



# LEARNER POLICIES 21/22

# BEACON LEARNER POLICIES

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# ACCEPTABLE USE OF IT POLICY

Beacon's Acceptable use of IT policy is designed to promote safe and appropriate practices and uses of IT through establishing clear and robust acceptable use guidelines for Beacon staff, learners and contractors.

Beacon's Acceptable use of IT Policy covers the use of email, mobile phones, Beacon databases, social media and the Internet while under the employment of Beacon, while conducting business on behalf of Beacon as a contractor or in a learning environment managed by Beacon.

## EMAIL

Use of email is encouraged where such use supports the goals and objectives of learners, employees and contractors.

However, Beacon has a policy for the use of email whereby the employee, contractor or user must ensure that they:

- comply with current legislation
- use email in an acceptable way
- do not create unnecessary business risk to the company by their misuse

## UNACCEPTABLE BEHAVIOUR

- forwarding of company confidential messages to external locations
- distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal
- distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive or abusive, in that the context is a personal attack, sexist, racist, or might be considered as harassment (cyber-bullying)
- accessing copyrighted information in a way that violates the copyright
- breaking into the company's or another organisation's system or unauthorised use of a password/mailbox
- broadcasting unsolicited personal views on social, political, religious or other non-business or educationally related matters
- transmitting unsolicited commercial or advertising material

- undertaking deliberate activities that waste staff effort or networked resources
- introducing any form of computer virus or malware into the corporate network

## MONITORING

Beacon accepts that the use of email is a valuable tool. However, misuse of this facility can have a negative impact upon employees' and learner's productivity and the reputation of the business.

In addition, all of the company's email resources are provided for business and educational purposes. Therefore, the company maintains the right to examine any systems and inspect any data recorded in those systems.

In order to ensure compliance with this policy, the company also reserves the right to use monitoring software in order to check upon the use and content of emails. Such monitoring is for legitimate purposes only and will be undertaken in accordance with a procedure agreed with employees, contractors and learners.

## SANCTIONS

Where it is believed that an employee, contractor or learner has failed to comply with this policy, they will face the company's disciplinary procedure. If the employee, contractor or learner is found to have breached the policy, they will face a disciplinary penalty ranging from a verbal warning to dismissal. The actual penalty applied will depend on factors such as the seriousness of the breach and the employee's, contractor's or learner's disciplinary record.

## ACCESSING THE INTERNET AND BEACON'S INTRANET

Beacon employees, contractors and learners are expected to use the Internet responsibly and productively.

Internet access provided by Beacon is limited to job-related or educational activities only and personal use is not permitted.

All Internet data that is composed, transmitted and/or received by Beacon's computer systems is considered to belong to Beacon and is recognised as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties. The equipment, services and technology used to access the Internet are the property of Beacon and Beacon thus reserves the right to monitor Internet traffic and monitor and access data that is composed, sent or received through its online connections or equipment.

All sites and downloads may be monitored and/or blocked by Beacon if they are deemed to be harmful and/or not productive.

The installation of software such as instant messaging technology is strictly prohibited.

## UNACCEPTABLE USE OF THE INTERNET

Unacceptable use of the internet by employees, learners and contractors includes, but is not limited to:

- Sending or posting discriminatory, harassing, or threatening messages or images on the Internet or via Beacon's email service or from a Beacon computer.
- Using computers to perpetrate any form of fraud, and/or software, film or music piracy.
- Stealing, using, or disclosing someone else's password without authorisation.
- Downloading, copying or pirating software and electronic files that are copyrighted or without authorisation.
- Sharing confidential material, IP, or proprietary information outside of the company.
- Hacking into unauthorised websites.
- Sending or posting information that is defamatory to the company, its products/services, colleagues, customers or learners.

- Introducing malicious software onto the company network and/or jeopardising the security of Beacon's electronic communications systems
- Sending or posting chain letters, solicitations, or advertisements not related to business or educational purposes or activities.
- Passing off personal views as representing those of Beacon's.

If an employee, learner or contractor is unsure about what constituted acceptable Internet usage, then he/she should see further guidance and clarification from their tutor or line-manger.

All terms and conditions as stated in this document are applicable to all users of Beacon's network and Internet connection. All terms and conditions as stated in this document reflect an agreement of all parties and should be governed and interpreted in accordance with the policies and procedures mentioned above. Any user violating these policies will be subject to disciplinary actions deemed appropriate by Beacon.

## MOBILE USE

It is recognised that mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.

Beacon's employees, learners and contractors are permitted to have their personal mobile phones about their person; however there is a clear expectation that all personal use is limited to allocated lunch and/or tea breaks.

Other than in agreed exceptional circumstances, phones must be switched off and personal calls and texts must not be taken or made during work or lesson times.

# ASSESSMENT MALPRACTICE POLICY

## THE AIM IS TO:

- Identify and minimise the risk of malpractice by staff or learners
- Respond to any incident of alleged malpractice promptly and objectively
- Standardise and record any investigation of malpractice to ensure openness and fairness
- Impose appropriate penalties and/or sanctions on learners or staff where incidents (or alleged incidents) of malpractice are proven
- Protect the integrity of this centre and the qualifications it delivers

## IN ORDER TO DO THIS, THE CENTRE WILL:

- Seek to avoid potential malpractice by using the induction period and student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that the work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledge any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the centre manager and all personnel linked to the allegation. It will proceed through the following stages:
  1. Initial inquiry
  2. Report
  3. Decision
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and the possible consequences should malpractice be proven

- Give the individual opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgement made
- Document all stages of any investigation

Where malpractice is proven the centre will apply the following penalties/sanctions:

1. Verbal warning
2. Deduction of marks
3. Removal from scheme

## DEFINITION OF MALPRACTICE BY LEARNERS

This list is not exhaustive and other instances of malpractice may be considered by Beacon at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of evidence or results
- False declaration of authenticity in relation to the contents of a portfolio or course work
- Impersonation by pretending to be someone else in order to produce work for another or arranging for another to take one's place in an assessment/examination/test

## DEFINITION OF MALPRACTICE BY STAFF

This list is not exhaustive and other instances of malpractice may be considered by Beacon at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate course work/portfolio evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Beacon staff producing work for a learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcomes of the assessment
- Falsifying records/certificates, for example by alteration, substitution or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

# CLIENT COMPLAINTS PROCEDURE

## SCOPE AND PURPOSE

At Beacon Education Partnership we are always open to constructively critical feedback as well as specific service provisions which do not meet our clients' needs or expectations. It is important for us to know when we get things right and when there is a need for improvement.

Feedback is central to the process of continual quality improvement. Beacon would like to hear from you if you feel we have done something well or if you think we have not met the standards or expectations you would have expected of us.

## AIMS

Our aim is to respond quickly and positively and to reach an outcome that is satisfactory and fair for all concerned. We also aim to keep you informed of our progress in dealing with the complaint and the personnel involved.

The purpose of the complaints procedure is to provide an opportunity for complaints to be resolved as quickly as possible by carefully logging and analysing complaints, to provide a means of identifying problems and potential faults in the services provided by Beacon.

## SCOPE OF THE COMPLAINTS PROCEDURE

The procedure can investigate complaints about:

- Quality of provision or services
- Administration
- Internal procedures not being complied with
- Conditions
- Health and safety concerns

## PROCEDURE

### Informal Discussion

If you feel dissatisfied in any way do not hesitate to tell us about it, we would prefer a timely warning that you think something is wrong. At an early stage as possible, speak informally to your assessor or the Beacon centre manager and explain your concern.

Depending on the nature of the problem, most concerns can be dealt with satisfactorily this way on the spot or within no more than a few days.

### Formal Complaints

If an informal discussion has not resolved your concern to your satisfaction you may want to make a formal complaint. If so, please write to the Beacon Centre Manager and as far as possible

- Explain the problem
- Mention what previous contact you have made with Beacon over the matter
- Say what action you would like to be taken

If the Centre Manager is an inappropriate person to receive the formal complaint, then your complaint can be sent directly to Beacon's Director of Funding and Contracts.

## RESPONDING TO A FORMAL COMPLAINT

The Centre Manager will deal with the matter directly or if appropriate, hand it to the Director of Funding and Contracts to deal with directly. Your complaint will then be investigated thoroughly and objectively, which may involve asking you to attend a meeting with Beacon staff or be interviewed by telephone where this is not convenient. You may ask for named individuals to attend as well if you think it will help.

Throughout the investigations, Beacon will do its best to ensure that you and any others concerned are being dealt with fully and fairly. Personal details will be dealt with in confidence; you may specify who else may have access to the information.

**Depending on the nature of the problem Beacon will:**

1. Contact you within 3 working days either giving a response to the complaint itself or explaining how your complaint is continuing to be dealt with and when you will be contacted about it.
2. If it is not possible to resolve the problem fully within 14 working days, give you an interim reply.
3. Do its best to give you a full response within 30 working days or, failing that, a clear explanation why it has not been possible to do so, together with a date when completion is expected.

In bringing matters to a conclusion, Beacon will state clearly for you what follow up action is intended, by whom, and when.

## APPEALS

If you do not feel that the full response to your complaint was satisfactory in the first instance, then you may write/email to the Beacon board of directors who will consider the matter within 3 working days of receipt of the complaint. Submissions can be made in writing to the following address:

The board of directors  
Beacon Education Partnership  
85-87 Bayham Street  
London NW1 OAG

Or via email to:

[board@beaconeducationpartnership.org.uk](mailto:board@beaconeducationpartnership.org.uk)

# DISTANCE LEARNING POLICY IN RESPONSE TO COVID-19

## INTRODUCTION

Distance learning is any learning that takes place outside a traditional classroom setting that contributes to the delivery of a course. Distance learning encompasses a whole variety of activities instigated by the tutor to support learning. Distance learning has always formed part of Beacon's delivery; however, it is used in conjunction with classroom sessions to form a blended learning model. The purpose of which was to provide a flexible model that allowed adult learners to balance family life and jobs around a structured and balanced program of study.

## RATIONALE FOR DISTANCE LEARNING

The government first made clear its commitment to home/distance learning in the 1997 White Paper, 'Excellence in Schools', where home/distance learning was seen as 'an essential part of good education'. Beacon recognizes that the time and resources available limit the educational experience that any provider can provide; learners benefit greatly therefore from the use of additional media to support them and their tutors, encouraging learning both in the classroom, at work and at home. One of Beacon's main aims is to develop independent learning. Beacon believes that distance, independent learning is a key skill that adult learners will require post their time with Beacon.

Distance learning plays a positive role in raising levels of attainment by allowing learners the flexibility to study at times that suit them, encourages learners to maximum use of their time and promotes stretching. While distance learning is important and Beacon's strong online platform has proved invaluable during the Covid-19 lockdown, Beacon also feels that classroom delivery still has a key role to play within the curriculum, especially in the care sector.

## AIMS AND OBJECTIVES

The aims and objectives of distance learning are:

- To enable learners to make maximum progress in their academic and social development;
- To help learners develop the skills of an independent learner;
- To promote a partnership between learners, Beacon, community groups and employers;
- To enable all aspects of the curriculum and additional learning to be covered in sufficient depth;
- To provide educational experiences that is beyond what would be possible in a classroom only setting;
- To consolidate and reinforce learning done in class and promote wider reading and research;
- To develop skills to better place learners for the future.

## AMOUNT OF HOME LEARNING

We expect learners to spend approximately 8 - 10 hour a week studying remotely, including additional literacy and numeracy tasks.

## POST COVID 19

As part of recovery planning, distance learning will revert back to a blended learning as soon as reasonably practicable. However, Beacon is mindful that regional lockdowns, the sector in which Beacon works (care), pressures on parents if schools are not open, changes in employment practices and changes in government guidance may require swift and measured interventions. This being the case Beacon's distance learning model will stay active until such time as the Covid-19 situation is resolved to a point where it's safe and viable for staff and learners to return to the classroom. Also, given regional and personal variations Beacon envisages a prolonged period of transition, where models will need to be flexed to ensure maximum learners engagement and mitigate negative impacts.

# EQUALITY AND DIVERSITY POLICY

## OVERVIEW

It is Beacon's policy to promote equality and diversity in all areas of the company. We will not tolerate discrimination on unlawful or unfair grounds. All will be treated equally and given equal access to the course and company life. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of Beacon.

## OBJECTIVES

Beacon strives to:

- Encourage the participation of learners of all abilities
- Provide a safe and welcoming physical and learning environment
- Develop its courses to improve access and widen participation
- Offer support to meet individual learner and staff needs
- Ensure its recruitment process is fair and transparent
- Ensure that Beacon is an environment that is free from discrimination, bullying or harassment

This policy should be viewed in the context of the Equality Act 2010 and the extent of protection it provides. Beacon will fulfil its legal obligations under the equality legislation and comply with this and associated policies.

## SCOPE OF THIS POLICY

Unless stated otherwise, this policy applies to all team members, including current and former employees, contractors, sub-contractors, agency staff, trainees, volunteers, job applicants (and potential applicants), learners, employers, work placement providers and visitors.

Breaches of this policy will be regarded as misconduct and will therefore be subject to disciplinary procedures.

Beacon will not tolerate any form of discrimination, bullying or harassment on the grounds of:

- Gender, including gender reassignment
- Marital or civil partnership status
- Having or not having dependants
- Religious belief or political opinion
- Race (including colour, nationality, ethnic or national origins)
- Disability
- Sexual orientation
- Age

## PRINCIPLES

Beacon celebrates and values the diversity of its learners and team members and is committed to equality of opportunity for all. Beacon wishes to be recognised as a company which provides excellent employment and educational opportunities. We are committed to complying with the relevant legislation and where possible will endeavour to exceed this creating a culture of inclusivity where everyone is treated with respect and dignity. Beacon does not tolerate any prejudicial behaviour by any member of Beacon.

## OUR COMMITMENT:

### Access to learning and learning environment:

- Beacon's publicity and learner recruitment procedures will be designed to encourage applications from all sections of the community and from all level of ability
- Beacon will ensure that admission procedures are user-friendly and avoid unnecessary barriers to access for intending learners
- Beacon will continue to identify and respond to learning needs within the community and will continue to widen participation from underrepresented, disadvantaged or excluded groups
- Make clear our expectations and commitments to equality and diversity in our marketing materials and events, during the learner admissions process and again during induction
- Beacon is committed to the development, as far as possible, of learning environments that are welcoming and safe for all learners
- Beacon will make best efforts within their power to ensure that venues have appropriate access for learners with learning difficulties and/or disabilities

### **Learning and assessment:**

- Beacon will make effort to ensure that learning materials and delivery methods are free from bias, avoid stereotyping and discrimination
- Assessors and trainers must ensure that their planning, teaching, learning and assessment takes into account this policy and ensures that equality underpins all their work
- Staff is expected to raise awareness of and promote equality and diversity issues among learners. In-service Education and Training (INSET) and Continuing Professional Development (CPD) opportunities will be provided to staff to raise awareness and provide practical examples of suitable materials
- Equality and diversity already form part of the legal 3 health and social care programme as one of the mandatory units
- Beacon will ensure that learners with learning difficulties and/or disabilities receive appropriate additional support to meet individual learner needs to reach their potential

### **Recruitment, training and development:**

- Beacon will treat all team members with respect and dignity and seek to provide a working environment free from harassment, discrimination and victimisation. Beacon will not tolerate any form of discrimination and victimisation. Beacon will not tolerate any form of discriminatory behaviour against its team members, either from other team members, learners or members of the public.
- Individual training and development needs will be identified through the appraisal process
- Work towards the achievement of a workforce that is representative of the diversity of the communities from which we recruit and the learner population
- Ensure progression opportunities are available to all team members
- Ensure that all policies and procedures promote equality or opportunity and are not unlawfully discriminatory in their operation
- Applicants will not be treated less favourably because of disability, age, gender, (sex), race, religion or belief, pregnancy or maternity, marriage or civil partnership, gender reassignment and sexual orientation.
- In cases of disability, reasonable adjustments will be made to make sure that the disabled person is not placed at a substantial disadvantage when compared to a non-disabled person.
- Ensure that those who are involved in assessing candidates for recruitment or promotions will be trained in non-discriminatory selection of techniques.

## **IMPLEMENTATION ARRANGEMENTS**

New team members are made aware of the policy and procedure during induction process. The policy is communicated to learners at induction. Updated and amended procedures are disseminated and reinforced in team meetings. Team members and learners have access to this policy on Beacon's website or by obtaining a hard copy from the management team upon request.

Equality and diversity re-freshers will be provided in team meetings.

Specific and appropriate duties in respect of implementing this policy will be incorporated into job descriptions and work objectives of all staff.

Equal opportunities notices will be incorporated into general communications practices (e.g. staff newsletters, intranet).

Beacon will obtain commitments from other persons or organisations such as sub-contractors or agencies that they too will comply with the policy in their dealings with Beacon and Beacon's workforce.

Beacon will ensure that adequate resources are made available to fulfil the objectives of the policy.

## **COMPLAINTS**

Team members or learners who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the Grievance Procedure. A copy of these procedures is available on Dropbox, Beacon's website or can be obtained from the directors. All complaints of discrimination will be dealt with seriously, promptly and confidentially. In addition to our internal procedures, employees have the right to pursue complaints of discrimination in the employment tribunal (or in the Industrial Tribunal or the Fair Employment Tribunal if you live in Northern Ireland). However, employees wishing to make a complaint to the tribunal will normally be required to raise their complaint under our internal grievance procedures first.

Every effort will be made to ensure that employees who make complaints will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly and confidentially. Victimisation will result in disciplinary action and may warrant dismissal.

# MONITORING EQUAL OPPORTUNITIES

Beacon is committed to equal opportunities and actively seeks to promote equality of opportunity irrespective of gender, race, colour, nationality, ethnic or national origin, disability, marital status, sexual orientation, having responsibility for dependents, age, religion/beliefs, or any other reason which cannot be shown to be justified.

To help us monitor the effectiveness of this policy team members are requested to complete this form and return it with their signed contract.

## 1. Ethnic Origin

White:

- British
- Irish
- Other White background, please specify:  
\_\_\_\_\_

Mixed:

- White and Black Caribbean
- White and Black African
- White and Asian
- Other Mixed background, please specify:  
\_\_\_\_\_

Asian or Asian British:

- Indian
- Pakistani
- Bangladeshi
- Other Asian background, please specify:  
\_\_\_\_\_

Black or Black British:

- Black Caribbean
- Black African
- Other Black background, please specify:  
\_\_\_\_\_

Chinese or Chinese British or other ethnic group:

- Chinese
- Any other ethnic group, please specify:  
\_\_\_\_\_

## 2. Gender

- Male
- Female

## 3. Disability

Please state if you have any long-term physical or mental condition that affects your ability to carry out day-to-day activities.

(Advice can be obtained from the Disability Rights Commission on 08457 622 633)

- No
- Yes

If yes, please specify:

\_\_\_\_\_  
\_\_\_\_\_

## 4. Age

Please state your date of birth, and tick the correct box below;

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

- 16-24
- 25-29
- 30-39
- 40-49
- 50-59
- 60+

## 5. Religion

Please state your religion:

\_\_\_\_\_

## 6. Sexual Orientation

Please state your sexual orientation:

\_\_\_\_\_

# LEARNER WITHDRAWAL POLICY

Beacon's aim is to ensure all learners complete their qualification in a timely manner and to support learners in this endeavour. However, sometimes due to parameters outside of Beacon's control this will not always be possible and in such a case a learner may need to be withdrawn from their programme of study. This policy outlines the process to be taken if such an event occurs.

Before a withdrawal can happen, the following must take place:

## Stage 1

The tutor will inform the Centre Manager of their concerns, clearly identifying any barriers to learning that they are aware of and what interventions have already been put in place.

The Centre Manager will then cross reference the information they have received from the tutor with records on Beacon's LMS. If the Centre Manager is happy that these records correlate with information received from the tutor, they will then attempt to contact the learner directly in the hope of agreeing interventions that will prevent a withdrawal.

## Stage 2

If no contact can be made with the learner by the Centre manager, the information will be passed onto the SMT to be discussed and see if any further actions can be taken i.e. contacting the partner involved. If these interventions do not have a positive impact, the SMT will decide if it is a case that requires withdrawal.

## Stage 3

Once it has been agreed that the case may require a withdrawal, a first letter will be sent to the learner informing them that they need to contact their tutor or the office as they are behind in their workload and at risk of being withdrawn.

## Stage 4

One week following the first letter, if contact still has yet to be made with the tutor or the office a subsequent and final letter will be posted to the learner. This letter will inform them that if they fail to contact their tutor or the office within 7 days they will be withdrawn from the course.

## Stage 5

If, after 15 days from the original letter, no contact has been made with the learner Beacon will have no other option but to withdraw the learner from the course. However, if during this two-week window the learner contacts their tutor or the office a plan will be discussed to ensure the learner gets back on track, and no further action will be taken by the SMT.

This policy should be used in conjunction with the Assessment, Record Keeping and Reporting Policy, and the Feedback and Marking Policy.

# FEEDBACK AND MARKING POLICY

## OVERVIEW

Beacon will ensure that learners get the maximum benefit from their education by receiving regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods used for marking work will be applied consistently throughout and will be linked to the policy on assessment, record keeping and reporting.

## OBJECTIVES

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image for learners, in accordance with Beacon's aims, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures used throughout Beacon.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

## STRATEGIES

1. Assessors and trainers oral and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Oral feedback should be given during lessons while the learners are engaged in the learning process.
3. Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.
4. Feedback and marking will result in clear targets, and constructive steps to achieve those targets (if applicable), being agreed for improvement.
5. There will, whenever possible, be an opportunity for the learner to participate in this process so that there is a shared perspective on feedback, marking, and target setting.
6. Written comments should be specific, clear, constructive and concise.
7. There will be consistency of approach through verbal and written marking across Beacon.

## OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learner's achievement and progress. It will be used to underpin clear and accurate feedback to learners and employers.

# FEES POLICY

## Policy statement

Beacon Education Partnership Limited (Beacon) will set the fees to be charged to its clients and learners in accordance with the following principles:

- To ensure the financial viability of its learning provision;
- To ensure that Beacon's approach to tuition and additional fees is fair, equitable and clear;
- To meet the published requirements of relevant funding and regulatory Bodies;
- To promote the widest participation in learning amongst the Communities which Beacon serves;
- To ensure Beacon is actively responding to market forces as well as government policy.
- To reduce or waive its fees in certain cases of financial hardship or employer contribution.

## Working with Employers and Partners

Beacon strives to ensure that its courses are competitive, financially viable and market-driven. Given the relative synergies achieved through partnerships with employers and other community partners, Beacon's fees for learners undertaking training through one of these partnerships will reflect the agreements and benefits derived from such partnerships. Each partnership is different, and it is therefore right and equitable to construct a fees schedule in line with the terms and arrangements of those partnerships.

## Privately Funded Courses

The fees for courses and training programmes which are not covered by an existing partnership, not paid by an employer or sponsor and for which do not qualify for government funding are set by the Director of Finance in accordance with the principles outlined above.

## 19+ Advanced Learner Loans

The fees that Beacon charge learners eligible for 19+ Advanced Learner Loans will be the same as the fees for learners who are ineligible and undertaking the same course. The only difference would be that the eligible learner will be able to pay for these fees via the loan. Beacon will ensure that the total fees charged, including recruitment, registration, material and

equipment for any course are not higher than the fee published by the Skills Funding Agency for that course.

## Refunds

If Beacon cancels a course, it will contact the learner and refund the full costs paid by the learner. If a learner withdraws from a course before the start date of the course the learner will be entitled to a refund of all amounts paid.

If a learner withdraws from the course after the course start date, or does not attend the course they have enrolled on, there will be no refund of payments made unless the learner has withdrawn due to a serious medical condition in which case a medical certificate specifically confirming that the person cannot continue the course as a result of his/her medical condition will have to be produced as evidence. A proportionate refund of tuition fees will then be made (based on the proportion of the course attended).

Learners undertaking a 19+ Advanced Learner Loans will be responsible for reporting their withdrawal from their Beacon course to the Student Loans Company. Learners are also required to provide Beacon with a written notice of withdrawal. Failure to do so will result in debt continuing to be accumulated. Any refund claims that arise from a 19+ Advanced Learner Loans after withdrawal should be taken up with the Student Loans Company directly.

In the event of a refund being authorised, exam fees will only be refunded if they have not already been paid to the relevant Examinations Board or Awarding Organisation.

Refunds will normally be paid by a bank transfer within 28 days of authorisation of refund.

## Free independent advice and assistance can be obtained from any of the following organisations:

Citizens Advice  
[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

National Debtline  
Freecall 0808 808 4000, [www.nationaldebtline.co.uk](http://www.nationaldebtline.co.uk)

Consumer Credit Counselling Service (CCCS)  
Freecall 0800 138 1111, [www.cccs.co.uk](http://www.cccs.co.uk)

Money Advice Service (19+ Advanced Learning Loans)  
[www.moneyadviceservice.org.uk/en/articles/loans-for-adults-in-further-education-andtraining](http://www.moneyadviceservice.org.uk/en/articles/loans-for-adults-in-further-education-andtraining)

# FREEDOM OF SPEECH POLICY

The United Kingdom has a long history of supporting the concept of freedom of speech, dating back to the Bill of Rights in 1689 which legally established the constitutional right of freedom of speech in Parliament which remains in effect to this day. Freedom of speech is a fundamental British value that is inextricably intertwined with other British values such as the rule of law, democracy, individual liberty and mutual respect. Beacon Education Partnership recognises and promulgates the concept of the freedom of speech protected under the Human Rights Act 1998 and as espoused in Article 19 of the United Nations Universal Declaration of Human Rights which states:

*“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”*

In the spirit of John Stuart Mill's 'harm principle' and in line with the European Convention on Human Rights, Beacon does not condone or protect statements that unlawfully discriminate against or harass, or incite violence or hatred against, other persons and groups, particularly by reference to their race, religious belief, gender or sexual orientation, nor does it limit or undermine the human rights of others. Beacon adheres and promotes the principles expressed in sector 2 of Article 10 of the European Convention on Human Rights which states:

*“The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.”*

Beacon believes that the pursuit of knowledge and understanding within this framework is vital to a successful and rewarding learning experience and broad professional development.

Beacon Education Partnership aims to provide a learning environment that is a competitive marketplace of ideas and concepts underpinned by the freedom to seek, receive and impart information and ideas. Beacon will

not, therefore, as far as is reasonably practicable, deny access to its premises or other venues to individuals or bodies on the basis of their beliefs, views or policies.

Beacon expects learners, staff, contractors and visitors to ensure freedom of speech within the law is assured. Whilst there is no legal prohibition of offending others, Beacon nevertheless believes that discussion that is open and honest can take place only if offensive or provocative action and language is avoided. Learners, staff, contractors and any visitors are therefore required to demonstrate sensitivity to the diversity of the Beacon community and to show others respect.

The principle of free speech has the potential to be abused, including through incitement to violence or to breach of the peace, or by the use of threatening words or behaviour (including the display of writing, signs or other visible representations) which are intended to provoke racial or religious hatred or ground of sexual orientation, or to encourage or draw people into terrorism. Staff and learners have a responsibility to consider these issues in the course of their work.

If staff or students believe that there is a risk under this policy, they are required to refer matter to the directors who will assess the situation and, if necessary, take appropriate action.

**The policy is to be implemented in conjunction with other Beacon policies as part of a broader approach to best practice.**

## Further Reading

Beacon's Safeguarding and Protecting Children and Vulnerable Adults Policy

[www.beaconeducationpartnership.org.uk/Policies.html](http://www.beaconeducationpartnership.org.uk/Policies.html)

The Counter Terrorism and Security Act 2015

[www.legislation.gov.uk/ukpga/2015/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted)

Prevent Strategy 2014-15

[www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism](http://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism)

Freedom of Expression Legal Framework, Equality and Human Rights Commission March 2015

[www.equalityhumanrights.com/sites/default/files/20150318\\_foe\\_legal\\_framework\\_guidance\\_revised\\_final.pdf](http://www.equalityhumanrights.com/sites/default/files/20150318_foe_legal_framework_guidance_revised_final.pdf)

# HEALTH AND SAFETY POLICY

## OVERVIEW

The health and safety of learners, staff is of the utmost importance to all. Everything will be done to promote good health, and to keep everyone safe, and to protect them from danger.

Achieving a healthy and safe workplace is a collective task shared between Beacon and Staff. This policy and the rules contained in it apply to all Staff, irrespective of seniority, tenure and working hours, including all employees, directors and officers, consultants and contractors, casual or agency staff, trainees, home-workers and fixed-term staff and any volunteers.

## BEACON'S RESPONSIBILITIES

So far as it is reasonably practicable, Beacon is responsible for:

- taking reasonable steps to safeguard the health and safety of staff, people affected by Beacon's activities and of people visiting its premises
- maintaining safe and healthy working conditions
- providing adequate control of the health and safety risks arising from our work activities
- consulting with employees on matters affecting their health and safety
- providing and maintaining safe plant and equipment
- ensuring safe handling and use of substances
- providing information, instruction and supervision for employees
- providing health and safety training when required
- preventing accidents and cases of work-related ill health
- reviewing and revising this policy as necessary at regular intervals
- keeping records of accidents and incidents
- carrying out risk assessments for hazards and risks in the working environment
- reviewing risk assessments on a 6 monthly basis or when the job changes
- investigating causes of accident/work related illness should they occur

The board of directors is responsible for investigating accidents/work-related illnesses and is responsible for acting on investigation findings to prevent a recurrence.

## PRINCIPAL HEALTH AND SAFETY OFFICER

Kevin White, Director of Operations, will have day-to-day responsibility for ensuring that this policy is put into practice.

Any concerns about health and safety matters should be notified to the Principal Health and Safety Officer.

## GENERAL STAFF RESPONSIBILITIES

All Staff must:

- take reasonable care for their own health and safety and that of others who may be affected by their acts or omissions
- cooperate with the Principal Health and Safety Officer, supervisors, managers and Beacon generally to enable compliance with health and safety duties and requirements
- comply with any health and safety instructions and rules, including instructions on the safe use of equipment
- not interfere with anything provided to safeguard their health and safety
- keep health and safety issues in the front of their minds and take personal responsibility for the health and safety implications of their own acts and omissions
- keep the workplace tidy and hazard-free (keep pathways free from papers, boxes or other items; do not leave heaters unattended; take care with coffee cups to avoid spills; take care when using sharp items like scissors and store them away safely when finished; if possible and if safe, remove any trip and fall hazards or report about them to the Principal Health and Safety Officer; keep papers away from heaters; etc)
- report all health and safety concerns to the Principal Health and Safety Officer promptly, including any potential risk, hazard or malfunction of equipment, however minor or trivial it may seem
- cooperate with Beacon's investigation of any incident or accident which either has led to injury or which could have led to injury, in Beacon's opinion

## Staff responsibilities relating to equipment

- use equipment as directed by any instructions given by representatives of management or contained in any written operating manual or instructions for use and any relevant training
- report any fault with, damage to or concern about any equipment (including health and safety equipment) or its use to the Principal Health and Safety Officer
- ensure that health and safety equipment is not interfered with
- not attempt to repair equipment unless suitable trained and authorised

## Staff responsibilities relating to accidents and first aid:

All Staff must:

- promptly report any accident at work involving personal injury, however trivial, to the Principal Health and Safety Officer so that details can be recorded in the Accident Book and cooperate in any associated investigation
- familiarise themselves with the details of first aid facilities and trained first aiders
- if an accident occurs, dial Reception and ask for the duty first aider, giving name, location and brief details of the problem

## Staff responsibilities relating to emergency evacuation and fire

All Staff must:

- familiarise themselves with the instructions about what to do if there is a fire in Beacon office or any other venue where Beacon training is being delivered
- ensure that they are aware of the location of fire extinguishers, fire exits, and alternative ways of leaving the building in an emergency
- comply with the instructions of fire wardens if there is a fire, suspected fire or fire alarm (or a practice drill for any of these scenarios)
- cooperate with fire drills and take them seriously (ensuring that any visitors to the building do the same)
- ensure that fire exits or fire notices or emergency exit signs are not obstructed or hidden at any time
- notify the Principal Health and Safety Officer immediately of any circumstances (for example, impaired mobility) which might hinder or delay evacuation in a fire. This will allow the Principal Health and Safety Officer to discuss a personal evacuation plan for you, which will be shared with the fire wardens and colleagues working near to you

On discovering a fire, all Staff must:

- immediately trigger the nearest fire alarm
- attempt to tackle the fire ONLY if they have been trained or otherwise feel competent to do so.

On hearing the fire alarm, all Staff must:

- remain calm and immediately evacuate the building via the nearest safe exit, walking quickly without running, following any instructions of the fire wardens
- Staff responsible for learners must escort them quickly, and in orderly manner, from the building to the agreed assembly point
- leave without stopping to collect personal belongings except the registers of the learners attending that day
- stay out of any lifts
- remain out of the building until notified by a fire warden that it is safe to re-enter
- at the assembly points, class registers will be taken to ensure that all learners are accounted for. If any learner is missing a fire monitor must be informed immediately

## RISK ASSESSMENT

- Risk assessments are simply a careful examination of what in the workplace could cause harm to people. Beacon will assess any risks and consider measures to best minimise any risk. Beacon will carry out general workplace risk assessments when required or as reasonably requested by Staff. Managers must ensure that any necessary risk assessments take place and the resulting recommendations are implemented.

- The Principal Health and Safety Officer is responsible for workplace risk assessments and any measure to control risks. The findings of the risk assessment will be reported to the board of directors who will approve any action required to remove/control the risks. The Principal Health and Safety Officer will be responsible for ensuring that the action required is implemented and check that the implemented actions have reduced/removed the risk.
- Risk assessments will be reviewed every 6 months or when the work activity changes, whichever is sooner.

Any breach of health and safety rules or failure to comply with this policy will be taken very seriously and is likely to result in disciplinary action against the offender, in accordance with Beacon's disciplinary policy, up to and including immediate dismissal.

# HEALTH AND SAFETY POLICY STATEMENT

Health and Safety at Work Act 1974

This is the Health and Safety Policy Statement of

## **BEACON EDUCATION PARTNERSHIP LTD**

Our statement of general policy is:

- to provide adequate control of the health and safety risks arising from our work activities
- to consult with our employees on matters affecting their health and safety
- to provide and maintain safe plant and equipment
- to ensure safe handling and use of substances
- to provide information, instruction and supervision for employees
- to ensure all employees are competent to do their tasks, and to give them adequate training
- to prevent accidents and cases of work related ill health
- to maintain safe and healthy working conditions
- to review and revise this policy as necessary at regular intervals

Signed

Date

Review Date

Beacon Education Partnership Limited has overall and final responsibility for health and safety.

Kevin White, Director of Operations, has day-to-day responsibility for ensuring this policy is put into practice.

# INFORMATION, ADVICE AND GUIDANCE (IAG) CODE OF PRACTICE

## PURPOSE

The purpose of the Information, Advice and Guidance (IAG) is to support enquirers considering study with Beacon and to support learners in achieving their aspirations.

While Beacon do not provide career advice, in the delivery of IAG, we support enquirers and learners in making decisions about their Beacon courses and career planning based on their individual needs, circumstances and interests.

We place an emphasis on opportunities for independent self-assessment and decision making by providing online information and advice that is easy to access, clear, relevant and up to date.

Our IAG is consistent with Beacon approach to educational support and guidance and is delivered in accordance with the principles of the nationally recognised Matrix quality standard and Beacon's Data Protection Policy.

## OBJECTIVES

Our objectives are to:

1. empower enquirers and learners to achieve their study and career goals and to develop independence in their decision making;
2. ensure that the delivery of IAG within Beacon is responsive to changes and developments both internally and externally;
3. support the improvement of learners' completion and progression rates;
4. work proactively and collaboratively internally to enhance the effective delivery of IAG;
5. identify and work in partnership with external organisations to inform and enhance our service to learners.

We will achieve these objectives by:

- raising awareness of the service so that enquirers and learners know what they can expect and how to access it
- producing and regularly reviewing an annual development plan to ensure we continually improve our service
- providing timely and targeted IAG to learners at key

points along the learner journey that recognises and is responsive to diverse and distinct need

- ensuring that our online information and advice is accessible, accurate and up to date
- providing opportunities for learners to access advice and guidance in a variety of ways
- ensuring that members of staff have the training, skills and knowledge appropriate to their roles
- encouraging and acting on learner and staff feedback
- identifying key internal and external stakeholders and agreeing processes by which we can work collaboratively.

## IMPARTIALITY

We aim to provide IAG which respects the needs of the individual enquirer or learner and is in their best interests.

## ENTITLEMENTS

The service entitlements for enquirers and learners are outlined in our IAG Statement of Service.

## CONTINUOUS QUALITY IMPROVEMENT AND STAFF DEVELOPMENT

We are committed to developing the IAG service through continuous quality improvement and to ensuring the expertise of staff using appropriate continuing development.

## USEFUL EXTERNAL SOURCES

The matrix quality standard for information, advice and guidance services [www.matrixstandard.com](http://www.matrixstandard.com)  
The Career Development Institute [www.thecdi.net/](http://www.thecdi.net/)

On the next page is a list of agencies that might be able to provide support on a number of life issues:

Organisation and Contact Details	Support Provided
Action on Addiction <a href="http://www.actiononaddiction.org.uk">www.actiononaddiction.org.uk</a> 0845 126 4130	Help and information for people worried about alcohol or drug misuse
Alcoholics Anonymous <a href="http://www.alcoholics-anonymous.org.uk">www.alcoholics-anonymous.org.uk</a> 0845 7697 555 (24 hour)	Help for people with drink problems
British Pregnancy Advisory Service <a href="http://www.bpas.org">www.bpas.org</a> 0845 730 4030	Information and counselling on pregnancy issues, abortion and fertility
Childline <a href="http://www.childline.org.uk">www.childline.org.uk</a> 0800 1111	A free, confidential 24 hour helpline for any child with any problem
Consumer Credit Counselling Service <a href="http://www.cccs.co.uk">www.cccs.co.uk</a> 0800 138 1111	Confidential, free counselling and money management assistance for people in financial difficulty
Cruse Bereavement Care <a href="http://www.crusebereavementcare.org.uk">www.crusebereavementcare.org.uk</a> 0844 477 9400	Bereavement counselling
National Centre for Domestic Violence <a href="http://www.nncdv.org.uk">www.nncdv.org.uk</a> 0844 8044 999 or 0800 970 2070	Available to anyone regardless of age, culture, gender, sexual orientation who is a victim of domestic violence
Samaritans <a href="http://www.samaritans.org">www.samaritans.org</a> 08457 90 90 90	General counselling and support for any type of issue

## APPENDIX: DEFINITIONS

**Information:** Information is a range of resource material available online that is presented in a way that encourages self-assessment and independent decision-making whilst also delivering factual data.

Information is also provided to learners and enquirers by members of staff who contribute to enquirers' and learners' understanding and interpretation of the information available and how and where to research information themselves. Members of staff may also need to interpret, clarify or contextualise information and assess when signposting to more specialist support or guidance is needed. Members of staff at all levels engage in information giving as part of the IAG process.

**Advice:** Advice may be delivered online, for example straightforward advice may be delivered via email. Advice from a member of staff involves the same support as that listed above under Information; it may also include appropriate questioning to gain an understanding of circumstances that will enable clarification and identification of need. Advice will contribute to decision-making through suggestions on available options, or how to go about a course of action. Advisory work is usually provided on a one-to-one basis by telephone or email.

**Guidance:** Guidance is the process of providing in-depth and personalised advice and support to learners and enquirers. It involves a complex interaction between practitioner and learner that depends on the skill of the practitioner to elicit, interpret and feed back from both verbal and non-verbal responses and clues. Guidance should be provided by members of staff trained and competent in guidance work.

Guidance involves identifying and clarifying needs and exploring ideas and values in relation to study opportunities and career goals. Learners and enquirers are encouraged to assess appropriate options and make decisions that are in their best interests, will facilitate learning and progression, and contribute to their development as independent and autonomous learners. In the process, guidance should involve challenging unrealistic expectations and advocacy on behalf of the learners as well as referral to more specialist guidance and support.

Elements of guidance may be delivered online, by email and through forums; some complex guidance queries may be most effectively addressed via telephone and, exceptionally face-to-face.

Opportunities should be available online for referral to person-mediated guidance within the IAG decision-making framework.

# INFORMATION, ADVICE AND GUIDANCE (IAG) STATEMENT OF SERVICE

## ABOUT OUR IAG SERVICE

This service is here to help you to make informed choices and decisions about courses that you may wish to undertake.

## WHAT BEACON EDUCATION PARTNERSHIP CAN OFFER

- A free confidential and impartial information and advice service which covers learning opportunities and qualifications available
- Written information on all courses and learning opportunities where appropriate
- Guidance on courses offered by other establishments where Beacon are unable to fulfil learner need
- Support during your course to assist your learning, personal development and career progression
- Advice and support to enable you to study effectively if you have additional learning needs
- A signposting service to other providers and/or sources of information if we are unable to offer the information, advice and guidance ourselves
- Information about Beacon's complaints procedure and all of our other policies and procedures

## WHAT WE EXPECT FROM YOU

- As much information as possible to enable the team to advise you appropriately
- Prompt contact if you have any questions or concerns over your chosen course of study
- Information about any special needs that you may have such as mobility access, hearing or visual impairments or language issues
- The team expects to be treated with respect and not to be offended by use of language, actions or behaviour.
- Discriminatory language or behaviour is not acceptable
- We welcome your feedback and expect that you will complete evaluation forms as requested to enable us to work towards continuously improving the service we offer.

## WHAT YOU CAN EXPECT FROM US

- Professional and knowledgeable staff who keep up to date with changing legislation that may affect the delivery of the service
- Queries can be answered in a range of ways (telephone, email, face to face) to suit your needs
- We will acknowledge or reply to your emails, telephone queries or written correspondence within 3 working days
- We will be friendly, polite and considerate
- We will maintain confidentiality in line with our Data Protection Policy.

## CONFIDENTIALITY

As part of our service we need to keep certain details about you on record. We may have to share some of this information with other organisations as part of our audit process or to gain funding for your programme. We will not however share your information with people who do not have authority to access it. Please ask for more information on this if required.

## FEEDBACK, COMMENTS AND COMPLAINTS

To help us continuously improve our service we value your suggestions, comments, compliments and complaints. These can all be made anonymously if you prefer. All comments, whether positive or negative, will be acknowledged and appropriate action taken.

You can make a complaint or give feedback to us either verbally or in writing to:

### **Christian Wilkins**

Director of Funding and Contracts  
Beacon Education Partnership  
85-87 Bayham Street  
London. NW1 OAG  
Telephone: 0208 788 4007  
christian.wilkins@beaconeducationpartnership.org.uk

Complaints will be treated in confidence and we will do our best to resolve it fairly and quickly in accordance with our complaints procedure.

# LEARNER DISABILITY POLICY

## OVERVIEW

Our commitment to meeting our duty under the provisions of the Disability and Discrimination Act 1995, as amended, and the Equality Act 2010 will underpin all that we do at Beacon. No one will be treated less favourably than others.

Beacon will work hard to meet the individual needs of all, including those with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of provision. All appropriate members of Beacon staff will be involved and consulted in the process of implementing our statutory duty.

Beacon is committed to addressing the barriers to inclusion (structural, cultural, organisations and attitudinal) and will use inclusive practices and reasonable adjustments to change procedures or environments to remove any disabling effects or barriers to participation.

## OBJECTIVES

1. To ensure that all learners receive their entitlement to relevant provision.
2. To ensure that provision for learners with disability is central to scheme of work and the teaching and learning plan.
3. To recognize, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
4. To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to learners' disability.
5. To ensure that learners and employers are fully involved at every stage in the provision made by Beacon.

## STRATEGIES

1. Beacon will ensure that in all policies, procedures, functions and activities consideration is given to the means of enabling disabled learners full participation in all aspects of the programme.
2. Monitoring, evaluation and review carried out by

the leadership team will ensure that procedures and practices within Beacon give all learners access to all appropriate courses.

3. Beacon will ensure that the requirements of disabled learners are considered during course delivery and/or review and that programme amendments are made. Programme specifications that raise barriers to access by disabled people will be reconsidered and reasonable adjustments made to minimise such barriers.
4. Learners are responsible for requesting any review of implemented reasonable adjustments, if such adjustments are not proving to be effective in meeting their entitlements.
5. Employers will be involved and consulted about the provision being offered by Beacon.
6. If applicable, Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies.
7. The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of relevant members of staff.
8. Active participation of employers in the teaching and learning process will be encouraged.
9. The positive achievements of learners will be celebrated and recognized.

## DISCLOSURE AND CONFIDENTIALITY

The decision of whether or not to disclose a disability and the timing of any disclosure belongs entirely to the individual learner. However, if opportunities have been given to disclose a disability and a learner decides not to then Beacon will not be able to offer them individual support or adjustments.

Beacon will manage the process of information sharing and will treat all personal data in accordance with the Data Protection Act 1998; access to disability-related information will be provided on a need-to-know basis only, in order for reasonable adjustments to be implemented.

## REASONABLE ADJUSTMENTS

Where a disabled learner may be placed at a substantial disadvantage Beacon is required to make a reasonable adjustment. Adjustments may include specific learning, assessment and learner's work submission arrangements, provisions for additional support for learning, adjustments to assessment practices.

Adjustments will be made within the parameters of the following factors:

- The nature of learner's circumstances and needs following consultation with the learner and, where appropriate, examination of available evidence and relevant assessments
- The nature of the course
- The likely effectiveness of the adjustment in removing the disadvantage
- The practicality of the adjustment, taking into account of: disruption, health and safety issues, the reasonable expectations of others and external factors
- The costs
- Legal precedent
- The possibility of using inclusive measures

If learners require adjustment to be made in a venue provided by employer/partner/third party, the venue provider will be responsible for assessing the feasibility of these being provided during the learner's period of studying.

## OUTCOMES

This policy will play an important part in the educational development of individual learners. It will ensure that learners with disability are treated as favourably as others and that Beacon will make reasonable adjustments to avoid disadvantaging disabled learners.

# LITERACY AND NUMERACY POLICY

In delivering level 3 Health and Social Care (HSC) course Beacon are expected to assess and improve learners' literacy and numeracy skills. Literacy and numeracy are not funded elements under the advanced learner loan provision, however they are discretely delivered throughout the qualification where opportunities present themselves within the qualification framework.

Literacy and numeracy skills scans are conducted at the start and at the end of the programme, with progress recorded and appropriate support offered if required in between. During the course the tutor will monitor and continue to develop the learners' skills by prioritising the aspects of the training where there is the need for the development of sound literacy, language and numeracy skills. It is the tutors responsibility to differentiate teaching and assessment to accommodate learners' needs, within reason.

Learners whose first language is not English have diverse needs, reflecting literacy skills in their mother tongue, educational experience both in the UK and their country of origin. It is outside of the scope of Beacon courses to provide a full English language skills development programme and it is assumed that learners requiring significant support will seek and receive a third-party support in addition to the main programme. To help with this we guide learners to additional online courses provided by third party specialists (the links to these courses are listed within the learner support zone on Beacon website). Beacon also supply learners with details of local colleges that provide ESOL, literacy and numeracy courses.

## LITERACY

### Assessors must:

- (i) give detailed feedback to learners with action points and direction. The feedback must be:
  - specific – assessor's comments must relate to specific parts of the learner's work. The feedback must include what the learner has done, how they have done it, and if there are any actions and/or corrections to be made.
  - meaningful – demonstrate stretching, direction, motivation, corrections, focus of mind etc. For

example, the following phrases may be used:

- 'you might want to consider...'
- 'you might want to reflect on...'
- 'you could clarify if...'

- link to other unit(s) were relevant to demonstrate the learner's progress.

- (ii) correct the learners' grammatical mistakes;
- (iii) help learners with key words relating to a particular topic discussed in a session by displaying key words on the board and asking the learners to write them down in their glossary of words book;
- (iv) promote the use of the online dictionary in the learner support zone of Beacon website;
- (v) promote the use of Beacons glossary of terms App.

## NUMERACY

The rationale behind the numeracy requirement in health and social care is that there is a suggestion that numeracy levels may be directly linked to patient safety, therefore healthcare workers need numeracy skills to enable them to do their jobs safely and effectively. Numeracy appears to be the term given to the basic skills essential to understanding, communicating, and caring for health needs.

Throughout the course the assessors need to embed maths and show learners how maths can be an integral part in a health and social care setting. Assessors should also show learners how using maths will help to produce a better solution to a vocational problem, save them work, or avoid errors. Here are a few helpful clips showing practitioners and learners talk about the benefits of embedding maths and the approaches they use:

[www.youtube.com/watch?v=UTXxNxvsYeo&feature=youtu.be](https://www.youtube.com/watch?v=UTXxNxvsYeo&feature=youtu.be)

[www.youtube.com/watch?v=XsCQNXCsgVM&feature=youtu.be](https://www.youtube.com/watch?v=XsCQNXCsgVM&feature=youtu.be)

It is important to engage learners particularly if they feel quite negative about the prospect of studying maths as part of their course. Hands-on activities relating to their vocation can help them to see the relevance of maths to their futures, and so can be very effective in engaging and motivating them. This clip from BBC Skillswise examines why maths and English are important in health and social care: [www.bbc.co.uk/programmes/p00k3pm4](http://www.bbc.co.uk/programmes/p00k3pm4)

Assessors are encouraged to suggest ideas how maths could be embedded into the course so that maths is functional and relevant to the profession and the tasks that a health and social care practitioner is likely to perform.

### **Assessors must:**

- (i) spot opportunities, such as the following examples, to introduce numeracy into the course without taking away from the focus on the learning outcomes:
  - a) reading food labels and understanding nutrition information;
  - b) reading prescriptions and other materials that contain numerical information and test simple mathematical skills such as understanding dates and timing of medication dosage;
  - c) understanding measurements (such as weight, height and fluid intake);
  - d) measuring/counting/adjusting medications;
  - e) interpreting blood sugar readings or other clinical data;
  - f) understanding and managing time;
  - g) filling in time sheets;
  - h) calculating money/wages;
  - i) doing stock intake;
  - j) understanding graphs, etc.

### **The list is not exhaustive.**

- (ii) encourage learners to think carefully when solving problems reminding them that the answer may have serious consequences to patients they would be looking after;
- (iii) give learners understanding of measures by highlighting units used and conversions between them in practical subjects;
- (iv) give detailed feedback to learners with action points and direction emphasising the relevancy to practical tasks that are performed in health and social care setting;
- (v) ask the learners to write down core information covered in a session together with salient feedback points for learners' future reference;
- (vi) ensure that they (assessors) talk positively about 'maths' so that learners develop the right attitude and mindset about learning numeracy and do not view it as difficult or irrelevant;
- (vii) share the opportunities to introduce numeracy, together with their practices and experiences, with other assessors (as well as leadership and management) in the next assessor meeting with a view of ensuring that numerical concepts/methods are taught with a common approach across the board;
- (viii) be proactive and ensure that they have the necessary numerical knowledge to support learners with any numerical work.

# BEACON PREVENT STRATEGY

Beacon Education Partnership is committed to the Government's 'Prevent' strategy as part of an overall approach to countering terrorism with the aim of preventing people becoming terrorists or supporting violent extremism. Given the clear and present threat of terrorism in Britain today, Beacon recognises the importance of providing a clear framework to structure and inform our actions responses to safeguarding our staff and students who may be vulnerable to the messages of extremism.

At the core of Beacon's PREVENT strategy is the commitment to ensuring that our strategy does not alienate or target a particular community, religious or ethnic group.

The Prevent strategy has five strands designed to address the factors that research suggests can cause people to become involved in violent extremism. The five strands of the strategy are:

- Challenging the violent extremist ideology and supporting mainstream voices;
- Disrupting those who promote violent extremism and supporting institutions where they may be active;
- Supporting individuals who are being targeted and recruited to the cause of violent extremism;
- Increasing the resilience of communities to violent extremism;
- Addressing grievances, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues - for example relating to foreign policy, or perceptions of distorted media representation, or be based on local perceptions of inequality or experiences of racism or community conflict.

## DEFINING THE ISSUES

### What is extremism?

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist. (Source: Counter Extremism Strategy - October 2015)

### What is Radicalisation?

Radicalisation is defined as the process by which people come to support terrorism and extremism and,

in some cases, to then participate in terrorist groups. (Source: Counter Extremism Strategy - October 2015)

### What is terrorism?

Terrorism is defined as action designed to influence the government, intimidate the public, and is done for the purpose of advancing a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system. (Source: Terrorism Act - 2000).

## RECOGNISING THE SIGNS

Beacon staff should have an awareness of the PREVENT agenda and the various forms that radicalisation takes to be able to recognise the signs and indicators or concern and respond appropriately. Some of the signs and indicators are:

### Attitudes and/or opinions

- Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own.
- Refusal to engage with, or being abusive to, peers who are different to themselves. This could include differences in race, religion, gender or sexuality.
- Susceptibility to conspiracy theories and a feeling of persecution.

### Changes in behaviour and/or peer group

- Distancing themselves from friends and peer groups, both online and offline;
- Recent and rapid conversion to a new religion, perhaps with an insistence on a strict set of rules governing everyday life;
- A significant change of appearance/clothing and/or behaviour;
- Rejection of activities they used to enjoy.

### Secrecy

- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing;
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name.

## SUPPORT FOR EXTREMIST IDEOLOGIES AND GROUPS

- Expressions of sympathy with the ideology of extremist groups or justification of their action;
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups;
- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter);
- Possessing or accessing other forms of extremist literature;
- Being in contact with extremist recruiters;
- Joining or seeking to join extremist organisations.

### Identity or Personal crisis

- Distance from cultural/religious heritage;
- uncomfortable with their place in the society around them;
- Family tensions;
- sense of isolation;
- low self-esteem;
- Searching for answers to questions about identity, faith and belonging;
- having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Perceptions of injustice; feeling of failure; rejection of civic life.
- Unmet aspirations;
- Alienation from UK values;

### Experiences, behaviours and influences

- International events in areas of conflict and civil unrest had a personal impact on the person resulting in a noticeable change in behaviour;
- Verbal or written support of terrorist attacks;
- First-hand experience of racial or religious hate crime;
- Extended periods of travel to international locations known to be associated with extremism;
- Evidence of fraudulent identity/use of documents to support this;
- History of criminal activity;
- Pending a decision on their immigration/national status;
- Articulating support for extremist causes or leaders.

### Stakeholder Management and Scanning

Beacon's management team is advised by the global political and security risk advisory firm Pozières Consulting Inc. on effective strategies for identifying partners, staff, students and other stakeholders who

may be involved in extremism or terrorism. Beacon's management team undertakes on-going stakeholder management and scanning techniques such as:

- Meeting with community groups involved directly and indirectly in Beacon's training and development programmes to provide a dialogue about issues, challenges and opportunities;
- Vigilance while participating in community activities and community linked charities;
- Third party checks of banking and company arrangements of partners considered 'at risk' by exhibiting one or more risk factors of extremism or radicalisation;
- Discrete stakeholder scanning of secondary relationships between partners and external groups that may be considered 'at risk' by exhibiting one or more risk factors of extremism or radicalisation.

### Referral and Intervention Process

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that a member of staff, student or partner supports terrorism and/or extremism, must be reported to the Beacon's Director of Funding and Contracts immediately and no later than the end of the working day.

Should any concerns raised require a police investigation, a member of Beacon's management will also raise an electronic referral with one of our Camden Channel Coordinators, either [Kat.cooper@camden.gov.uk](mailto:Kat.cooper@camden.gov.uk) or [chris.bowles@camden.gov.uk](mailto:chris.bowles@camden.gov.uk).

### Who can make a referral?

Anyone can make a referral.

### Data Protection

All data relating to PREVENT will be covered by Beacon's Data Protection Policy. This policy conforms to the Data Protection Act 1998. In some instances, the need to prevent harm or the risk of harm, in conjunct with Police request, data protection considerations may be overridden.

# PRIVACY POLICY AND COOKIE POLICY

## 1. INTRODUCTION

This is our privacy policy. It tells you how we collect and process data received from you on our site. Please read the following carefully to understand our views and practices regarding your personal data and how we will treat it.

If you have any comments on this privacy policy, please email them to [info \[at\] beaconeducationpartnership.org.uk](mailto:info@beaconeducationpartnership.org.uk).

## 2. WHO WE ARE

Here are the details that the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regards to the processing of personal data and on the free movement of such data, known as General Data Protection Regulation (GDPR) says we have to give you as a 'data controller':

- Our site address is [www.beaconeducationpartnership.org.uk](http://www.beaconeducationpartnership.org.uk)
- Our company name is Beacon Education Partnership Limited.
- Our registered address is 85-87 Bayham Street, Camden, London, UK, NW1 0AG.
- Our Data Protection Officer is Christian Wilkins and he can be contacted at [info \[at\] beaconeducationpartnership.org.uk](mailto:info@beaconeducationpartnership.org.uk).

## 3. WHAT WE MAY COLLECT

We may collect and process the following data about you:

- Information you put into forms or surveys on our site at any time
- A record of any correspondence between us
- Details of transactions you carry out through our site
- Details of your visits to our site and the resources you use
- Information about your computer (e.g. your IP address, browser, operating system, etc.) for system administration and to report aggregate information to our advertisers

Under GDPR we will ensure that your personal data is processed lawfully, fairly, and transparently, without adversely affecting your rights. We will only process your personal data if at least one of the following

basis applies:

- a) you have given consent to the processing of your personal data for one or more specific purposes;
- b) processing is necessary for the performance of a contract to which you are a party or in order to take steps at the request of you prior to entering into a contract;
- c) processing is necessary for compliance with a legal obligation to which we are subject;
- d) processing is necessary to protect the vital interests of you or of another natural person;
- e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller; and/or
- f) processing is necessary for the purposes of the legitimate interests pursued by us or by a third party such as our credit card payment processing, except where such interests are overridden by the fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

## 4. COOKIES

All cookies used by and on our website are used in accordance with current English and EU Cookie Law.

The site uses cookies or similar technology to collect information about your access to the site. Cookies are pieces of information that include a unique reference code that a website transfers to your device to store and sometimes track information about you.

A few of the cookies we use last only for the duration of your web session and expire when you close your browser. Other cookies are used to remember you when you return to the site and will last for longer.

### **All cookies used on our site are set by us.**

Most computer and some mobile web browsers automatically accept cookies but, if you prefer, you can change your browser to prevent that or to notify you each time a cookie is set. You can prevent the setting of cookies by adjusting the settings on your browser.

Please note however, that by blocking or deleting cookies you may not be able to take full advantage of the site.

## Our cookies will be used for:

### Essential session management

- creating a specific log-in session for a user of the site in order that the site remembers that a user is logged in and that their page requests are delivered in an effective, secure and consistent manner;
- recognising when a user of the site has visited before allowing us to identify the number of unique users we receive to the site and make sure we have enough capacity for the number of users that we get;
- recognising if a visitor to the site is registered with us in any way;
- we may also log information from your computer including the existence of cookies, your IP address and information about your browser program in order to allow us to diagnose problems, administer and track your usage of our site.

### Functionality

- customising elements of the promotional layout and/or content of the pages of the site.

### Performance and measurement

- collecting statistical information about how our users use the site so that we can improve the site and learn which parts are most popular to users.

## 5. HOW WE USE WHAT WE COLLECT

### We use information about you to:

- Present site content effectively to you.
- Provide information, products and services that you request, or (with your consent) which we think may interest you.
- Carry out our contracts with you.
- Allow you to use our interactive services if you want to.
- Tell you our charges.
- Tell you about other goods and services that might interest you. We will also let other people do this, and we (or they) may contact you.

If you are already our customer, we will only contact you electronically about things similar to what was previously sold to you.

If you are a new customer, you will only be contacted if you agree to it.

If you don't want to be contacted for marketing

purposes, please tick the relevant box that you will find on screen.

Please note: we don't identify individuals to our advertisers, but we do give them aggregate information to help them reach their target audience, and we may use information we have collected to display advertisements to that audience.

In addition, if you don't want us to use your personal data for any of the other reasons set out in this section in 5, you can let us know at any time by contacting us at info [at] beaconeducationpartnership.org.uk, and we will delete your data from our systems.

However, you acknowledge this will limit our ability to provide the best possible products and services to you.

In some cases, the collection of personal data may be a statutory or contractual requirement, and we will be limited in the products and services we can provide you if you don't provide your personal data in these cases.

## 6. WHERE WE STORE YOUR DATA

We may transfer your collected data to storage outside the European Economic Area (EEA). It may be processed outside the EEA to fulfil your order and deal with payment.

By giving us your personal data, you agree to this arrangement. We will do what we reasonably can to keep your data secure.

Payment will be encrypted. If we give you a password, you must keep it confidential. Please don't share it. Although we try to provide protection, we cannot guarantee complete security for your data, and you take the risk that any sending of that data turns out to be not secure despite our efforts.

We only keep your personal data for as long as we need to in order to use it as described above in section 5, and/or for as long as we have your permission to keep it. In any event, we will conduct an annual review to ascertain whether we need to keep your personal data. Your personal data will be deleted if we no longer need it.

## 7. DISCLOSING YOUR INFORMATION

We are allowed to disclose your information in the following cases:

- If we want to sell our business, or our company, we can disclose it to the potential buyer.
- We can disclose it to other businesses in our group.
- We can disclose it if we have a legal obligation to do so, or in order to protect other people's property, safety or rights.
- We can exchange information with others to protect against fraud or credit risks.

We may contract with third parties to supply services to you on our behalf. These may include payment processing, search engine facilities, advertising and marketing. In some cases, the third parties may require access to some or all of your data. These are the third parties that have access to your information:

Where any of your data is required for such a purpose, we will take all reasonable steps to ensure that your data will be handled safely, securely, and in accordance with your rights, our obligations, and the obligations of the third party under GDPR and the law.

## 8. YOUR RIGHTS

You can ask us not to use your data for marketing. You can do this by ticking the relevant boxes on our forms, or by contacting us at any time at info [at] beaconeducationpartnership.org.uk.

Under the GDPR, you have the right to:

- request access to, deletion of or correction of, your personal data held by us at no cost to you;
- request that your personal data be transferred to another person (data portability);
- be informed of what data processing is taking place;
- restrict processing;
- to object to processing of your personal data; and
- complain to a supervisory authority.

You also have rights with respect to automated decision-making and profiling as set out in section 11 below.

To enforce any of the foregoing rights or if you have any other questions about our site or this Privacy Policy, please contact us at info [at] beaconeducationpartnership.org.uk.

## 9. LINKS TO OTHER SITES

Please note that our terms and conditions and our policies will not apply to other websites that you get to via a link from our site. We have no control over how your data is collected, stored or used by other websites and we advise you to check the privacy policies of any such websites before providing any data to them.

## 10. CHANGES

If we change our Privacy Policy, we will post the changes on this page. If we decide to, we may also email you.

## 11. AUTOMATED DECISION-MAKING AND PROFILING

11.1 In the event that we use personal data for the purposes of automated decision-making and those decisions have a legal (or similarly significant effect) on you, you have the right to challenge to such decisions under GDPR, requesting human intervention, expressing their own point of view, and obtaining an explanation of the decision from us.

11.2 The right described in section 11.1 does not apply in the following circumstances:

- a) the decision is necessary for the entry into, or performance of, a contract between the you and us;
- b) the decision is authorised by law; or
- c) you have given you explicit consent.

11.3 Where we use your personal data for profiling purposes, the following shall apply:

- a) Clear information explaining the profiling will be provided, including its significance and the likely consequences;
- b) Appropriate mathematical or statistical procedures will be used;
- c) Technical and organisational measures necessary to minimise the risk of errors and to enable such errors to be easily corrected shall be implemented; and
- d) All personal data processed for profiling purposes shall be secured in order to prevent discriminatory effects arising out of profiling.

## 12. DISPUTE RESOLUTION

12.1 The parties will use their best efforts to negotiate in good faith and settle any dispute that may arise out of or relate to this Privacy Policy or any breach of it.

12.2 If any such dispute cannot be settled amicably through ordinary negotiations between the parties, or either or both is or are unwilling to engage in this process, either party may propose to the other in writing that structured negotiations be entered into with the assistance of a fully accredited mediator before resorting to litigation.

12.3 If the parties are unable to agree upon a mediator, or if the mediator agreed upon is unable or unwilling to act and an alternative mediator cannot be agreed, any party may within 14 days of the date of knowledge of either event apply to Beacon Education Partnership Ltd to appoint a mediator under the Beacon Education Partnership Ltd Mediation Procedure.

12.4 Within 14 days of the appointment of the mediator (either by mutual agreement of the parties or by Beacon Education Partnership Ltd in accordance with their mediation procedure), the parties will meet with the mediator to agree the procedure to be adopted for the mediation, unless otherwise agreed between the parties and the mediator.

12.5 All negotiations connected with the relevant dispute(s) will be conducted in confidence and without prejudice to the rights of the parties in any further proceedings.

12.6 If the parties agree on a resolution of the dispute at mediation, the agreement shall be reduced to writing and, once signed by the duly authorised representatives of both parties, shall be final and binding on them.

12.7 If the parties fail to resolve the dispute(s) within 60 days (or such longer term as may be agreed between the parties) of the mediator being appointed, or if either party withdraws from the mediation procedure, then either party may exercise any right to seek a remedy through arbitration by an arbitrator to be appointed by Beacon Education Partnership Ltd under the Rules of the Beacon Education Partnership Ltd Arbitration Scheme.

12.8 Any dispute shall not affect the parties' ongoing obligations under this Privacy Policy.

# RADICALISATION AND EXTREMISM PREVENTION POLICY

## OVERVIEW

Beacon Education Partnership Limited (Beacon) takes seriously its duties and responsibilities contained in the Counter Terrorism and Security Act (2015) to prevent learners and those working with learners (tutors, trainers and support staff) from being radicalised or drawn into extremism. All our current staff have undertaken the Government-led prevent training and all new staff will be required to undertake it within 3 months of their appointment. Beacon will follow the advice contained within the new statutory guidance on the legal duty set out within 'Prevent Duty Guidance' in conjunction with other duties and policies that are already in place for the safeguarding of both students and staff.

## OBJECTIVES

1. To prevent students and those working for or with Beacon from being radicalised and drawn into extremism;
2. To take prompt and appropriate action to protect all parties from harm;
3. To be vigilant and alert to harmful traits or behaviour;
4. To ensure that modern media is used safely and to ensure partners and students are aware of the dangers that they are their community may face;
5. To ensure staff, learners and other parties report any concerns immediately;
6. To ensure there are clear pathways for the contacting of external agencies, ensuring appropriate specialist help and support can be sourced and activated promptly.

## STRATEGIES

1. To continue to promote community cohesion and fundamental British values;
2. To continue to work in partnership with communities, learners, employers and other parties to prevent people from being radicalised and drawn into extremism;
3. To ensure that all staff are alert to recognising the signs that an individual could be in danger of being radicalised and drawn into extremism;
4. To deliver teaching and learning in a broad and balanced way that promotes moral, cultural and social acceptance and understanding;

5. To ensure that through making learners aware of the importance of keeping safe they are alert to those who may wish to do them harm by radicalising them or drawing them into extremism;
6. To raise awareness around the safe use of modern media thus making learners more alert to the dangers and those that may wish to harm them;
7. To continue to provide awareness training for all staff with annual refreshers so that they can use this policy effectively and appropriately;
8. To add highlight any significant changes in policy or documentation our newsletter.

## OUTCOMES

All staff and learners will work in partnership with employers, parents and the wider community to prevent people from becoming radicalised or drawn into extremism. The directors and the organisations that Beacon works in partnership with will assess the impact of this policy and monitor its application. This policy should be viewed in conjunction with other policies including safeguarding, acceptable Internet use, Equality and Diversity, and Race and Equality.

# SAFEGUARDING POLICY

Beacon Education Partnership Limited (Beacon) fully recognises the contribution it can make to protect all children and support pupils.

## There are three main elements to our safeguarding policy:

1. **Prevention of harm:** a positive learning atmosphere, teaching and pastoral support to learners.
2. **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
3. **Support** to learners and staff.

## BEACON'S COMMITMENT

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to.
- To include activities and opportunities for learners to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including management, professional development and adult life.
- All staff, whether permanent or temporary who work with learners, will be given a written statement about policy and procedures.

*"It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe."*  
(Safeguarding Children and Safer Recruitment in Education 2007)

Beacon endeavour to establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to through pastoral support and the use of Learning Mentor and line managers.

## FRAMEWORK

All learners deserve the opportunity to achieve their full potential; these are highlighted in the outcomes from Every Child Matters:

- stay safe
- be healthy
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

*'Safeguarding and promoting the welfare of children - and in particular protecting them from significant harm - depends on effective working between agencies and*

*professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greater risk of social exclusion, will need coordinated help from health, education, children's social care and quite possibly the voluntary sector and other agencies, including youth police services.'* (Working Together to Safeguard Children 2006)

This policy also applies to the protection of safeguarding adult learners.

## TRAINING AND SUPPORT

- All staff who have contact with learners receives basic training on child protection through INSET/CPD.
- Staff are kept informed on current safeguarding issues through staff meetings and newsletter (where appropriate)
- If there are concerns or queries about safeguarding issues staff must approach the designated staff with responsibility for safeguarding immediately.

## CONFIDENTIALITY

- We recognise that all matters relating to safeguarding are confidential.
- The head of quality will disclose any information about a learner to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard learners.
- All staff must be aware that they cannot make a promise to a learner to keep secrets.

Where concerns arise as a result of information given by a learner it is important to reassure the learner but not to promise confidentiality.

Professionals can only work together to safeguard learners if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a learner. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## ALLEGATIONS AGAINST STAFF

Beacon operates vetting and safe recruitment practices. Procedures are in place to support all staff who have concerns about the conduct of any staff working for Beacon, either in a professional role or in a voluntary capacity. See Whistle Blowing Policy.

In the event of an allegation about the behaviour of a teacher or other professional staff Beacon will contact the appropriate authority.

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to.
- To include activities and opportunities for learners to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including management, professional development and adult life.
- All staff, whether permanent or temporary who work with learners, will be given a written statement about policy and procedures.

In order to support vulnerable learners, Beacon:

- encourages self-esteem and motivation through pastoral support and Learning Mentor;
- provides a positive and secure environment;
- applies a consistent approach to behaviour management, which recognises and separates the cause of behaviour from that which the learner displays. This is vital to ensure that all learners are supported within the training setting.
- fosters a commitment to develop productive, supportive relationships with employers and managers;
- is committed to the development of a responsive and knowledgeable staff group trained to respond appropriately in safeguarding situations.

## BULLYING

*“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to learners, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which learners are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”*

## PREVENTATIVE WORK

As part of developing a healthy, safer lifestyle, learners should be taught:

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others that threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure
- to feel valued, respected and able to discuss any concerns they have.

It is important to make young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

This policy is to be used in conjunction with other policies and processes linked to safeguarding, including but not limited to Safe Recruitment, Equal Opportunity, Prevent, Acceptable Use of IT.

# TERMS AND CONDITIONS OF WEBSITE USE

## 1. INTRODUCTION

Welcome to Beacon Education Partnership. This page tells you the terms on which you may use our website [www.beaconeducationpartnership.org.uk](http://www.beaconeducationpartnership.org.uk), whether as registered user or guest. Please read carefully before use.

By using the site, you accept the terms and agree to obey them. If you don't accept them, please don't use the site.

## 2. WHO WE ARE

[www.beaconeducationpartnership.org.uk](http://www.beaconeducationpartnership.org.uk) is operated by Beacon Education Partnership Limited, a UK Limited company registered in England and Wales under company number 07590970. Our registered address is 85-87 Bayham Street, Camden, London, NW1 OAG.

## 3. USE OF THE SITE

You have permission for temporary use of the site, but we can withdraw or change our service at any time without telling you and without being legally responsible to you.

You must treat all identification codes, passwords and other security information as confidential. If we think you have failed to keep confidentiality, we are allowed to disable any security information (including your passwords and codes).

You agree to follow our acceptable use policy. If you allow anyone else to use our site, you must make sure that they read these terms first, and that they follow them.

Only use the site as allowed by law and these terms. If you don't, we may suspend your usage, or stop it completely.

We frequently update the site and make changes to it, but we don't have to do this, and material on the site may be out-of-date. No material on the site is intended to contain advice, and you shouldn't rely on it. We exclude all legal responsibility and costs for reliance placed on the site by anyone.

We follow our privacy policy in handling information about you. You can read our policy at [www.beaconeducationpartnership.co.uk/policies](http://www.beaconeducationpartnership.co.uk/policies).

By using the site, you agree to us handling this information and confirm that data you provide is accurate.

## 4. INTELLECTUAL PROPERTY RIGHTS

We are the owner or licensee of all intellectual property rights in the site (for example the copyright and any rights in the designs) and in any of the material posted on it. They are protected by copyright.

You are allowed to print one copy and download extracts of any page on the site for your personal reference, but not for commercial use without a licence from us. You must not alter anything, or use any illustrations, video, audio or photographs separately from the text that goes with them.

If you breach these terms, you lose your right to use our site, and must destroy or return any copies you have made.

## 5. OUR LEGAL RESPONSIBILITY TO YOU

We do not guarantee the accuracy of material on our site. As far as legally possible, we exclude legal responsibility for the following:

Any loss to you arising from use of our site  
Loss of income, profit, business, data, contracts, goodwill or savings.

We also exclude, as far as legally possible, all terms and warranties or promises implied by law or by statutes.

We don't exclude legal responsibility for death or personal injury owing to our negligence, or legal responsibility for fraud or fraudulent misrepresentation, or for anything else where exclusion is not allowed by the law.

## 6. UPLOADING TO OUR SITE

If you contact other users of our site or upload material to it, you must follow our acceptable use policy, which sets out standards for usage. You can read this policy at [www.beaconeducationpartnership.co.uk/policies](http://www.beaconeducationpartnership.co.uk/policies). You agree to reimburse us for any costs or expenses we incur as a result of any breach of this term.

Material that you upload will be regarded as non-confidential and not owned. This means that we can copy it, distribute it, and show it to other people for any purpose. You agree that if anyone else claims to own the material, or says that it breaches their rights, we can give them your identity.

We won't be legally responsible to anybody for the accuracy of material that you upload to the site, and we can remove it at any time if we think it doesn't follow our acceptable use policy.

## 7. COMPUTER OFFENCES

If you do anything which is a criminal offence under the Computer Misuse Act 1990, your right to use the site will end straightaway. We will report you to the relevant authorities and give them your identity.

Examples of computer misuse include introducing viruses, worms, Trojans and other technologically harmful or damaging material.

You mustn't try to get access to our site or server or any connected database or make any 'attack' on the site. We won't be legally responsible to you for any damage from viruses or other harmful material that you pick up via our site.

## 8. LINKS TO OUR SITE

You are allowed to make a legal link to our website's homepage from your website if the content on your site meets the standards of our acceptable use policy. We can end this permission at any time.

You must not suggest any endorsement by us or association with us unless we agree in writing.

## 9. LINKS FROM OUR SITE

Links from our site to other sites are only for information. We don't accept responsibility for other sites or any loss you suffer from using them.

## 10. VARIATION

We change these terms from time to time and you must check them for changes because they are binding on you.

## 11. TRADE MARK

Beacon Education Partnership's Logo is our UK Registered trademark.

## 12. APPLICABLE LAW

12.1 The parties will use their best efforts to negotiate in

good faith and settle any dispute that may arise out of or relate to this agreement or any breach of it.

12.2 If any such dispute cannot be settled amicably through ordinary negotiations between the parties, or either or both is or are unwilling to engage in this process, either party may propose to the other in writing that structured negotiations be entered into with the assistance of a fully accredited mediator before resorting to litigation.

12.3 If the parties are unable to agree upon a mediator, or if the mediator agreed upon is unable or unwilling to act and an alternative mediator cannot be agreed, any party may within 14 days of the date of knowledge of either event apply to Beacon Education Partnership Ltd to appoint a mediator under the Beacon Education Partnership Ltd Mediation Procedure.

12.4 Within 14 days of the appointment of the mediator (either by mutual agreement of the parties or by Beacon Education Partnership Ltd in accordance with their mediation procedure), the parties will meet with the mediator to agree the procedure to be adopted for the mediation, unless otherwise agreed between the parties and the mediator.

12.5 All negotiations connected with the relevant dispute(s) will be conducted in confidence and without prejudice to the rights of the parties in any further proceedings.

12.6 If the parties agree on a resolution of the dispute at mediation, the agreement shall be reduced to writing and, once signed by the duly authorised representatives of both parties, shall be final and binding on them.

12.7 If the parties fail to resolve the dispute(s) within 60 days (or such longer term as may be agreed between the Parties) of the mediator being appointed, or if either party withdraws from the mediation procedure, then either party may exercise any right to seek a remedy through arbitration by an arbitrator to be appointed by Beacon Education Partnership Ltd under the Rules of the Beacon Education Partnership Ltd Arbitration Scheme.

12.8 Any dispute shall not affect the parties' ongoing obligations under this agreement.

12.9 The English courts have the only right to hear claims related to our site, and all disputes are governed by English law.

## 13. CONTACT US

Please email us at info [at] beaconeducationpartnership.org.uk to contact us about any issues.

# WHISTLEBLOWING POLICY AND PROCEDURE

## SCOPE AND PURPOSE

The aim of this policy is to provide individuals with an avenue by which to raise genuine concerns relating to malpractice within Beacon confidentially inside and, if necessary, outside, and to provide those individuals with protection from detriment and unfair dismissal.

Examples of malpractice are (but not limited to):

- actions which are unprofessional, inappropriate or in conflict with what is generally perceived to be right and wrong, e.g. falsification of students' grades or actions which call into question the integrity of educational standards
- failure to comply with statutory obligations, e.g. Safeguarding, Prevent
- gaining or seeking to gain a pecuniary advantage from an association or relationship with an organisation, company or other third party which should have been disclosed to Beacon
- fraud or financial irregularities (including improper or unauthorised use of public funds)
- involvement in or the covering up of a criminal offence
- the health and safety of any individual has been or is likely to be endangered
- calculated or premeditated disregard of any Beacon policy or process

### Who is protected?

- All employees
- Contractors working with Beacon e.g. freelance tutors, consultants, community partners and students

### Policy Principles:

- This document is intended to encourage and enable individuals to raise concerns rather than overlook them.
- Allow individuals to feel they can make disclosures without fear of victimisation, subsequent discrimination, or disadvantage. Employees who raise a genuine concern will have legal protection under the Public Interest Disclosure Act 1998 and Part IVA, Part V and Part X of the Employment Right Act 1996.

- Beacon will maintain disclosures in line with the best practice and current legislation and will not tolerate harassment (including informal pressuring) of anyone raising concerns.
- Beacon expects the discloser to act in good faith and have reasonable grounds for believing the information being disclosed is true and indicates a case of malpractice.
- Beacon will take appropriate action if a malicious disclosure is made.
- Beacon has a range of other policies and procedures which deal with standards and expectation of parties associated with Beacon, covering but not limited to, Grievance, IT use, Health and Safety, Safeguarding, Prevent, Bribery, Disability. Where appropriate Beacon encourages the use of their provisions and processes in the first instance.

## THE WHISTLEBLOWING OFFICER AND HIS ROLE

The appointed Whistleblowing Officer is Christian Wilkins, Director of Director of Funding and Contracts. If the complaint relates to Christian Wilkins, then the concern should be directed to Kevin White, Director of Business Development.

The Whistleblowing Officer is:

- responsible for ensuring the implementation and periodic review of this policy
- the first point of contact for staff and or contractors seeking advice about this policy
- required to work within the Whistleblowing Prescribed Persons Guidance <https://www.gov.uk/government/publications/whistleblowing-guidance-for-prescribed-persons>
- required to adhere to the Whistleblowing employer's code of practice <https://www.gov.uk/government/publications/whistleblowing-guidance-and-code-of-practice-for-employers>
- responsible for assessing whether the complaint falls within the scope of Beacon's disclosure procedure

- (if on preliminary examination the concern is held to be without substance or could be better addressed via other policies or procedure) responsible for advising the discloser of the reasons the concern is being dismissed and/or advise them of an alternative avenue
- responsible for keeping records of all concerns raised and their outcomes, and informing all directors of any cases at the appropriate time

## PROCEDURE FOR RAISING A CONCERN

1. Initial concerns should be raised with your line manager, tutor or safeguarding officer in line with other policies. If the discloser feels that they cannot go to their line manager, tutor or safeguarding officer the concern should be raised directly with the Whistleblowing Officer.
2. Although disclosers are not expected to prove the truth of an allegation beyond doubt, they are required to demonstrate reasonable grounds for concern.
3. If the concern falls within the scope of the procedure, the action taken will depend on the nature of the concern, which may include:
  - a. internal investigation (see the steps of the procedure set out below)
  - b. referral to the Police
  - c. referral to awarding body
  - d. referral to Channel (Prevent)
  - e. referral to external Safeguarding team
  - f. referral to Student Loan Company
  - g. referral to ESFA (Education and Skill Funding Agency)

### Internal investigation by Beacon (see 3(a) above):

#### i. Initial enquiries

In order to protect the discloser and those accused the Whistleblowing Officer will make initial enquiries to decide whether an investigation is appropriate and if so what form it should take. The overriding principle Beacon will have in mind is the safeguarding of the public interest. Concern or allegations which fall within the scope of specific procedures (for example, Safeguarding, Prevent, Discrimination, Awarding Body) will normally be referred to the appropriate manager for consideration under specific policies.

Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required this may take place before an investigation is conducted.

The investigation may need to be conducted without informing the subject of the complaint until (or if) it becomes necessary to do so. This type of approach may be used in cases of suspected fraud, Prevent concerns, data manipulation. However, suspension from work may have to be considered immediately.

#### ii. Appointment of an investigating officer

Should an investigation be necessary, the Whistleblowing Officer will appoint an investigating officer who will have no direct association with the individual(s) about whom the concern is being raised.

#### iii. Written acknowledgment of concern

A letter will be sent to the discloser's home address within 5 working days of the concern being raised confirming:

- that the concern has been received
- indicating how Beacon intends to deal with the matter
- where applicable, giving an estimate of how long it will take to provide a final response
- confirm whether initial enquiries have been made
- where applicable, supply information on support mechanisms
- expectations around confidentiality

#### iv. Investigation stage

The investigating officer will proceed to investigate the concern by taking the following steps:

**Step 1:** Arrange a meeting with the discloser within a reasonable timeframe in order to find out more about the concern. The discloser should hand over any documentation that the discloser feels is relevant to the claim. The discloser may bring one person as a third party to be present at the meeting, such as a work colleague, representation for a professional body etc.

The Investigating officer should prepare for the meeting in advance and in consideration of any relevant documentation received, should explore the need of any clarification of the disclosure, request any additional supporting evidence and identify other potential witnesses.

**Step 2:** After the meeting the investigating officer will review the notes taken from the meeting, together with any other documentation or correspondence relating to the investigation, in order to establish whether or not they support the claim. If required, a further meeting should be agreed.

**Step 3:** The investigating officer will report back to the Whistleblowing Officer with their findings. If the claim is supported, the Whistleblowing Officer will either sanction action externally, by referral to:

- the Police
  - the relevant awarding body
  - Channel (Prevent)
  - the external Safeguarding team
  - Student Loan Company
  - ESFA (Education and Skill Funding Agency)
  - Health and Safety Executive
- or
- take action internally, e.g. (disciplinary proceedings, internal audit, review of internal polices and/or procedures)

**Step 4:** The Whistleblowing Officer will write to the discloser advising them of the outcome (subject to legal constraints following the conclusion of the investigation).

The letter written to the discloser will not include the details of any disciplinary action if such action is to be taken. This will remain confidential to the individual or individuals concerned.

In all instances in which a concern leads to formal disciplinary proceedings, there shall be full disclosure of the name of the discloser, the nature of the allegation and the evidence presented. The party or parties about whom the concern was raised will then be given opportunity to respond. If the response rebuts the claims, all directors will meet to review the evidence, make the final decision and notify all parties of the outcome.

Where there is no case to answer but the discloser held a genuine concern and they were not acting maliciously, the Whistleblowing office should ensure that the discloser suffers no repercussion.

v. Concluding the process

The Whistleblowing Officer will confirm, in writing, the outcome of the investigation to the person or persons against whom the concern was raised.

The Whistleblowing Officer will notify the directorship of any whistleblowing incidents bi-annually.

### **Employee, learner and third-party involvement**

All parties are responsible for adhering to the requirements set out in this policy and other related policies.

All parties have a legal and moral obligation to report malpractice. Failure to raise concerns could amount to a breach of contract or even breaking the law.

### **Confidentiality**

Beacon will treat all disclosures as confidential and will exercise particular care to keep confidential the identity of any person raising a concern under this procedure until it is decided that it may be necessary to launch a more formal investigation. Thereafter the identity of the discloser will be kept confidential where practicable, however it may be necessary for the identity of the discloser to be disclosed to ensure a fair investigation. If the investigation is referred to an external organisation, then their code of practice will take precedent over Beacon's.

### **Anonymous Allegations**

This procedure encourages disclosers to put their name to the concern being raised. Concerns that are expressed anonymously are much harder to investigate and difficult to resolve.

In responding to anonymous disclosures, the Whistleblowing Officer will pay due regard to fairness to any party or parties named, the seriousness of the concern, the credibility of the complaint and the prospects of an effective investigation and discovery of evidence.

### **Disclosure to external bodies**

This procedure is intended to provide the disclosure with an avenue to raise concerns within Beacon. However, the discloser has the right to approach external parties if they feel their concerns have not been addressed fully, fairly and objectively.

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