person is able to take part in online sessions, when they are able to, provision will be made for them to access online resources.  
  
Assuming the student can access online services, links and timetables will then be distributed via email/post (depending on preference) with the option of worksheets emailed or printed alongside these sessions.   
  
Should the student not be able to access any online sessions due to equipment, CANTO Learning will endeavour to provide the required resources.

If the student is unable to access online sessions because they do not have access to the internet or due to mental health issues, CANTO Learning will provide ‘work packs’ and make regular phone calls home (not less than 1 per week) to offer pastoral support.   
  
  
3.3: Assessment and Feedback

Assessment and verbal feedback will be given through Zoom/Teams sessions, phone calls or through email.

Any completed and returned work will be marked and given back to the student for them to be able to review with any questions being able to be asked and answered by the staff through the previously mentioned feedback options.

3.4 Expectations of Students, Parent and Carers

Assuming they are well enough to work and have agreed to take part in online sessions/complete work packs, students are expected to:

* To be punctual and take part in the online sessions.
* Students are expected to uphold the same standards of behaviour when accessing the online sessions as they would be expected to in college.

* Complete all work set for them within their work packs.
* For parents and carers to communicate with CANTO Learning and address any problems they are having accessing online sessions or with completing work packs so that CANTO Learning can fully support the students.

3.5 Expectations of Tutors, Trainers and Staff

Assuming they are well enough to work, staff are expected to set meaningful work:

In the event of the young person needing extended time away from CANTO or on notification of 10-day isolation, someone from the Leadership Team/ZL will contact the parent/carer to ensure the young person is able to access our remote learning platform, ensure their understanding of the remote learning process and forward over any details. If online sessions are not accessible, work packs will be sent out. Tutor/Trainers will then be informed about the absence and expectations for that student.     
   
The work set must equivalate to at least one piece of work per day which is substantial enough to keep the student occupied for a reasonable amount of time.  

Online sessions will last at least one hour.

The Leadership Team will liaise with staff to ensure;

* Sufficient and meaningful work is being set and sent.
* The online registers are updated daily.
* Students causing concern through a lack of engagement or submission of completed work flagged via the online register will be contacted to check well-being and that they have received work packs/online links.

If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

3.6: Pastoral Care of Individual Isolating Students

CANTO Learning is committed to providing exemplary pastoral care, and this will continue during any period of closure or remote learning. In the event of a closure, an extended absence from a student or a student having to isolate for a 10-day period the following actions will take place.

* Programme Leads will contact parents/carers in order to check well-being and ensure they have access to online learning.
* Programme Leads (or Tutor/Trainer if applicable) will make a well-being phone call at least once a week to students not able to access online sessions. All contact logged onto student data base.
* Meaningful work will be set and sent out.
* Access to equipment will be made available and delivered if applicable.
* During such periods, the normal channels of communication regarding pastoral care remain open; students/parents/carers can contact their Programme Lead by email or phone for support.

**Students who abscond Policy**

**INTENT**

CANTO Learning Ltd actively promote a safe and secure environment, a place where students want to come to enjoy learning.  CANTO Learning aim to set out clearly for all staff, volunteers, students, parents and trustees the process that will take place should a student abscond from college.  All staff will have received safeguarding training and are aware of the safeguarding policy and are reminded to be mindful of all safeguarding practices when following this policy.

**SCOPE**

This policy applies to all students.

**GUIDELINES**

Students who abscond Policy applies when a student leaves the premises without permission.

Under section 3 of the Health and Safety at Work Act, 1974 and in Common Law schools and other education settings owe a duty of care towards their students.  This duty of care requires that all reasonable steps are taken to ensure that students are safe and remain within the care of the setting at all times through the college day and during college led activities.

**PROCEDURE**

In the event of a student absconding, the member of the Leadership team on duty in consultation with the SLT will co-ordinate this procedure.

All students will have a photograph stored on their file for the duration on their programme.  These will be destroyed when a student leaves in line with our GDPR policy and practices.

**Arrival to college/session**

1. All students will be met at the doors to the college by staff and registered in.
2. If a student is identified on the register as at risk of absconding, then staff registering the student will note a description of the clothes they are wearing when they arrive, on the reverse of the register.
3. Staff will be notified of students not expected in on their allocated day by a ‘Timetable’ email.
4. If a student does not arrive at a session within the first 5 minutes the staff member should notify the member of staff on duty.

**When a student is seen absconding**

A member of staff must not leave the premises without notifying another member of staff unless there is an immediate threat to life for the student who has absconded.

A maximum of two staff should leave the premises to follow the student whilst the following procedures are implemented.

The member of the leadership team on duty along with a member of the SLT will then co-ordinate a plan.  The plan will be based on the known behaviours of the student and the strategies known to be effective when working with them.   Every attempt should be made to contact the parents/carers to advise them that the young person has absconded. Other staff should not leave the site without being asked to do so.

**Students for whom, it is foreseeable, may abscond**

In situations where it is foreseeable that a student may abscond without permission a risk assessment is carried out in advance to determine the best way of managing the individual.  This will naturally include trigger factors and thus where possible ways to prevent the behaviour or at least de-escalate – but also must include the procedures to follow.  This procedure must be agreed in advance with all stakeholders.

**Parents and Carers**

Parents / carers of students are responsible for supporting the work of CANTO Learning Ltd.

They are responsible for encouraging students to keep to the procedures and policies.

Once CANTO Learning has informed them that the student has absconded, parents and carers are responsible for actively supporting CANTO with the subsequent procedures and actions.  This could include coming into CANTO Learning to help secure the safety of the student after he/she has absconded as well as meeting with the senior link to agree subsequent actions.

**Monitoring and evaluation**

Each incident will be recorded, monitored and evaluated and individual risk assessments amended if necessary and appropriate.

**Procedures (Appendix A)**

The member of staff with alert the duty leader (who will alert a member of the SLT)

If the student has left the vicinity of the grounds and is no longer visible then the duty leader along with a member of SLT will make decision as to how to take matters further.  This will take into account the disabilities of the student, the age, the prevailing weather conditions, the nature of the incident which led to the student absconding, the student’s previous history of being involved in episodes of absconding and their outcomes.

Staff will not necessarily follow as this may lead to the student wandering further afield, acting impetuously or causing a traffic accident.

If the student is within easy distance of the premises, staff are not to engage in conversation as this might lead to the student becoming more distressed and unable to act in a controlled manner.  Staff should be aware of any triggers and techniques to use in such an event if this is a foreseeable incident.

If the student appears to be missing but there is no evidence that they have left the site, a quick but thorough search of the site should be carried out under the instruction of the duty leader before the parents/carers and police are informed.

If the student returns of their own volition, parents/carers and police (if necessary) will be informed.  Upon return to the premises the student will be supported appropriately and further actions taken as deemed appropriate by SLT.

 Appendix A

A picture containing drawing

Description automatically generated

**Procedure if a student is missing or absconds**

Staff member informs the member of SLT/LT on duty that a student is missing/absconding

A maximum of 2 staff to follow immediately only if there is an immediate threat to life.

Under the direction of the SLT/LT staff to check the building if it is uncertain whether the student has left the building.

Staff may be asked to man points of easy exit from the building/grounds

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Student seen leaving premises

Student not found on premises

Student is found on the grounds / premises

Student is found

Staff to inform parents/carers by phone to alert them and maintain contact.

Staff to follow student under the instruction of the duty leaders.

Staff inform police.

Investigate incident, determine how it happened and any lessons learnt.

Take action to prevent recurrence and amend student and site risk assessment to reflect any changes.

Discussion held between Programme Lead, student and parent/carers if required

Student comes in

Staff member informs duty leader and procedures followed in line with the students’ behaviour plan and/or risk assessment

Student refuses to come in

Parents, student and police (if appropriate) attend a meeting with CANTO Learning to discuss. This will be done as soon as possible.

**Updates:**

**Crisis Intervention:**

Updated last – November 2020

**Positive Management of Behaviour and Discipline Policy:**

Updated last – January 2021

**Remote Learning:**

Updated last – January 2021

**Students who abscond:**

Updated last – October 2020

In November 2021, the four Policies listed above were combined making one single Policy: Safeguarding Additions Policy.

**Safeguarding Additions Policy:**

Updated last - October 2022