

Academy of Leadership and Management

Apprenticeship Academy

Key Information, Policies and Procedures 2023/2024

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Welcome:

Welcome to your apprenticeship with the Academy of Leadership and Management's Apprenticeship Academy. Within this pack, you will find key information about the Academy, key people you will meet along your learning journey and likewise, information you will need to know that is relevant to your course. Further to this, you will find our key policies and procedures relevant to your course; please do make sure you have read and understood these in full. Your Executive Coach or Tutor will check that you have understood them and likewise, will be happy to answer any questions that you may have.





The Academy of Leadership and Management:

Inspiring; Supporting; Excelling

The Academy of Leadership and Management provide key people and executive education development for leaders, managers, coaches, mentors, sales professionals and business advisers through work-based courses and online distance learning. We offer a range of accredited and non-accredited courses; our accredited courses lead to recognised qualifications with ILM, CMI and SFEDI.

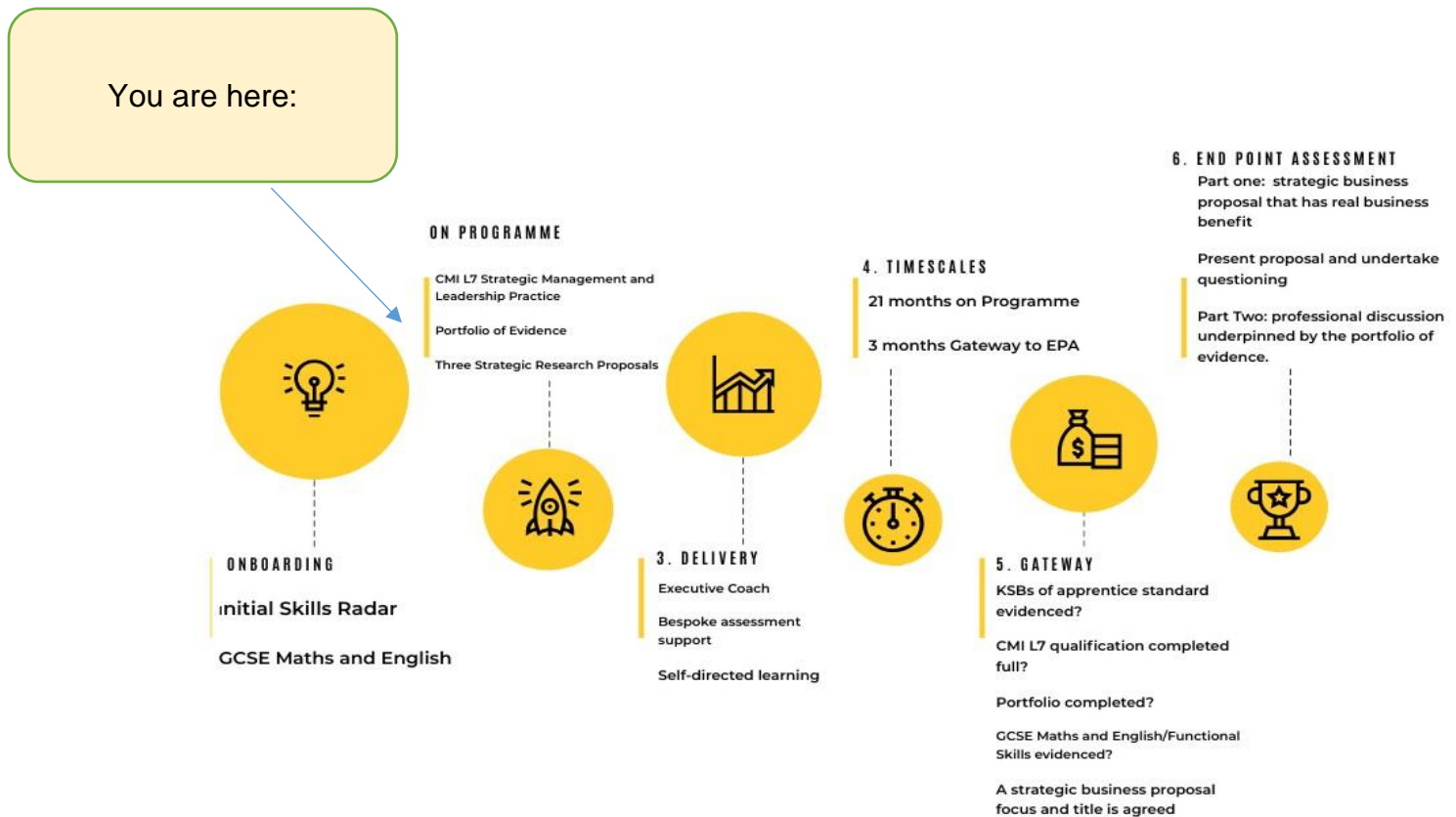
Our practical work-based learning programmes focus on producing real results for all of the organisations we work with, including public sector, third sector corporate and the education sector.

Who is Who?

	<p>John Patterson: Executive Coach</p> <p>John is a highly experienced business leader with extensive experience and expertise in manufacturing. he has developed a broad and transferable skillset, steering operations within engineering environments in alignment with core business objectives.</p> <p>Throughout a successful career in senior manufacturing leadership, John has brought a results focus to his work. he is an inspirational leader, qualified executive coach and effective manager of change, with a passion for excellence and a track record of business growth and success.</p> <p>John will work with you throughout the programme as your executive coach and he is the person you will come to know most well. j.patterson@academylm.co.uk</p>
	<p>Pam Weeden: Director of Learning</p> <p>Pam is an experienced professional in the education sector with over 19 years' experience in leadership roles including Headship and school improvement consultancy. She is experienced in delivering on complex, large scale strategic projects having established The Children's University across the South of Oxfordshire; she has Board level experience as a Director for a Multi-Academy Trust. During her time in Headship, she was identified as an outstanding and innovative leader with an ability to turn around the performance of a school through building a high performance culture.</p> <p>Pam is also a qualified Executive Coach and Supervisor; she is responsible for the quality of learning within the Apprenticeship Academy and has created your programme for you. Pam is the person you need to contact if you want to raise a concern about an element of your apprenticeship. p.weeden@academylm.co.uk</p> <p>Pam is a Designated Safeguarding Lead; along with her husband, Jon, she is responsible for safeguarding you throughout your time on programme. If you have any concerns, please contact either Pam or Jon.</p>
	<p>Jon Weeden: Director of Operations and People (HR)</p> <p>Jon is also an experienced education professional having served as a Headteacher across a number of schools. Jon was a gifted and recognised teacher having won a National Teaching Award; this is an ability that has translated into his professional work with adult learners where he is known as someone who both engages and transforms all people who come onto his programmes.</p> <p>Jon is highly experienced in relationship management and establishing systems; he has excellent attention to detail and a commitment to quality; he shares the same passion for excellence in learning as Pam. Along with his wife, he is responsible for the Apprenticeship Academy and is the person to contact if you have any concerns with respect to a HR issue. j.weeden@academylm.co.uk</p> <p>Jon is a Designated Safeguarding Lead; along with his wife, Pam, he is responsible for safeguarding you throughout your time on programme. If you have any concerns, please contact either Jon or Pam.</p>
	<p>Pauline Smith: Programme Manager</p> <p>Pauline is our longstanding and highly experienced Programme Manager, she has a wealth of knowledge and skill in learner and programme management as well as in building relationships with key clients in order to track learner progress and manage data. Highly efficient and with a good eye for systems, Pauline doesn't let much get past her and keeps the rest of us on our toes!</p> <p>Pauline will be looking after the management of your learning throughout your time on programme, including your registration CMI, managing your information, ensuring you have access to all the technology platforms you need and whole lot more in the background to ensure you have a successful learning experience. Pauline is the person to contact if you have any issues with your Moodle log in. programmemanager@academylm.co.uk</p>

Your Course:

You are undertaking a CMI L7 in Strategic Management and Leadership Practices linked to a L7 Senior Leader Apprenticeship; this means that when you reach the end of your learning journey in two years' time, you will have achieved a dual qualification. Let's look at your learning journey in full:



Onboarding and the Skills Radar:

During the onboarding process, you will have completed a skills radar; this was an initial assessment of your starting points against the Knowledge, Skills and Behaviours (KSBs) of the Apprentice Standard. This is an important piece of information for both you and for your Executive Coach; periodically through your time on programme, you will revisit the Skills Radar and reassess your progress. It will help you see how your much

you are learning and how your competence is developing as you apply your learning within your organisational context through your off and on the job learning.

On programme:

You will spend 21 months in total on programme and will complete four units of study. The first of these, lasting for 3 months, is the Professional and Personal Development unit; at the end of this unit, you will produce a Personal and Professional Development Plan, which will underpin your development as a Senior Leader as well as your journey through the course. This will be an important piece of work for you.

The remaining three units all last 6 months and are pieces of enquiry-based learning leading to real business benefits and impacts; this means you will design, develop, implement, and evaluate a strategic research proposal for each, presenting the outcomes to Board or relevant key stakeholders and achieving real impacts for your organisation. These pieces of work will require you to plan and manage your time effectively and make decisions as to how you use and apply learning; your Executive Coach will use skilled questioning, support, and challenge to facilitate your thinking.



As you progress through each unit, you will build a portfolio of evidence; this will form part of the End Point Assessment (EPA) process.

Gateway:

When you come to the end of the on programme element to your qualification, you reach the Gateway stage; this is very much as it sounds and a decision is made as to whether you are ready to 'pass through the Gateway' to EPA. At this point, you will meet with your Executive Coach, your Line Manager and a representative from ALM; during this meeting, several key questions will be explored with you:

- Can you evidence your competence your competence against the Knowledge, Skills and Behaviours of the Apprentice Standard?
- Have you completed the CMI L7 in Strategic Management and Leadership Practices in full?
- Have you evidenced your GCSE Grade 4 (C) or equivalent in Maths and English? If you could not evidence your GCSE qualifications or did not achieve the required grades at the time, have you completed your Functional Skills qualifications in Maths and English to Level 2?
- Have you got a complete portfolio of evidence?

If the answer to these questions is 'yes', then it will be agreed that you are ready to pass through to the final stage of your qualification journey and onto End Point Assessment (EPA). Along with your Line Manager and your Executive Coach, you will then agree a title for a Strategic Business Proposal, which you will work on for a three month period; this, as with the Strategic Research Proposals you have completed whilst on programme, will need to have real business benefit. At this point, we hand you over to an Independent End Point Assessor; this person will be responsible for carrying out your End Point Assessment. After you have gone through Gateway, we will no longer be able to provide you with support with your learning; as such, it is important that you make sure that you have fully shared any questions you have with your Executive Coach before the process is signed off as complete.

End Point Assessment:

There is a three-month window of time between Gateway and End point Assessment (EPA) during which time you will be working on developing and implementing your Strategic Business Proposal. Meanwhile, the Independent End Point Assessor (IEPA) will have your portfolio of evidence and will be spending some time scrutinising this.

The EPA process itself it separated out into two parts, as follows:

Part One: Strategic Business Proposal	Part Two: Professional Discussion underpinned by Portfolio
First part: presentation of business proposal Second part: questioning based on the presentation and the Strategic Business Proposal.	An evidence-based discussion underpinned by the portfolio of evidence and linked into the KSBs of the Apprentice Standard. The portfolio itself is not assessed; however, the evidence within the portfolio can be used to support arguments made in the discussion.

With respect to grading, for each section a grade of 'Fail'; 'Pass' or 'Distinction' can be awarded. In order to achieve a distinction overall, a distinction in both sections must be awarded.

Re-sits:

We do our best to ensure you are well prepared for your EPA process and as such, the risk of you failing an element of your EPA is low. That said, if it does happen, there is scope to re-sit the specific section you have not achieved the 'pass' grade in. The IEPA will provide feedback on what needs to be addressed and your Executive Coach will work with you to prepare you for your re-sit process. You will only need to re-sit the aspect of EPA you did not pass; there is still potential to achieve a Distinction if you produce a resubmission to the required standard – you will not be limited to a 'pass' only.

Keeping you on Track with your Learning:

This is a Masters level course and you are expected to manage your learning; however, your Executive Coach will work with you to support you in planning effectively and monitor your progress. We operate a robust policy around keeping people on track with their learning and will work with both you and key people within your organisation to help you get back on track if you start to fall behind.

Our Keeping on Track process:

Miss one Coaching session or deadline

- Discussion with Executive Coach and an Action plan agreed. Action Plan passed on to ALM.

Miss a second Coaching session or fail to meet terms of first action plan

- Three-way meeting with you, your Line Manager and your Executive Coach. Reasons for lack of progress explored and an action plan developed with new deadlines. Passed on to ALM

Miss a third coaching session or deadline/ fail to meet terms of second action plan

- four-way meeting with you, your Line Manager, your Executive Coach and a representative from ALM. Discuss removal from the programme.

There will be occasions when illness or extenuating circumstances will affect ability to attend coaching sessions or planned learning. You will need to give your Executive Coach or Assessment Tutor as much notice as possible of any reasons why you cannot attend a session; however, unless there is a strong and valid reason, attendance to all aspects of the course is compulsory.

Safeguarding Policy

1. POLICY STATEMENT

This policy has been developed to ensure that all staff in the ALM Apprentice Academy are working together to safeguard and promote the well-being and welfare of all apprentices.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our apprentices and staff. It identifies actions that should be taken to redress any concerns about safety and welfare, including protecting apprentices and staff from extremist views, vocal or active, which are opposed to fundamental British Values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the organisation will be vigorously challenged.

The Director of Learning and the Director of Learning Operations and People (Pamela Weeden or Jon Weeden) have the ultimate responsibility for safeguarding and promoting the welfare of all apprentices.

Safeguarding and promoting the welfare of all apprentices goes beyond implementing basic child protection procedures, it is an integral part of all activities, functions, culture and ethos of the ALM Apprentice Academy.

In accordance with guidance set out in 'Working together to Safeguard Children 2022 (Updated September 2022)', 'Keeping Children Safe in Education – September 2021' and 'The Prevent Duty', the ALM Apprentice Academy will work in partnership with other organisations where appropriate to identify any concerns about apprentice welfare and take action to address them.

2. SCOPE

The ALM Apprentice Academy aims to create and maintain a safe learning environment where all apprentices and staff feel safe, secure and valued and know they will be listened to and taken seriously. Our academy is committed to the principles outlined in 'Working together to Safeguard Children – July 2018 (Updated July 2022)', 'Keeping Children Safe in Education 2022 and 'The Prevent

Duty' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of apprentices and staff.

The academy is committed to supporting the delivery of effective early help through multi- agency working, a consistent application of the thresholds and the use of a single agency assessment.

3. LEGAL FRAMEWORK

The statutory inquiry into the death of Victoria Climbié and the first joint Chief Inspectors report of safeguarding children highlighted the lack of priority status given to safeguarding. The government response to these findings included the Green Paper Every Child Matters and the provisions in the Children's Acts 2004. Section 11 of the Children's Act 2004 places a duty on all agencies to make arrangements to safeguard and promote the welfare of children. No single profession can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes in to contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The ALM Apprentice Academy is committed to the safeguarding of all apprentices including those who do not fall in to the category of children or vulnerable adults.

The ALM Apprentice Academy is committed to the government national framework: Working Together to Safeguard Children.

See also:

- GDPR Policy
- Equality & Diversity Policy
- Health and Safety Policy
- IT Security & Online Safety Policy • Social Networking Policy

4. DEFINITIONS

The following definitions apply throughout the Safeguarding & Prevent Policy and associated procedures:

Child or Children:

The Children Act 2004 defines a child as a person under eighteen for most purposes.

Vulnerable Adult or Adults:

The Office of the Public Guardian defines a vulnerable adult as a person aged 18 or over who has a condition of the following type:

- a substantial learning or physical disability
- a physical or mental illness or mental disorder, chronic or otherwise, including addiction to alcohol or drugs
- a significant reduction in physical or mental capacity

Types of abuse and neglect:

Although these definitions categorise children and vulnerable adults we believe it is our responsibility to protect and support all apprentices in situations of abuse.

Abuse:

A form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or child or children.

Physical Abuse:

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child or vulnerable adult. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness.

Emotional Abuse:

Emotional abuse is persistent emotional ill treatment causing severe and persistent effects on the child or vulnerable adult's emotional development and may involve:

- conveying the message that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person
- Not giving the child or vulnerable adult opportunities to express their views
- Deliberately silencing them or 'making fun' of what they say or how they communicate
- Interactions that are beyond a child or vulnerable adults developmental capability as well as overprotection and limitation of exploration and learning, or preventing from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children or vulnerable adults to feel frightened or in danger
- exploitation or corruption of children or vulnerable adults

Some level of emotional abuse is involved in most types of ill treatment, although emotional abuse may occur alone.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. These activities may involve physical contact, including assault by penetration (for example rape or oral sex) and non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. This may also include non-contact activities, such as involving children or vulnerable adults in looking at, or being involved in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Harassment and Violence:

There are many different ways to describe people who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. Sexual violence and sexual harassment can occur between two people of any age and sex from primary through to secondary stage and into further education. It can occur through a group of people sexually assaulting or sexually harassing a single person or group of people. Sexual violence and sexual harassment exist on a continuum

and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable

Neglect:

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

There are also specific issues which we expect our staff to be aware of, these include:

- Child sexual exploitation
- Forced marriage
- Domestic violence
- Female genital mutilation
- Radicalisation
- Self harm
- Bullying/cyberbullying
- Drugs
- Faith abuse
- Gangs and youth violence
- Violence against women and girls
- Sexting
- Honour Based Violence
- Trafficking

5. RESPONSIBILITIES

All members of the ALM Apprentice Academy community, including staff, employers, apprentices and contract staff are responsible for safeguarding and promoting the welfare of all apprentices.

All staff:

All staff that come into contact with apprentices in their everyday work have a duty to safeguard and promote apprentice welfare and well-being. Staff will be trained to understand their responsibilities and be aware of the signs of harassment, abuse, neglect, extremism and radicalisation so that they are able to identify cases of apprentices who may be in need of help or protection. Staff working at the ALM Apprentice Academy are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of an apprentice, staff members should always act with reassurance that the reports will be taken seriously, and all actions will support their best interests.

Failure to comply with these responsibilities will be seen as a serious matter which may lead to disciplinary action.

Staff are expected to:

- Undertake full safeguarding training as required (every 3 years)
- Undertake update training (every year)
- Familiarise themselves with the Safeguarding & Prevent Policy and associated procedures
- Safeguard and promote the welfare of all apprentices
- Alert the Designated Safeguarding Officers where they have concerns

Obtain a clear DBS check on joining the company and every 5 years

Designated Safeguarding Officers:

The Designated Senior Members of Staff for Safeguarding & Prevent are Pamela Weeden, Director of Learning, and Jon Weeden, Director of Learning Operations and People. They have a specific responsibility for championing the importance of safeguarding and prevent and promoting the welfare of all apprentices. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Undertake updated training every two years.
- Provide support and training for staff

- Ensure that the academy actions are in line with the Safeguarding Inter-Agency Procedures.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding receive the appropriate training to undertake this role.
- Manage and keep secure the academy's safeguarding records.
- Ensure that all staff understand and are aware of the academy's reporting and recording procedures and are clear about what to do if they have a concern about an apprentice.
- Liaise with the Managing Director about any safeguarding issues.
- Ensure that the Safeguarding & Prevent Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding & Prevent.

6. SAFER RECRUITMENT OF STAFF

The ALM Apprentice Academy undertakes checks to ensure that their staff are fit to work in a training provider setting with apprentices. It also reserves the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its learners.

The ALM Apprentice Academy has systems in place to prevent unsuitable people from working with apprentices and to promote safe practice. These systems apply to all new staff and require the following checks to be made prior to appointment:

- a minimum of two references, satisfactory to the ALM Apprentice Academy, one of which should be from a previous employer

- documentary evidence checks of identify, nationality, residency and “right to work” status
- Enhanced DBS (Disclosure & barring service) check with barred list information*
- documentary evidence of qualifications
- where subcontractors are delivering courses for the ALM Apprentice Academy, the provider must provide written assurance that all relevant staff will be DBS checked

In accordance with the Regulations, records of all checks carried out are kept on a single central record.

*If a DBS check is delayed for any reason the staff member will not be subject to lone working with apprentices aged under 18. They must always have a member of staff present who is fully DBS checked until the point they receive a full DBS check.

7. WORKING WITH OTHER AGENCIES

The ALM Apprentice Academy has developed effective links with other relevant agencies, for example, the Local Authority, Children’s Social Care, Channel, Police, and the MSP and co- operates as required with any enquiries regarding child protection issues.

8. SAFER RECRUITMENT OF LEARNERS

The ALM Apprentice Academy undertakes checks to ensure that apprentices are suitable to study in a training provider setting. It also reserves the right to refuse entry to any applicants whom it has a reasonable belief may pose a risk to apprentices. To ensure this is addressed appropriately The ALM Apprentice Academy will:

- Help to facilitate DBS checks for apprentices going in to relevant industries (education, working with vulnerable adults, charities, healthcare etc)
- Attend case conferences at all feeder schools & colleges (if required)
- Complete relevant risk assessments of ex-offenders

9. WHAT TO DO IF YOU SUSPECT SOMEONE IS BEING ABUSED

All staff working in direct/online contact with apprentices in the ALM Apprentice Academy environment must be alert to the signs of abuse. Anyone who suspects that abuse is taking place inside or outside of the ALM Apprentice Academy setting, or to whom an apprentice discloses issues relating to safeguarding, should contact one of the Designated Safeguarding Officers immediately.

The Lead Designated Safeguarding Officers are: Pam Weeden and Jon Weeden

Staff who are not Designated Safeguarding Officers, but who are approached with concerns about an apprentice, must bring the concerns raised to the attention of the Designated Safeguarding Officers immediately.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time, and location. All records will be dated, signed and will include the action taken. These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. Making the record should not delay referring the disclosure to the DSL or appropriate authority.

The Lead Designated Safeguarding Officers will develop effective links with relevant agencies and co-operate as required with any enquires regarding child or vulnerable adult protection matters, including attendance at case conferences.

10. PROFESSIONAL CONFIDENTIALITY, RECORDS AND MONITORING

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, young people and vulnerable adults particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the individual. A member of staff must never guarantee confidentiality to a learner nor should they agree to keep a secret. Where there is a safeguarding concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities.

Learners can be reassured that only the people who 'need to know' will be informed, that this will be the minimum necessary and that information will not become common knowledge.

Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a 'need to know' basis only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined above.

Well-kept records are essential to good safeguarding practice. The ALM Apprentice Academy is clear about the need to record any concerns held about a student, the status of such records and when these records should be passed over to other agencies. Records are kept on the Central Safeguarding Register.

The DSL will have oversight of the record management policy to ensure that issues around safeguarding records are addressed appropriately.

11. ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

Allegations of abuse, or concerns raised against members of staff, will always be treated seriously. The allegations need to be applied with common sense and judgement. All cases must be referred to the Designated Safeguarding Officers who will follow the Safeguarding & Prevent Procedures in the same way as for other safeguarding allegations. The Designated Safeguarding Officers will take the appropriate steps to ensure the safety of the apprentice, and any others who may be at risk. The Designated Safeguarding Officers will also inform The MD and Directors in order that training provider procedures may be followed, and an investigation is carried out. If the allegation or concern is against the Designated Safeguarding Officers, it should be reported to the MD. Where there is a complaint against a member of staff, the MD will be informed and involved. This may result in possibly criminal (police) investigations and/or a child/vulnerable adult's protection investigation, carried out by Social Services.

12. REPORTING CASES TO THE DISCLOSURE AND BARRING SERVICE (DBS)

The ALM Apprentice Academy has a statutory duty to make reports and provide relevant information to the DBS where there are grounds for believing, following an investigation, that an individual is unsuitable to work with children or

vulnerable adults, or may have committed misconduct. The responsibility for reporting cases to the DBS lies with the Designated Safeguarding Officers.

13. RESIGNATIONS

If, during the course of an investigation relating to safeguarding, an employee tenders their resignation, or ceases to provide their services, the ALM Apprentice Academy is not prevented from following up an allegation in accordance with these procedures. Every effort will be made to reach a conclusion in cases relating to the welfare of apprentices, including those where the person concerned refuses to co-operate with the process.

14. WHISTLEBLOWING

The ALM Apprentice Academy has an established Whistleblowing Policy for enabling staff to share, in confidence with an appropriate person, concerns they may have about instances of suspected malpractice in the ALM Apprentice Academy. Malpractice can include fraud and financial irregularities, criminal offences being committed, that have been committed or that are likely to be committed, endangering the health or safety of individuals, and can also include concerns around the protection of apprentices. The policy is intended to provide safeguards to enable members of the ALM Apprentice Academy staff to raise concerns without fear of adverse repercussions. The ALM Apprentice Academy recognises that it may be difficult to express concerns about colleagues and is fully supportive of Whistleblowing for the sake of an apprentice and will provide support and protect those who “blow the whistle”. It is also intended to promote throughout the ALM Apprentice Academy a culture of openness and a shared sense of integrity by inviting all employees to act responsibly to uphold the reputation of the ALM Apprentice Academy and maintain public confidence.

See also: Whistleblowing Policy

15. SUPPORT FOR STAFF

The ALM Apprentice Academy is aware that safeguarding cases can be distressing and that staff who have been involved may find it helpful to talk

about their experiences, in confidence, with one of the Designated Safeguarding Officers or with a trained counsellor. Staff wishing to be referred for counselling should discuss with their line manager.

16. PREVENT, RADICALISM AND EXTREMISM

The ALM Apprentice Academy values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. The ALM Apprentice Academy seeks to protect its apprentices and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamic Extremist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

Protecting staff and students from the risk of radicalisation is part of the ALM Apprentice Academy' wider safeguarding duties and is similar in nature to protecting young people from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are

exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

As with managing other safeguarding risks, staff should be alert to changes in young people's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying young people who might be at risk of radicalisation and act proportionately.

Staff will receive annual Prevent training and will complete new starter e-learning Prevent training.

Prevent

From 1 July 2015 specified authorities, including all schools and Colleges (as defined in the summary of Keeping Children Safe in Education, 2022), are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, ('the CTSA 2015'), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ('the Prevent duty').

The statutory Prevent guidance summarises the requirements on further education institutes in terms of seven general themes: external speakers and events, working in partnership, risk assessment, action plans, staff training, welfare and pastoral care and IT policies.

Channel

Safeguarding staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA Act sets out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into terrorism. In England and Wales, this duty is met through Channel panels. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and,

where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

The ALM Apprentice Academy is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

Training

Our Designated Safeguarding Officers will take a lead role in upskilling themselves and other staff members in this important area. All staff will complete Prevent training every two years and demonstrate effective CPD to confirm they have a good understand of the signs of radicalisations etc. Raising staff and learner awareness will be promoted in meetings and via other communications.

If our staff suspect any activity, they are not happy with they will report this immediately to our Designated Safeguarding Officers and Prevent Leads – Pam Weeden and Jon Weeden

17. ONLINE SAFETY

The ALM Apprentice Academy has an Online Safety Policy which recognises that Online Safety is a safeguarding issue not an ICT issue. The purpose of internet use in the academy is to help raise educational standards, promote apprentice achievement, and support the professional work of staff as well as enhance the academy's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and the ALM Apprentice Academy has a duty to provide apprentices with quality access as part of their learning experience.

It is the duty of the ALM Apprentice Academy to ensure that every apprentice in its care is safe and this applies equally to the 'virtual' or digital world.

The ALM Apprentice Academy will ensure that appropriate filtering methods are in place to ensure that apprentices are safe from all types of inappropriate and

unacceptable materials, including terrorist and extremist material. This will be in line with the 'Prevent Duty'.

See also: Online Safety Policy

18. DOCUMENT CONTROL

DATE OF REVIEW	DATE OF NEXT REVIEW
15 th June 2023	15 th June 2024

Health and Safety Policy

The Academy of Leadership & Management is committed to health and safety in all areas of our operations. The company, its management and all employees will, at all times, endeavour to ensure that all reasonable arrangements and precautions are made to maintain high levels of safety.

The company will maintain provision for health and safety at or above levels stipulated by government legislation. All company employees (including those working from home) are responsible for Health and Safety in the workplace. Line managers are responsible for agreeing individual procedures for each workplace. Areas requiring attention and agreement include: first aid provision; equipment handling; fire procedures; evacuation procedures; emergency procedures; compliance with current legislation and other requirements relevant to individual company circumstances.

The directors are ultimately responsible for provision of health and safety. This is delegated to line managers and local representatives as appropriate. All members of staff are responsible for health and safety as set out in their job description, the Procedures Manual & the various legislation that may from time to time be in force. In this respect, the cooperation of all employees is essential, and required by both policy and law. All employees may be requested to inspect work and other areas. Where specialist knowledge or assistance is required, this will be requested of

management and, where immediate assistance cannot be provided, management will make every effort to find and distribute the information. It is the responsibility of all employees to record all accidents that occur within the workplace or training venues in the accident book.

Details of accidents reportable under are detailed in our company procedures and accident reports are held on file by Janet Parker. It is the responsibility of all employees to ensure that they are aware of these regulations.

All employees must ensure that they are aware of evacuation procedures as applied to any building in which they are situated, and that all people in their charge are similarly aware. Evacuation procedures must be practised at least every six months. All work areas must be inspected for health and safety regularly, at least annually, using the premises audit or project contract rider. First aid provision must be made within the offices of the company. Health and safety training is to be undertaken on an ongoing, as required basis during individual and team meetings. Health and Safety will be reviewed on a regular basis at the company's management and team meetings.

When working on site, associate and in-house delivery team staff are required to familiarise themselves with the fire procedures and communicate these to all delegates. Similarly, when working on site, associate and delivery team staff must ensure that they ensure the working environment is free from hazards and that reasonable adjustments have been made for any delegate with additional needs where personal safety would be at risk.

Complaints Procedure

Making a complaint

This policy is intended to guide you in how to approach The Academy of Leadership & Management if you have a complaint in relation to any part of our accredited products and services. The policy provides a definition and examples of complaints which may occur and outlines the process for making a complaint.

Definitions

We aim to give everyone an excellent experience when dealing with The Academy of Leadership & Management, so we welcome your comments, suggestions and

feedback about the service you have experienced when contacting us or when using any of our products or services.

Many matters can be resolved informally so do contact the Learner Management Team on +44 (0) 141 611 7640 (Monday – Friday 9:00 – 17:00) or email info@academylm.co.uk as we may be able to resolve the problem straight away. But if you feel the problem needs to be put on a more official footing, please follow the process below.

Definition

A complaint is an expression of dissatisfaction from you about our products, services or the complaints handling process where it is clear that you expect us to identify the cause of the problem and to take some kind of remedial action.

We aim to ensure that:

- making a complaint is as easy as possible
- we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response
- we deal with it promptly, politely and, when appropriate, confidentially
- we respond in the right way, for example, by giving you an explanation or an apology where we have got things wrong, and letting you know what action we've taken
- we learn from complaints and feedback and we use them to improve our service.

It is not possible to provide a definitive list of examples of complaints, but the following are examples of situations that would constitute a complaint:

- the quality or management of our training programmes
 - undue delay or non-compliance with published procedures, including certification
 - poor administration, including lack of response to queries
 - equality and diversity issues
 - health and safety concerns (unless these are matters for the Health and Safety Executive)
 - website and eLearning issues
 - delay in certification or receipt of certificates

Please be aware that separate procedures apply in regard to:

- assessment appeals
- maladministration / malpractice (whistleblowing)

These issues are not covered by this Complaints Procedure.

Investigation and Outcome

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

Our aim is to resolve all matters as quickly as possible. However, inevitably some issues will be more complex and therefore may require longer to be fully investigated.

We'll acknowledge your complaint within 2 working days and let you know who will be dealing with it. We will appoint an appropriate person to investigate the matter on your behalf. We aim to resolve complaints within 10 working days but if it's going to take longer than that we'll keep you fully informed.

Once we have completed our investigation, we will explain what went wrong and why, apologise when it is appropriate and take action to remedy the situation as soon as possible.

The three stages to our complaints process are:

Stage One

If you have a complaint in relation to the service you have received from The Academy of Leadership & Management please raise your concern by emailing info@academylm.co.uk explaining the problem as clearly and fully as possible, including any action taken so far. You can also contact the team by phoning +44 (0)141 611 7640 (Monday – Friday 9:00 – 17:00).

Stage Two

If you are not satisfied with the response you receive to your complaint, you can take the matter further by contacting the Centre Co-ordinator by emailing learnermanager@academylm.co.uk setting out why you are dissatisfied. The Centre Co-ordinator will undertake a full review of the original complaint, the evidence collected by the person who investigated the matter and their initial response. Consultation with all parties will take place to provide you with a response and any further actions that may need to be taken.

Stage Three

If you are still not satisfied with the response you receive from the Centre Coordinator you can take the matter further by writing to:

John Parker
Managing Director
The Academy of Leadership & Management
4-42 Charles Street
Largs
Ayrshire
KA30 8HL

Final stage

If after exhausting the Centre/Provider policy you still feel the problem needs to be escalated then please raise your concern directly with the Awarding Body, via email and to the appropriate body, explaining the problem as clearly and fully as possible, including any action taken so far. Contacts for the awarding bodies are available on request.

Whistleblowing

A student undertaking a qualification governed by an awarding Body may decide to make a whistleblowing disclosure to the body, in order to prevent harm or to hold an Approved Centre to account.

What is Whistleblowing?

Whistleblowing is a term used when an individual discloses information relating to malpractice or wrongdoing and/or the covering up of malpractice or wrongdoing. The malpractice or wrongdoing is often committed by the individual's employer, although this is not necessarily the case. Whistleblowing is distinct from both complaints and employment disputes. A **complaint** is an expression of personal dissatisfaction. An **employment dispute** is where a worker has a dispute about his or her own employment position or contract. If you are experiencing such a dispute you should take this up with your employer or another responsible body. ILM cannot take action over grievances of this nature.

Any suspected malpractice should be reported to the Awarding Body immediately. Such reporting should follow the relevant Whistleblowing Policy from the Awarding Body.

The Public Interest Disclosure Act

If a student has made a disclosure which is protected under PIDA:

- The student has the right not to be subject to detriment by his or her employer because of that protected disclosure
- The student will not breach his or her employment contract in making that protected disclosure

The Content of the Disclosure

Protected disclosures can only be made where the information being disclosed tends to show that:

- A criminal offence has been, is being or is likely to be committed
- A person has failed, is failing or is likely to fail to comply with a legal obligation
- A miscarriage of justice has occurred, is occurring or is likely to occur
- The health and safety of an individual has been, is being or is likely to be endangered
- The environment has been, is being or is likely to be damaged
- Information relating to any of the above has been or is likely to be deliberately concealed

Further Requirements for Disclosures to Awarding Bodies

PIDA gives protection to whistleblowers for disclosures to a number of different people. Disclosures can be made to employers, to legal advisers, to Ministers of the Crown, to a number of prescribed regulators (for certain purposes) and to others in certain circumstances. ILM falls into the 'other' category and is responsible for the maintaining of the integrity and quality of both regulated and non-regulated programmes and qualifications awarded under the name of the Awarding Body.

If a student makes a disclosure to an Awarding Body, that disclosure may be protected under PIDA if:

- The disclosure is made in good faith
- The student reasonably believes that the information disclosed, and any allegations he or she makes, are substantially true
- The worker reasonably believes that the disclosure relates to a matter for which ILM is responsible for

But the disclosure will not be a protected disclosure if the student making it:

- Commits a criminal offence in making it
- Has received the information in the course of providing legal advice (legally privileged information)

What should you do?

Normally, you may want to raise your concern with your Approved Centre first. If you feel that a concern you have raised has not been appropriately addressed or if you feel unable to raise your concerns with the centre, you may want to make a disclosure to someone outside of your organisation.

An example of a whistleblowing disclosure being made to ILM might include:

- A student or parent/guardian making a disclosure about a centre's malpractice or failure to comply with its approved centre status requirements

What the Awarding Body will do.

Awarding Body investigation procedures are available from the Body themselves, usually from their website. These policies set out the course of action the relevant Awarding Body will take in responding to and investigating an allegation of suspected malpractice relating to the assessment of its qualifications at approved centres based in the UK or internationally and/or the quality assurance of the assessment process conducted by approved centres.

Contact the Awarding Body

Any member of centre staff, learner or other member of the public who suspects assessment malpractice at an approved centre may contact the awarding body, using the contact information available on the relevant website.

Plagiarism and Cheating

Plagiarism is a specific form of cheating which applies to assignments completed by students independently. It is the substantial, unacknowledged incorporation into a student's work of materials derived from published or unpublished work by another person. We take all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the student to gain marks for an assignment without having done a substantial portion of the work themselves.

Published work includes books, articles and materials found on the internet while examples of unpublished work could be a piece of work previously submitted by another student, or work about to be submitted by another student.

Examples of plagiarism include:

- Extracts from another person's work without using quotation marks and/or an acknowledgement of the source
- Summarising the work of another or using their ideas without an acknowledgement of the source
- Copying or using the work of another student (past or present) with or without that person's knowledge or agreement
- Purchasing essays or downloading them from the internet to submit them as your own work.

All students will be required to confirm the authenticity of their work for every submission. If this statement is untrue, the student acknowledges that an assessment offence has been committed. Plagiarism can result in a student being withdrawn from a qualification.

Guidelines

The following guidelines may be helpful:

- If you use someone else's exact words in your work, they must be in quotation marks. Use quotations sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved.
- When you have used a quote, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (e.g. Hill, 2004, p. 42) and also provide full details of the reference in the bibliography.
- You must provide a bibliography - a list of books, articles and any other sources you have quoted - at the end of your assignments.
- The Harvard system for referencing sources is well-established and you can find guidance on how to use it on the internet.
- When making a reference to a book, the Harvard format is: Hill, P. (2004) Concepts of coaching: a guide for managers. ILM, London.
- and for a reference to an article the Harvard format is: Grant, A.M. (2010) It takes time: a 'stages of change' perspective on the adoption of workplace coaching skills. *Journal of Change Management*, 10(1), pp. 61-77.

Cheating

Cheating is an attempt to deceive the awarding body's assessors, examiners and/or external verifiers. In the context of Academy of Leadership & Management accredited programmes, this may include:

- assistance or the communication of information by one candidate to another in an assessment where this is not permitted
- copying or reading from the work of another student or from another student's books, notes, instruments, computer files or other materials or aids, unless expressly permitted
- offering a bribe of any kind to any person connected with assessment
- impersonating or trying to impersonate a student, or attempting to procure a third party to impersonate oneself
- fabricating or falsifying data or results by individual students or groups of students

Actions

The Academy of Leadership & Management will allocate a tutor, assessor or other appropriate person to investigate any alleged incidents of: plagiarism or cheating. This includes notifying the student that plagiarism or cheating is suspected, keeping the student updated on progress regarding the investigation, informing them of the outcome and explaining their right to appeal. If the outcome of the investigation shows that plagiarism or cheating did occur, a decision will be made as to whether is a determined and deliberate attempt by the student to gain marks for an assignment without having done a substantial portion of the work themselves. If it is a proven incident that will result in the student being withdrawn from the qualification, the Academy of Leadership & Management will inform the awarding body's Head of Quality Practice.

Sanctions for other incidents of plagiarism or cheating could include requiring the student to redo an assignment and, on resubmission, awarding a minimum pass mark. If an External Verifier or External Assessor suspects that a student has plagiarised or cheated, he/she will notify the relevant Quality Manager and refer the incident to the centre for investigation (as above). The Awarding Body's procedures will then apply. If it is found that there was a major incident of plagiarism or cheating sanctions may include:

- adjusting the marks given for the assessment
- requiring the student to re-do one or more assignments and re-submit for assessment
- refusing to accept further assignments for that student
- withholding full or unit certification



- withdrawing membership
- withholding certification, and withdrawing membership.

A student can appeal against the sanctions imposed by the awarding body for plagiarism or cheating by following the Appeals policy, which will be provided.