

TIA Education

Policy Library

PUBLIC WEBSITE POLICIES

September 2026

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One file containing the key public policies for TIA Education. Use the clickable contents page or PDF bookmarks to jump straight to the policy you need.

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PUBLIC POLICY

Safeguarding Policy

Organisation	TIA Education Ltd
Original issue	September 2025
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose and commitment

TIA Education is committed to safeguarding and promoting the welfare of every child and young person who attends our provision. Safeguarding is everyone's responsibility. Staff must maintain a child-centred approach, act in the best interests of the child and remember that safeguarding concerns can arise in any setting.

TIA Education is an unregistered alternative provision commissioned by schools and Local Authorities. We work in line with the safeguarding expectations of commissioners and have regard to Keeping Children Safe in Education 2026 (KCSIE) and Working Together to Safeguard Children 2026.

2. Key safeguarding roles

Designated Safeguarding Lead (DSL): Baneeta Jhalli.

Deputy Designated Safeguarding Lead: Tina Dheer.

The DSL has lead responsibility for safeguarding and child protection, including liaison with commissioning schools, Local Authorities, children's social care, the police, the Local Authority Designated Officer (LADO) and other agencies as appropriate.

Where the DSL is not physically on site, staff must know how to contact the DSL or deputy promptly. Safeguarding concerns must never be delayed because a DSL is off site.

3. Staff responsibilities

All staff must: read and follow this policy and relevant safeguarding information provided during induction; complete required safeguarding training; remain alert to signs of abuse, neglect, exploitation and harm; listen carefully to pupils; record concerns factually; and report concerns immediately to the DSL.

Staff must not investigate concerns themselves, ask leading questions or promise confidentiality. If a child is in immediate danger or at risk of serious harm, staff should contact emergency services and children's social care as appropriate, while informing the DSL as soon as possible.

4. Responding to a concern or disclosure

Take the child seriously, remain calm and listen without judgement.

Reassure the child that they have done the right thing by speaking, but do not promise to keep the information secret.

Record what was seen, heard or disclosed as soon as possible using the child's own words where appropriate. Include dates, times, context and action taken.

Pass the concern to the DSL immediately. The DSL will decide the appropriate next steps, which may include consultation or referral to the commissioning school, children's social care, police, LADO or other safeguarding services.

Where a referral is required and the DSL is unavailable, staff must not allow delay to place a child at further risk.

5. Types of abuse, neglect and harm

Staff should remain alert to physical abuse, emotional abuse, sexual abuse, neglect, domestic abuse, child-on-child abuse, sexual violence and sexual harassment, online harm, bullying, exploitation, county lines, serious violence, trafficking, modern slavery, forced marriage, female genital mutilation (FGM), abuse linked to faith or belief, criminal exploitation and radicalisation.

Children with SEND, communication needs, previous trauma, care experience, poor attendance or social isolation may face additional barriers to recognising or reporting harm. Staff must take these vulnerabilities into account and make reasonable adjustments to communication and support.

6. Child-on-child abuse

TIA Education recognises that children can abuse other children. This can include bullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, online abuse, initiation-type violence and prejudice-based abuse.

Reports will be taken seriously and never dismissed as banter or an inevitable part of growing up. Support and safety planning will be considered for all pupils involved, and concerns will be managed under safeguarding procedures.

7. Attendance, missing and absconsion

Absence, repeated non-attendance, unexplained changes in attendance or leaving site without permission can be safeguarding indicators. TIA Education will record attendance for every commissioned session, follow up unexplained absence and share concerns promptly with the commissioning school or Local Authority.

Where a learner leaves site without permission, staff will follow the relevant risk assessment and absconsion procedure, balancing supervision, immediate safety and the safety of other pupils.

8. Online safety, filtering and monitoring

Online safety is part of safeguarding. TIA Education will use proportionate filtering, monitoring, supervision and acceptable-use arrangements appropriate to our setting, devices and pupil risk profile.

Staff must report online safeguarding concerns to the DSL. The provision will review filtering and monitoring arrangements at least annually and consider emerging risks, including generative artificial intelligence, social media, gaming, online exploitation and harmful content.

9. Prevent and radicalisation

Concerns about radicalisation or susceptibility to extremist influence are safeguarding concerns. Staff must report concerns to the DSL, who will consider the need for advice or referral under local Prevent and Channel arrangements.

10. Allegations and concerns about adults

Any allegation that a member of staff, volunteer, contractor or other adult working with children may have harmed a child, committed an offence against a child, behaved in a way that indicates they may pose a risk, or may not be suitable to work with children must be reported immediately to the appropriate senior lead.

The DSL/senior lead will seek advice from the LADO where required. Low-level concerns will also be recorded and managed appropriately. Staff may use the Whistleblowing Policy where they believe unsafe practice is not being addressed.

11. Safer working practice

Staff must maintain professional boundaries, use approved communication channels, avoid inappropriate one-to-one situations, follow photography and online-safety rules, and report any situation that could create a safeguarding concern or allegation.

Physical intervention must only be used where lawful, necessary and proportionate to prevent harm and by staff with appropriate understanding or training.

12. Information sharing and records

Safeguarding information will be recorded securely, kept separate from general educational records where appropriate, and shared on a need-to-know basis.

Data protection law is not a barrier to sharing information where this is necessary and proportionate to safeguard a child. Decisions to share or withhold information should be documented.

13. Partnership working

TIA Education will work closely with parents/carers, commissioning schools, Local Authorities and relevant professionals. Placement information should include safeguarding history, known risks, medical needs, attendance concerns, current plans and key contacts.

Safeguarding information will be transferred promptly when a placement starts, changes or ends where this is necessary for the child's safety.

14. Training, monitoring and review

Safeguarding training forms part of staff induction and is refreshed in line with role and guidance. DSL training will be maintained at the required level.

This policy will be reviewed at least annually and sooner following significant statutory guidance changes, serious incidents, learning reviews or changes to TIA Education practice.

Reference framework

Keeping Children Safe in Education 2026 - Department for Education.

Working Together to Safeguard Children 2026 - Department for Education.

Prevent Duty Guidance: England and Wales (2023), updated 2024.

Channel Duty Guidance, updated 2025.

Relevant Nottinghamshire and Derbyshire safeguarding partnership procedures and commissioner requirements.

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PUBLIC POLICY

Behaviour and Relationships Policy

Organisation	TIA Education Ltd
Original issue	September 2025
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education uses a calm, relational and trauma-informed approach to behaviour. Our aim is to create a safe environment in which young people can build trust, regulate emotions, repair difficulties and re-engage with learning.

Behaviour is understood in context. Staff consider SEND, SEMH, communication needs, trauma, anxiety, sensory needs, developmental stage and known risk factors.

2. Expectations

Young people are expected to treat others with respect, follow reasonable safety instructions, take care of the environment and engage with their agreed programme as far as they are able.

Staff will communicate expectations clearly, consistently and without humiliation or confrontation.

3. Staff approach

Staff will model calm behaviour, use short clear instructions, allow processing time, recognise early signs of dysregulation and offer appropriate choices, breaks or alternative spaces.

Public confrontation, shouting, sarcasm and punitive responses that are likely to escalate distress should be avoided.

4. Positive support

Positive behaviour is supported through predictable routines, trusting relationships, praise, achievable goals, restorative conversations, pupil voice and individual support strategies.

Staff should notice and reinforce effort, progress, self-regulation, kindness, attendance and successful participation.

5. Responding to dysregulation or unsafe behaviour

Safety comes first. Staff will reduce demands where appropriate, use de-escalation, remove unnecessary audience or triggers and maintain appropriate supervision.

Consequences, where needed, will be proportionate, educational and linked to repair or safety rather than punishment for its own sake.

Serious incidents will be recorded and shared with the commissioner and parent/carer as appropriate.

6. SEND and reasonable adjustments

Behaviour expectations and responses will take account of disability and SEND. Reasonable adjustments may include communication changes, sensory support, adapted routines, reduced group size, planned movement breaks, key-adult support or alternative ways to demonstrate understanding.

7. Bullying, discrimination and harmful behaviour

Bullying, harassment, discriminatory abuse, sexual harassment and other harmful peer behaviour will be addressed under the Anti-Bullying and Safeguarding Policies as appropriate.

Staff will challenge prejudice and discriminatory language in a calm and educational manner.

8. Physical intervention

Physical intervention is not used as a routine behaviour strategy. It may only be considered where lawful, necessary and proportionate to prevent immediate harm and where staff have appropriate understanding or training.

Any use of physical intervention must be recorded, reviewed and communicated appropriately.

9. Absconsion and leaving site

A pupil leaving the agreed supervised area without permission is a safeguarding matter. Staff will follow the individual risk assessment and absconsion procedure, balancing the safety of the pupil, other pupils and staff.

10. Review

Behaviour plans and risk assessments will be reviewed following significant incidents or patterns. This policy will be reviewed annually.

PUBLIC POLICY

Anti-Bullying Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Commitment

TIA Education does not tolerate bullying. Every young person has the right to learn in a safe, respectful environment and to have concerns taken seriously.

Bullying may occur face-to-face or online and may be linked to prejudice, discrimination, disability, race, religion or belief, sex, sexual orientation, gender reassignment or other differences.

2. What we mean by bullying

Bullying is behaviour by an individual or group that hurts, intimidates, humiliates or excludes another person and often involves an imbalance of power. It may be repeated or form part of a pattern.

It can be physical, verbal, emotional, social, sexual, online, relational or prejudice-based.

3. Prevention

TIA Education promotes respectful relationships, clear expectations, pupil voice, supervision, online safety, PSHE/RSHE learning and early intervention.

Staff will model respectful language and challenge prejudice, discriminatory comments and harmful 'banter'.

4. Reporting

Pupils may report bullying to any member of staff. Parents/carers and commissioners may also raise concerns.

Staff will listen, record the concern and avoid dismissing behaviour as trivial where the pupil experiences it as harmful.

5. Response

Responses will be proportionate to risk and may include immediate safety planning, separate conversations, restorative work, increased supervision, individual support, parent/carer contact, commissioner involvement and behaviour-plan review.

Where bullying may amount to abuse, sexual harassment, exploitation, hate crime or another safeguarding concern, the Safeguarding Policy will be followed.

6. Support for pupils

The pupil who has experienced bullying will be offered appropriate support and opportunities to express what would help them feel safe.

The pupil whose behaviour has caused harm will also be supported to understand impact, develop safer behaviour and address underlying needs.

7. Recording and review

Bullying incidents and actions will be recorded. Patterns will be reviewed to identify wider safeguarding, equality or supervision issues.

This policy will be reviewed annually.

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PUBLIC POLICY

Attendance Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education recognises that regular attendance supports learning, safeguarding, wellbeing and successful outcomes. We record attendance accurately for every commissioned session and work with schools, Local Authorities, parents/carers and pupils to identify and address barriers to attendance.

This policy takes account of Working Together to Improve School Attendance, updated July 2026. TIA Education is an alternative provision; statutory attendance responsibilities remain with the relevant school, parent/carer and Local Authority as applicable.

2. Recording attendance

Attendance is recorded at the start of each commissioned session. Staff record presence, absence, lateness, early departure and any relevant reason provided.

Attendance information will be shared with the commissioning body in the agreed format and timescale. Persistent lateness or absence patterns will be highlighted rather than treated as isolated incidents.

3. First-day response and unexplained absence

If a pupil does not attend as expected and no explanation has been received, staff will make prompt contact with the parent/carer and/or commissioning contact in line with the placement plan.

If contact cannot be made, the absence is unusual or there are safeguarding concerns, the matter will be escalated to the DSL and commissioning body without delay.

4. Safeguarding and children missing education

Absence can be a safeguarding indicator. Staff will consider the pupil's vulnerability, known risks, SEND, exploitation risk, family circumstances and any recent changes in behaviour or presentation.

TIA Education will not wait for an arbitrary number of absences before escalating a safeguarding concern. Where necessary, children's social care, police or other agencies may be contacted through agreed safeguarding routes.

5. Supporting improved attendance

Staff will use a supportive, relational approach and seek to understand barriers such as anxiety, EBSA, SEND, transport, health, peer relationships or previous negative experiences of education.

Where appropriate, strategies may include phased attendance, predictable routines, a key adult, transition visits, individual timetables, sensory adjustments, planned breaks and regular review with the commissioner.

6. Lateness and early leaving

Lateness is recorded and reviewed where it becomes a pattern. A pupil must not leave the provision early without an agreed arrangement or authorisation from the responsible adult/commissioner.

Any pupil leaving without permission will be managed under safeguarding and absconson procedures.

7. Communication and reporting

Attendance concerns will be communicated clearly to parents/carers and commissioners. Reports may include attendance percentage, patterns, barriers identified, support offered and recommended next steps.

Records of attendance-related contact and decisions will be retained securely.

8. Review

This policy will be reviewed annually and sooner if attendance guidance, safeguarding requirements or TIA Education practice changes.

Learner Absconsion Policy

Prevention and response when a learner leaves a supervised area without permission

Policy version	2.0	Approved	September 2026
Responsible person	Managing Director	Review date	September 2027

1 Purpose and scope

This policy explains how TIA Education Ltd seeks to prevent and respond to a learner leaving the centre, an off-site activity or another designated supervised area without permission. It applies to all staff, pupils and activities arranged by TIA Education.

The safety, welfare and dignity of the learner are the first priorities. Every response will be proportionate to the learner's age, vulnerability, known risks, current presentation and individual plan.

2 Definition

For this policy, absconsion means a learner leaving, attempting to leave, or being absent from a designated supervised area without agreement and before an authorised handover. The term does not include an agreed independent journey or activity recorded within the learner's timetable, risk assessment or support plan.

3 Principles

- Absconsion is treated as a safeguarding and safety concern, not simply as misconduct.
- Staff will use calm, relationship-based and least-restrictive responses.
- Staff will not place the learner, other pupils, members of the public or themselves at additional risk.
- There is no requirement to wait 24 hours before contacting the police about a missing child.
- Information will be shared promptly with those who need it to protect the learner.

4 Prevention and individual planning

Before or at the start of a placement, TIA Education will gather relevant information from the commissioner, parents or carers and the learner. Where absconsion is known or reasonably foreseeable, an individual risk assessment and response plan will identify:

- Known triggers, warning signs and patterns of behaviour.
- Communication needs, de-escalation approaches and trusted adults.
- Likely destinations, safe contact methods and relevant medical information.
- The level of supervision required, including for arrival, departure and off-site activities.
- Who must be contacted, in what order, and any agreed police or local authority protocol.
- Any additional risks including roads, transport, water, exploitation, self-harm, substance use or contact with unsafe adults or peers.

Staff will use predictable routines, clear expectations, accessible communication, planned breaks, quiet spaces and early support when a learner shows signs of anxiety or dysregulation.

5 Immediate response

If a learner leaves or cannot be located, staff will act immediately and follow these steps:

1. Alert the senior person on site and the Designated Safeguarding Lead or deputy. Record the time, last known location, direction of travel, clothing, emotional state and any immediate risk information.

2. Confirm that the learner is not elsewhere within the premises or agreed area, without delaying urgent action. Check known safe spaces and available factual information.
3. Maintain safe supervision of the other learners. A member of staff must not leave the remaining group inadequately supervised.
4. Complete a dynamic risk assessment using the learner's age, vulnerability, medical or SEND needs, known history, current emotional state, location, weather, traffic and other environmental risks.
5. Where safe, proportionate and consistent with the individual plan, a staff member may maintain visual contact or follow at a safe distance while using calm communication. Staff must not chase in a way that increases danger.
6. Contact the learner by an agreed method, if appropriate, and encourage them to move to a known safe place or return with support.
7. Contact parents or carers and the commissioning school or local authority promptly, unless doing so would create a safeguarding risk or police advise otherwise.
8. Contact police without delay when the learner's location is unknown and risk is significant, when there is immediate danger, or when the individual plan requires it. Call 999 for an immediate threat to life or serious harm; otherwise use 101 or the local police reporting route.
9. Continue to follow safeguarding and police instructions, provide relevant information and maintain a timed record of decisions, contacts, sightings and actions.

6 Factors requiring urgent police contact

Urgent police contact will be considered where any of the following apply:

- The learner is at immediate risk from traffic, water, severe weather or another environmental hazard.
- There is a known or suspected risk of self-harm, suicide, exploitation, violence, abduction, substance use or unsafe contact.
- The learner has significant communication, cognitive, medical or mobility needs that increase vulnerability.
- The learner's whereabouts are unknown, their behaviour is out of character, or available information suggests a level of risk that cannot be safely managed by staff.
- A court order, care plan, child protection plan, police protocol or individual risk assessment requires immediate notification.

7 Physical intervention

Staff will not use physical intervention solely to enforce compliance or prevent a learner leaving. Any intervention must be lawful, necessary and proportionate to an immediate risk of harm, undertaken only by appropriately trained staff and recorded in accordance with TIA Education's safeguarding and behaviour procedures.

8 When the learner is found or returns

- Welcome the learner calmly and check immediate physical, emotional and medical needs.
- Arrange first aid or emergency support where required.
- Tell parents or carers, the commissioner, police and other involved agencies that the learner is safe, as appropriate.
- Allow a calm period before any discussion and avoid blame, confrontation or public questioning.
- Complete a supportive debrief when the learner is ready, using communication appropriate to their needs.
- Record the incident and review triggers, staff actions, risk controls and the learner's views.
- Update the individual risk assessment, support plan and placement arrangements where required.

9 Recording and notification

The incident record must include the circumstances, times, known risks, decisions, searches or observations, people contacted, police incident or reference number where applicable, the learner's

return, welfare checks, debrief and follow-up actions. Records will be stored securely and shared on a need-to-know basis.

The Designated Safeguarding Lead will consider whether the incident requires referral to children's social care, notification to the local authority or commissioning school, or action under another safeguarding procedure.

10 Roles and responsibilities

Managing Director

- Ensure suitable procedures, staffing and resources are in place.
- Review serious incidents and organisational learning.

Designated Safeguarding Lead or deputy

- Provide safeguarding oversight and advise on escalation and referrals.
- Ensure records, information sharing and follow-up actions are appropriate.

All staff

- Know the learner's risk assessment and follow this policy calmly and consistently.
- Report concerns immediately and keep an accurate record of actions and decisions.

11 Training and review

Staff will receive safeguarding induction and appropriate training in de-escalation, SEND and SEMH needs, risk assessment, information sharing and emergency procedures. Individual plans will be briefed to relevant staff before they work with the learner.

This policy will be reviewed annually and sooner after a significant incident, change in guidance, identified weakness or material change to the provision.

12 Related policies and guidance

- TIA Education Safeguarding and Child Protection Policy.
- TIA Education Behaviour, Health and Safety, Missing Child and Educational Visits procedures, where applicable.
- Department for Education: Keeping Children Safe in Education 2026.
- Department for Education: Children Missing Education statutory guidance.
- GOV.UK: Report or find a missing person.

Policy approval

Approved by	Balvinder Dheer, Managing Director
Approval date	September 2026

PUBLIC POLICY

Online Safety (E-Safety) Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education aims to provide a safe digital environment while helping young people develop the knowledge and judgement needed to use technology responsibly.

Online safety is part of safeguarding. This policy reflects Keeping Children Safe in Education 2026 and the Department for Education filtering and monitoring core standard, updated August 2026.

2. Areas of online risk

Staff should consider the four broad areas of online risk: content, contact, conduct and commerce.

Risks include harmful or illegal content, sexual or criminal exploitation, grooming, cyberbullying, harassment, fraud, gambling, radicalisation, misinformation, image-based abuse, coercion, unsafe challenges, self-harm content and misuse of generative AI.

3. Acceptable use

TIA Education devices and networks are provided primarily for education and authorised business use. Users must not attempt to bypass security, access illegal or harmful content, harass others, share inappropriate material or compromise another person's privacy.

Staff must use approved accounts and systems for work involving pupil information.

4. Filtering and monitoring

TIA Education will maintain proportionate filtering and monitoring arrangements appropriate to our setting, devices, pupil needs and risk profile.

Filtering and monitoring will be reviewed at least once each academic year and after significant incidents or technology changes. The review will consider what is blocked or allowed, device coverage, user identification, emerging risks and the needs of pupils with SEND.

No filtering system is completely effective. Active staff supervision remains essential.

5. Staff supervision and response

Staff should maintain awareness of how devices are being used during sessions and respond promptly to concerning searches, messages, images, behaviour or alerts.

Safeguarding concerns must be reported to the DSL. Evidence should be preserved appropriately without unnecessarily copying or distributing harmful material.

6. Generative artificial intelligence

AI tools may only be used where approved and appropriate. Staff and pupils must not enter confidential, safeguarding, medical or other sensitive personal information into unapproved AI services.

TIA Education will consider the safeguarding, accuracy, copyright and data-protection risks of AI-generated content.

7. Social media and communication

Staff must maintain professional boundaries online and use approved communication channels with pupils and families. Personal social-media accounts should not be used to communicate with pupils.

Images or information about pupils must not be posted publicly without appropriate authority and safeguards.

8. Cyberbullying and harmful behaviour

Online bullying, harassment, discriminatory abuse or sexual harassment will be responded to under safeguarding, anti-bullying and behaviour procedures as appropriate.

Incidents that occur outside provision may still require action where they affect a pupil's safety or participation at TIA Education.

9. Data protection and monitoring

Where technical monitoring is used, TIA Education will consider privacy notices, data minimisation and DPIA requirements. Users should be made aware that appropriate monitoring may take place on managed systems.

10. Review

This policy and filtering/monitoring arrangements will be reviewed at least annually and sooner where risk, guidance or technology changes.

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Medical Conditions Policy

Organisation	TIA Education Ltd
Original issue	September 2026
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education is committed to supporting children and young people with medical conditions so they can participate safely and fully in their education.

TIA Education is an unregistered alternative provision. The statutory duty under section 100 of the Children and Families Act 2014 rests with the relevant school or other responsible body, but TIA Education adopts the Department for Education's statutory guidance on supporting pupils with medical conditions as best practice and works in partnership with commissioning schools and Local Authorities.

2. Information before placement

Before a placement begins, TIA Education will seek relevant information about diagnosed or suspected medical conditions, medication, allergies, emergency arrangements, healthcare professionals, activity restrictions and reasonable adjustments.

Parents/carers and commissioners are responsible for providing accurate and current information and for notifying TIA Education promptly of changes.

3. Individual Healthcare Plans

An Individual Healthcare Plan (IHP) will be used where the young person's medical needs require coordinated arrangements during TIA Education provision. Where an IHP is already held by the commissioning school or Local Authority, TIA Education will work from the agreed plan and clarify the elements that apply to our setting.

IHPs should set out the condition, triggers and symptoms, day-to-day support, medication, emergency action, staff training, reasonable adjustments, activity considerations and relevant contacts.

4. Medication

Medication will only be stored, administered or supervised where appropriate arrangements have been agreed, including written information and consent.

Medication must normally be supplied in the original labelled container with clear instructions. Emergency medication must be readily accessible to trained or informed staff while kept secure from unauthorised use.

Administration or supervision of medication will be recorded.

5. Staff training and competence

Staff will receive information and training appropriate to the medical needs of pupils they support. Staff will not undertake a healthcare procedure for which they have not received suitable instruction or do not feel competent.

Specialist training will be arranged where required by an IHP or risk assessment.

6. Emergency response

Staff must know how to recognise and respond to a medical emergency relevant to pupils in their care. Emergency services will be contacted when necessary and parents/carers and the commissioner will be informed as soon as practicable.

A pupil who becomes acutely unwell will not be left without appropriate supervision.

7. Attendance and inclusion

A medical condition should not unnecessarily prevent a young person from accessing education. TIA Education will work with the commissioner to make reasonable adjustments to timetable, activity, environment or support where appropriate.

Absence related to medical needs will be recorded and communicated to the commissioner.

8. Off-site activities

Medical needs will be considered when planning community learning, visits and other off-site activities. Necessary medication, emergency information and suitably informed staff must accompany the pupil.

9. Confidentiality and records

Medical information will be handled in accordance with TIA Education's Data Protection Policy. Information will be shared with staff who need it to keep the pupil safe and provide appropriate support.

10. Incidents and review

Significant medical incidents and near misses will be recorded and reviewed so that learning can inform future arrangements.

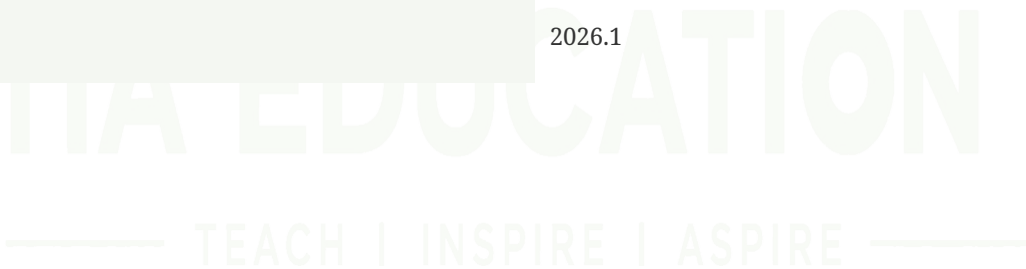
This policy will be reviewed annually and when the Department for Education publishes revised medical-conditions guidance.

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PUBLIC POLICY

Allergy Safety Policy

Organisation	TIA Education Ltd
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Version	2026.1



1. Purpose

TIA Education is committed to protecting children and young people with allergies and reducing the risk of allergic reactions and anaphylaxis.

This policy has been developed with reference to the Department for Education's Allergy Safety in Schools statutory guidance published in July 2026. Although TIA Education is an unregistered alternative provision, we adopt the guidance as best practice and work with commissioning schools and Local Authorities to ensure consistent arrangements.

2. Identifying allergies

Before placement, TIA Education will obtain information about known allergies, allergens, previous reactions, prescribed medication, emergency action and healthcare contacts.

Allergy information will be reviewed whenever parents/carers, the commissioner or healthcare professionals report a change.

3. Individual Healthcare Plans

A pupil with a significant allergy should have an IHP or equivalent allergy plan that clearly explains allergens, symptoms, medication, emergency action and who has been trained.

Plans should be accessible to relevant staff while protecting confidentiality.

4. Reducing exposure

Reasonable steps will be taken to reduce known allergen exposure in food, activities and the environment. TIA Education cannot guarantee an allergen-free environment, so control measures will focus on awareness, communication, hygiene, supervision and safe food practices.

Pupils should not share food where this creates an identified allergy risk.

5. Food and catering

Allergy information will be considered when breakfast, lunch, snacks or drinks are provided.

Ingredient information will be checked where needed and staff will avoid assumptions about food being safe.

Where pupils purchase food during community-based life-skills activities, staff will support them to make safe choices in line with their IHP and level of independence.

6. Adrenaline auto-injectors and emergency medication

Prescribed adrenaline auto-injectors (AAIs) and other emergency allergy medication must be readily accessible when the pupil is present, including during off-site activity.

Staff supporting a pupil at risk of anaphylaxis must know the signs of a severe reaction, how to summon emergency help and how to use the prescribed device where they have been trained or instructed.

999 must be called for suspected anaphylaxis. An AAI should be administered without delay where indicated by the pupil's plan or emergency guidance.

7. Training

All staff will receive allergy awareness information appropriate to the setting. Staff with direct responsibility for a pupil with a severe allergy will receive more specific training.

Training and competence will be recorded and refreshed as required.

8. Trips and off-site activity

Allergy risks, medication, food arrangements and emergency access will be considered before off-site activity. A pupil must not be excluded from an activity solely because of allergy where reasonable arrangements can make participation safe.

9. Incidents and near misses

Allergic reactions, significant errors and near misses will be recorded and reviewed. Parents/carers and commissioners will be informed as appropriate and risk controls or IHPs updated where necessary.

10. Review

This policy will be reviewed annually and sooner if statutory allergy guidance or a pupil's needs require change.

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PUBLIC POLICY

SEND Policy

Organisation	TIA Education Ltd
Original issue	September 2024
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Next review	September 2027
Version	2026.1

1. Purpose

TIA Education is committed to providing personalised, inclusive alternative provision for young people with special educational needs and disabilities (SEND). This policy explains how we identify, plan for and respond to individual needs within commissioned placements.

TIA Education is an unregistered alternative provision. We work in partnership with commissioning schools and Local Authorities and have regard to the SEND Code of Practice: 0 to 25 years, the Children and Families Act 2014 and the Equality Act 2010.

2. Principles

Young people are entitled to be treated with dignity, respect and high expectations.

Support should be based on strengths, needs, agreed outcomes and the young person's voice rather than diagnosis alone.

Reasonable adjustments and differentiated approaches should reduce barriers to participation and learning.

Provision should be reviewed regularly and adapted when evidence shows that needs or risks have changed.

3. Referral and information

Before placement, TIA Education will seek relevant information from the commissioner, which may include an EHCP, SEN Support information, risk assessments, safeguarding information, medical needs, previous attendance and attainment, communication needs, successful strategies and agreed outcomes.

Where information is incomplete, TIA Education may request further discussion or assessment before confirming that the placement is suitable.

4. Individual planning

Each pupil's programme will be personalised around starting points and agreed outcomes. This may include adjustments to timetable, group size, communication, task presentation, sensory environment, movement breaks, adult support, use of technology and assessment methods.

Where a pupil has an EHCP, TIA Education will support the commissioner to deliver relevant elements of provision that fall within the agreed placement.

5. Teaching and support

Staff will use clear routines, appropriately pitched learning, scaffolding, visual support, processing time and other evidence-informed adjustments where needed.

Small-group learning, mentoring, quiet spaces and key-adult support may be used to improve engagement, confidence, self-regulation and independence.

6. Pupil and parent/carers voice

Young people will be encouraged to express what helps them learn, what they find difficult and what they want to achieve.

Parents/carers and commissioners will be involved in reviews where appropriate, and their information will be considered alongside the pupil's views and TIA Education's observations.

7. Progress and review

Progress may be measured through attendance, engagement, academic progress, personal-development outcomes, behaviour, independence, wellbeing and readiness for transition.

TIA Education will provide feedback and reports to commissioners in the agreed format and will raise concerns where provision is no longer suitable or additional specialist input is required.

8. Equality and reasonable adjustments

TIA Education will not unlawfully discriminate against a disabled young person and will make reasonable adjustments where required and practicable.

Adjustments are individual and will be reviewed to make sure they remain effective and proportionate.

9. Transition

Transition into, between and out of TIA Education will be planned with the young person and commissioner. Relevant information will be shared securely to support continuity and reduce anxiety.

10. Review

This policy will be reviewed annually and sooner where SEND legislation, statutory guidance or TIA Education practice changes.

PUBLIC POLICY

Equality, Diversity and Inclusion Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Commitment

TIA Education is committed to equality of opportunity, inclusion and respectful practice. We value diversity and aim to remove barriers that prevent young people, staff or visitors from participating fully.

Our approach is informed by the Equality Act 2010 and applies across education, admissions, safeguarding, employment, access to services and everyday relationships.

2. Protected characteristics

TIA Education will not unlawfully discriminate because of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We will also challenge prejudice, harassment and victimisation.

3. Disability and reasonable adjustments

TIA Education will consider reasonable adjustments for disabled pupils, staff and visitors. Adjustments may relate to communication, physical access, timetable, teaching methods, sensory environment, equipment, support or assessment.

Decisions will be individual, proportionate and reviewed where needs change.

4. Inclusive education

Teaching and support will promote dignity, respect and understanding of difference. Materials and examples should avoid stereotypes and represent diverse people and experiences appropriately.

Staff will make reasonable adaptations for SEND, language, literacy and communication needs.

5. Bullying and discrimination

Discriminatory bullying, harassment, hate-related incidents and prejudicial language will be taken seriously and managed under behaviour, anti-bullying and safeguarding procedures as appropriate.

6. Recruitment and employment

Employment decisions will be based on relevant skills, experience, suitability and legal safer-recruitment requirements. Reasonable adjustments will be considered throughout recruitment and employment.

7. Monitoring

TIA Education will review concerns, complaints, incidents and feedback for equality themes and take improvement action where needed.

8. Review

This policy will be reviewed annually and sooner where equality law or TIA Education practice changes.

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PUBLIC POLICY

Assessment, Marking and Feedback Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

Assessment at TIA Education should be meaningful, manageable and motivating. It is used to understand starting points, inform teaching, identify progress and help pupils understand what they can do and what they need to do next.

Assessment will be adapted to the pupil's age, subject, SEND, communication needs and agreed placement outcomes.

2. Baseline and starting points

Relevant information from the commissioning school or Local Authority will be considered alongside baseline activities, previous work, qualifications information and staff observation.

Baseline assessment should avoid creating unnecessary anxiety and may be completed over time where this gives a more accurate picture of the young person's ability.

3. Formative assessment

Assessment for learning takes place throughout teaching through questioning, discussion, observation, retrieval practice, practical work, short tasks and review of written work.

Teachers and tutors use formative information to adjust pace, scaffolding, task level and next steps.

4. Feedback

Feedback should tell pupils what has gone well and what would help them improve. It may be written, verbal, visual or practical depending on the pupil and activity.

Feedback should support confidence and independence rather than create unnecessary workload. Pupils should have opportunities to respond to feedback where this supports learning.

5. Marking

Written work should be marked in a clear and accessible way. TIA Education may use simple prompts such as 'What Went Well' and 'Even Better If', verbal feedback, correction prompts and evidence of supported or independent work.

The previous TIA marking conventions, including use of green for staff marking and purple for pupil response, may continue where helpful, but consistency of learning feedback is more important than a rigid colour system.

6. Summative and qualification assessment

Where appropriate, pupils may complete end-of-unit, half-termly or qualification-related assessments. These should be proportionate to the programme and used to identify progress and gaps.

For regulated qualifications, TIA Education will follow the relevant awarding organisation, exam centre and access-arrangement requirements. TIA Education is not currently an examination centre.

7. Reasonable adjustments and access arrangements

Assessment will reflect normal classroom reasonable adjustments where these do not change what is being assessed.

Formal qualification access arrangements will be determined by the relevant examination centre or awarding organisation in accordance with current regulations and evidence requirements.

8. Recording and reporting

Assessment information may be recorded through progress trackers, work samples, tutor notes, qualification evidence, attendance and agreed personal-development outcomes.

Progress will be shared with pupils, parents/carers and commissioners in the agreed reporting cycle.

9. Quality assurance

Managers will review assessment practice, consistency and evidence as part of TIA Education's quality-assurance arrangements.

10. Review

This policy will be reviewed annually.

PUBLIC POLICY

Careers Education, Information, Advice and Guidance Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education aims to help young people understand their strengths, aspirations and options and to make informed decisions about education, training and employment.

This 2026 policy builds on TIA Education's previous Information and Guidance Policy and takes account of the Department for Education's Careers Guidance and Access for Education and Training Providers, updated June 2026.

2. TIA Education's role

The commissioning school or Local Authority may retain statutory responsibility for the pupil's overall careers programme. TIA Education will complement that programme through personalised careers learning, mentoring and transition support.

Careers support will be impartial and will not steer young people towards one route simply because it is more convenient for the provision.

3. Careers learning

Careers and personal-development learning may be delivered through PSHE, mentoring, curriculum activities, life skills, visits, work-related learning and individual conversations.

Pupils will be helped to explore academic, technical and vocational routes, including college, sixth form, apprenticeships, foundation apprenticeships, T Levels and other appropriate training.

4. Labour market and progression information

Young people will be supported to access accurate, current information about courses, entry requirements, local opportunities, employment sectors and progression routes.

Information should be presented in an accessible way and adapted for literacy, SEND and communication needs.

5. Gatsby Benchmarks

Where relevant to the commissioned programme, TIA Education will support the principles of the eight Gatsby Benchmarks: a stable careers programme; labour market information; addressing individual needs; linking curriculum to careers; encounters with employers; workplace experiences; encounters with further and higher education; and personal guidance.

6. Personal guidance and external support

Where a pupil requires qualified personal careers guidance, TIA Education will work with the commissioning body and appropriate external services to facilitate access.

External encounters may include colleges, training providers, employers, careers advisers, open days and taster opportunities.

7. SEND and preparation for adulthood

For pupils with SEND, careers work will be linked where appropriate to preparation-for-adulthood outcomes, independence, community participation and realistic progression planning.

High aspirations will be maintained while ensuring that advice is honest and matched to the young person's needs and interests.

8. Parents, carers and commissioners

Parents/carers and commissioners will be encouraged to support progression planning. Important decisions and actions will be communicated through placement reviews and transition planning.

9. Evaluation

TIA Education will seek pupil and stakeholder feedback and review destination or progression information where available to improve careers support.

10. Review

This policy will be reviewed annually and in light of changes to national careers guidance.

PUBLIC POLICY

Relationships, Sex and Health Education (RSHE) Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education supports age-appropriate, inclusive Relationships, Sex and Health Education (RSHE) as part of pupils' personal development, safeguarding and preparation for adult life.

This policy reflects the revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education that came into effect on 1 September 2026.

2. Principles

RSHE will be factual, respectful, sensitive and appropriate to pupils' age, developmental stage, SEND profile, communication needs, cultural background and lived experience.

Teaching will promote healthy relationships, consent, respect, personal boundaries, online safety, physical health, mental wellbeing, help-seeking and preparation for adulthood.

Content will be inclusive and must not unlawfully discriminate or stigmatise pupils.

3. Delivery at TIA Education

RSHE may be delivered through PSHE, mentoring, targeted one-to-one support, small-group learning and planned curriculum activities.

Where a pupil is commissioned by a school or Local Authority, TIA Education will work in partnership with the commissioner so content complements the pupil's wider curriculum and agreed placement outcomes.

Staff will use trauma-informed approaches and make reasonable adjustments for SEND and communication needs.

4. Sensitive questions and safeguarding

Pupils will be encouraged to ask appropriate questions. Staff will answer sensitively and within the scope of the curriculum, age and individual need.

Staff must not promise confidentiality. A disclosure or safeguarding concern arising during RSHE will be managed under the Safeguarding Policy and reported to the DSL.

5. Parents, carers and commissioners

TIA Education will provide appropriate information about RSHE where relevant to the placement and will work constructively with parents/carers and commissioners.

Any formal request relating to withdrawal from sex education will be referred to the commissioning school or responsible body where that body retains the statutory decision-making role.

6. Equality and inclusion

RSHE will be accessible to pupils with SEND and will reflect the Equality Act 2010. Teaching will promote dignity and respect and will be adapted where necessary without lowering safeguarding expectations.

7. Monitoring and review

RSHE content and delivery will be reviewed regularly in light of statutory guidance, safeguarding themes, pupil need and feedback.

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PUBLIC POLICY

Reasonable Adjustments Policy

Organisation	TIA Education Ltd
Original issue	September 2026
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education is committed to removing avoidable barriers so disabled young people can access education, participate safely and demonstrate their knowledge and skills.

This policy is informed by the Equality Act 2010 and should be read alongside the SEND, Equality, Assessment and Admissions Policies.

2. What is a reasonable adjustment

A reasonable adjustment is a change to a policy, practice, environment, communication method, equipment or support arrangement that helps prevent a disabled person being placed at a substantial disadvantage.

Adjustments are individual. What is reasonable depends on the pupil's needs, the effectiveness of the adjustment, practicability, safety, cost and the circumstances of the provision.

3. Identifying need

Adjustments may be identified from EHCPs, referral information, healthcare information, professional advice, pupil voice, parent/carers information, observation and assessment.

TIA Education will not require a formal diagnosis before considering practical support where a barrier is evident.

4. Examples

Possible adjustments include a quiet workspace, reduced sensory load, flexible seating, visual instructions, short instructions, extra processing time, assistive technology, ear defenders, movement breaks, alternative recording methods, adapted timetables, smaller groups, key-adult support and changes to how tasks are presented.

Adjustments should support independence where possible rather than creating unnecessary dependency.

5. Behaviour and safeguarding

Reasonable adjustments will be considered when setting expectations and responding to behaviour associated with disability or SEND.

Adjustments do not remove safeguarding or safety requirements, but the way those requirements are communicated or implemented may need to be adapted.

6. Assessment

Normal classroom adjustments will be used in TIA Education assessment where appropriate. Formal qualification access arrangements must be approved by the relevant awarding organisation or examination centre where required.

7. Review and recording

Important adjustments will be recorded in the pupil's placement plan, passport, risk assessment or other relevant document and reviewed with the pupil and commissioner.

Where an adjustment is not considered reasonable or safe, the reasons and alternative support should be discussed with the commissioner.

8. Review

This policy will be reviewed annually.

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PUBLIC POLICY

Artificial Intelligence (AI) and Acceptable Use Policy

Organisation	TIA Education Ltd
Original issue	September 2026
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

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1. Purpose

TIA Education recognises that generative artificial intelligence (AI) can support teaching, planning, accessibility and administration when used safely and responsibly.

This policy reflects current Department for Education guidance on generative AI in education and data protection, including updates published in 2026.

2. Core principles

AI use must support education rather than replace professional judgement.

Users must protect personal data, safeguarding information and confidential business information.

AI-generated outputs must be checked for accuracy, bias, appropriateness and copyright or intellectual-property concerns before use.

Use must be transparent where AI has materially contributed to assessed work, professional documents or decisions.

3. Approved tools

Staff should use only AI tools approved for TIA Education work. Before adopting a new tool, the provision should consider its privacy terms, security, age restrictions, data use, training practices and suitability for children.

Where personal data processing creates higher risk, the Data Protection Officer should consider whether a Data Protection Impact Assessment is required.

4. Personal and sensitive data

Staff and pupils must not enter identifiable pupil information, safeguarding information, medical information, passwords or other confidential data into public or unapproved AI tools.

Where an approved system is authorised to process personal data, staff must follow the specific instructions and privacy arrangements for that system.

5. Pupil use

Pupil access to AI will be supervised and age-appropriate. Staff will teach pupils that AI can produce confident but incorrect information and can reproduce bias.

Pupils should not use AI to impersonate others, create harmful or sexual content, bully, deceive, bypass safeguarding controls or submit AI-generated work dishonestly.

6. Assessment and academic integrity

AI may be used to support learning where the tutor permits it, but pupils must understand what assistance is allowed for a particular task.

For regulated qualifications, the rules of the relevant awarding organisation and examination centre take precedence, including requirements to acknowledge AI use and preserve evidence of the pupil's own work.

7. Safeguarding

AI-generated or AI-altered content can create safeguarding risks including deepfakes, sexualised imagery, grooming, misinformation and harmful advice. Any safeguarding concern must be reported to the DSL.

Staff must not rely on AI to make safeguarding decisions or to assess whether a disclosure is genuine.

8. Staff use

AI may assist with drafting, planning or resource creation, but staff remain accountable for the final content and decisions.

AI should not be used as the sole basis for decisions about admissions, safeguarding, behaviour, SEND, assessment, staff performance or other matters that significantly affect an individual.

9. Copyright and intellectual property

Users must consider copyright and licensing when uploading material to AI tools or using generated content. Published resources should not present unverified AI output as authoritative.

10. Review

AI develops rapidly. This policy will be reviewed at least annually and sooner if DfE guidance, data-protection requirements, safeguarding risks or TIA Education's approved tools change.

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PUBLIC POLICY

Health & Safety Policy

Organisation	TIA Education Ltd
Original issue	September 2025
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Statement of intent

TIA Education is committed to providing a safe and healthy environment for pupils, staff, visitors and contractors. We will manage health and safety proportionately, focusing on real risks while supporting positive educational experiences.

Our arrangements are informed by the Health and Safety at Work etc. Act 1974 and relevant regulations and guidance.

2. Responsibilities

The Directors hold overall responsibility for health and safety. Day-to-day responsibilities may be delegated to managers and staff, but all employees must take reasonable care of themselves and others and follow agreed procedures.

Staff must report hazards, accidents, near misses, unsafe equipment and health-and-safety concerns promptly.

3. Risk assessment

Suitable and proportionate risk assessments will be completed for premises, activities, off-site visits, individual pupils and other significant hazards where required.

Risk assessments are working documents and must be reviewed after significant change, incident or new information.

4. Premises and equipment

TIA Education will take reasonable steps to maintain safe access, fire precautions, electrical safety, equipment, welfare facilities and housekeeping.

Unsafe equipment or areas must be taken out of use or controlled until the risk is resolved.

5. Supervision and pupil safety

Supervision levels will reflect age, SEND, behaviour, activity and individual risk. Staff must know emergency procedures and relevant medical or safeguarding information.

6. Accidents, incidents and RIDDOR

Accidents and significant incidents will be recorded and investigated proportionately. Reportable incidents will be notified under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) where the legal criteria are met.

7. First aid and medical needs

First-aid arrangements will be based on a needs assessment and will be available during on-site provision and planned off-site activity.

Medical and medication arrangements are covered by separate procedures.

8. Fire and emergencies

Staff and pupils will be made aware of evacuation and emergency arrangements. Fire safety equipment, exits and procedures will be maintained and tested as required.

9. Training and consultation

Staff will receive health-and-safety information and training appropriate to their role. TIA Education will communicate significant changes and encourage staff to raise concerns.

10. Review

Health-and-safety arrangements will be monitored throughout the year. This policy will be reviewed annually and after significant incidents or changes to premises or activity.

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Environmental Policy

How TIA Education reduces its environmental impact and manages resources responsibly

Policy version	2.0	Approved	September 2026
Responsible person	Managing Director	Review date	September 2027

1 Purpose and scope

TIA Education Ltd is committed to reducing the environmental impact of its activities while maintaining a safe, effective and inclusive learning environment. This policy applies to staff, pupils, visitors, contractors and activities carried out at the centre or on TIA Education's behalf.

We will comply with applicable environmental requirements, use resources responsibly and make proportionate improvements that reflect the size and nature of our provision.

2 Aims

- Prevent waste where possible, then reuse, recycle or recover materials before disposal.
- Reduce unnecessary energy, water and paper use.
- Purchase durable, repairable and recyclable products where reasonably practicable.
- Promote environmentally responsible choices through teaching, routines and staff practice.
- Manage business waste safely and use appropriately authorised waste services.
- Review environmental performance and identify realistic improvements.

3 Responsibilities

Managing Director

- Approve and oversee this policy and ensure suitable resources are available.
- Monitor compliance, significant environmental concerns and improvement actions.
- Ensure contractors and waste arrangements are appropriate for the services provided.

Staff

- Follow this policy, minimise avoidable waste and use resources responsibly.
- Switch off lights and equipment when safe and not required.
- Separate recyclable and general waste in accordance with local arrangements.
- Report leaks, spillages, unsafe disposal or other environmental concerns promptly.

Pupils and visitors

Pupils and visitors will be encouraged to respect the premises, use resources responsibly and participate in suitable recycling or environmental activities.

4 Energy and water

- Use energy-efficient lighting and equipment where practical.
- Avoid unnecessary heating, cooling, lighting and standby power.
- Report water leaks promptly and avoid unnecessary water use.
- Consider energy efficiency and whole-life cost when replacing equipment.

5 Waste and recycling

- Keep waste to a minimum and follow the waste hierarchy: prevent, reuse, recycle, recover and dispose.
- Sort and store waste safely and securely, using clearly identified containers where available.

- Use registered or otherwise authorised waste carriers where required and retain appropriate waste documentation.
- Keep hazardous items, batteries, electrical equipment and confidential waste separate and arrange appropriate disposal.
- Meet workplace recycling requirements that apply to TIA Education and review arrangements when legal duties or collection services change.

6 Paper and digital systems

- Use secure electronic communication and storage where this is suitable.
- Print only when necessary and use double-sided or reduced printing where appropriate.
- Reuse non-confidential paper for drafts and dispose of confidential records securely.
- Balance paper reduction with accessibility, safeguarding and individual learning needs.

7 Purchasing and supplies

When purchasing goods and services, TIA Education will consider durability, energy efficiency, repairability, packaging, recyclability and local supply where these choices are suitable and cost-effective. Environmental considerations will not override safeguarding, accessibility, hygiene or educational need.

8 Travel and off-site activity

- Plan journeys efficiently and combine trips where practical.
- Use online meetings where they are appropriate and effective.
- Encourage walking or other sustainable travel where safe, accessible and realistic.
- Consider environmental impact when planning educational visits and community activities.

9 Environmental learning

Environmental awareness may be incorporated into learning, practical tasks and community activities where it supports pupils' programmes. Staff will model responsible behaviour without creating barriers for pupils with SEND or additional needs.

10 Incidents and concerns

Spillages, leaks, unsafe waste, pollution concerns or other significant environmental incidents must be reported to the Managing Director. Immediate action should be taken only where it is safe to do so. Emergency services, the landlord, contractor or relevant authority will be contacted when required, and the incident and actions taken will be recorded.

11 Monitoring and review

The Managing Director will review this policy annually and sooner following a significant incident, legal change, material change to the premises or services, or an identified weakness. Review may include energy and paper use, waste arrangements, purchasing decisions, staff feedback and environmental learning activities.

12 Related information

- Environmental Protection Act 1990 and associated waste duty of care requirements.
- Environment Act 2021 and applicable workplace recycling requirements.
- GOV.UK guidance: Dispose of business or commercial waste.
- TIA Education Health and Safety, Business Continuity and Data Protection policies.

Policy approval

Approved by	Balvinder Dheer, Managing Director
Approval date	September 2026

PUBLIC POLICY

Complaints Policy

Organisation	TIA Education Ltd
Original issue	September 2025
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education welcomes feedback and aims to resolve concerns fairly, promptly and respectfully. Complaints are an important source of learning and improvement.

2. Scope

This procedure may be used by parents/carers, young people, commissioners or other stakeholders who wish to raise a concern about TIA Education's service.

Safeguarding allegations, employment matters, data-protection complaints or matters governed by a specific statutory process may need to be handled under a different procedure.

3. Informal resolution

Where appropriate, concerns should first be raised with the member of staff or manager best placed to resolve them. TIA Education will seek to clarify the issue, listen to the complainant and agree practical next steps.

Informal resolution should not be used to delay action where the concern is serious or relates to safeguarding.

4. Formal complaint

A formal complaint should be made in writing where possible and explain the concern, relevant events and the outcome sought.

TIA Education will acknowledge the complaint promptly, appoint an appropriate person to consider it and provide a written outcome within a reasonable stated timescale. If more time is needed, the complainant will be informed.

5. Review or escalation

If the complainant remains dissatisfied, they may request a review by a director or another suitably independent person who has not been directly involved.

Where the placement is commissioned by a school or Local Authority, the complainant may also have access to the commissioner's complaints route.

6. Fairness and confidentiality

Complaints will be handled objectively and sensitively. Information will be shared only with those who need it to investigate or respond.

No person should be treated adversely for raising a genuine concern in good faith.

7. Records and learning

TIA Education will keep an appropriate record of formal complaints, outcomes and actions. Themes will be reviewed to identify learning and service improvement.

8. Review

This policy will be reviewed annually.

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PUBLIC POLICY

Data Protection Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose and legal framework

TIA Education is committed to protecting personal information and respecting the privacy rights of pupils, parents/carers, staff, contractors and other individuals.

Personal data is processed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and relevant amendments introduced by the Data (Use and Access) Act 2025. This policy also takes account of current Department for Education data protection guidance.

2. Data protection principles

TIA Education will process personal data lawfully, fairly and transparently; collect it for specified and legitimate purposes; use only data that is adequate, relevant and necessary; keep it accurate; retain it only for as long as required; and protect it through appropriate security.

Accountability is maintained through policies, training, records, risk assessment and review.

3. Types of information we process

Information may include identity and contact details, education records, attendance, SEND and EHCP information, safeguarding records, health and medication information, photographs or video, staff records, financial information and communications.

Some information is special-category data and requires additional protection.

4. Lawful bases and special-category data

TIA Education will identify an appropriate lawful basis before processing personal data.

Depending on the activity, this may include legal obligation, public task, contract, vital interests, legitimate interests or consent.

Where special-category data is processed, an additional lawful condition will also be identified. Consent will not be relied on where another lawful basis is more appropriate.

5. Safeguarding and information sharing

Data protection law does not prevent necessary and proportionate information sharing to safeguard a child or young person. Staff should share relevant information with the DSL and appropriate agencies where required, and record the reason for significant sharing decisions.

6. Photographs, video and CCTV

Images and recordings are personal data where individuals can be identified. TIA Education will use them only for clear purposes and with appropriate safeguards, permissions or lawful bases.

Personal devices must not be used to store pupil images unless specifically authorised under a documented arrangement.

7. Online services, filtering, monitoring and AI

When using educational technology, filtering or monitoring services, cloud platforms or generative AI, TIA Education will consider privacy, data minimisation, security, supplier terms, international transfers and whether a Data Protection Impact Assessment (DPIA) is required.

Personal or sensitive pupil information must not be entered into unapproved AI services.

8. Data security

Access to personal information will be limited to those who need it. Staff must use secure passwords, approved systems and appropriate methods of sharing information.

Paper records must be stored securely. Personal data should not be left unattended or sent to unintended recipients.

9. Data breaches

Any suspected loss, unauthorised disclosure, cyber incident or other personal-data breach must be reported immediately to the Data Protection Officer.

TIA Education will assess the risk, contain the incident, keep appropriate records and notify the Information Commissioner's Office and affected individuals where required.

10. Individual rights

Individuals have rights under data protection law, including rights relating to access, rectification, erasure in certain circumstances, restriction, objection and complaints.

Requests should be referred promptly to the Data Protection Officer so statutory timescales can be met.

11. Retention and disposal

Personal data will be retained in accordance with legal, safeguarding, contractual and operational requirements and then securely deleted or destroyed.

Safeguarding and child-protection information may require longer retention than routine administrative records.

12. Data Protection Officer

Data Protection Officer: Balvinder Dheer - bdheer@tiaeducation.co.uk.

Questions, rights requests, concerns or data-breach reports should be directed to the Data Protection Officer.

13. Review

This policy will be reviewed annually and sooner where data protection law, Department for Education guidance, technology use or TIA Education systems change.

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PUBLIC POLICY

Staff Code of Conduct

Organisation	TIA Education Ltd
Original issue	September 2026
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

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1. Purpose

This Code sets out the standards of professional conduct expected of everyone working for or on behalf of TIA Education, including employees, tutors, mentors, contractors, volunteers and temporary staff.

The Code should be read alongside the Safeguarding, Whistleblowing, Data Protection, Online Safety, Behaviour and Health & Safety Policies.

2. Professional standards

Staff must act with integrity, respect, fairness and appropriate professional judgement.

Young people's welfare and safety must come before convenience, reputation or personal relationships.

Staff must follow lawful management instructions, placement plans, risk assessments and relevant commissioner requirements.

3. Safeguarding and boundaries

Staff must maintain clear professional boundaries and avoid behaviour that could be misinterpreted or place a young person at risk.

Staff must not develop inappropriate personal relationships with pupils, exchange personal contact details without authorisation, communicate through personal social-media accounts, or meet pupils privately outside agreed professional arrangements.

Safeguarding concerns, allegations and low-level concerns about adult conduct must be reported promptly in accordance with the Safeguarding Policy.

4. Communication and conduct

Staff must communicate calmly and respectfully. Shouting, humiliation, discriminatory language, sexualised comments, intimidation and inappropriate jokes are unacceptable.

Staff should be particularly mindful of tone and language when supporting pupils who are dysregulated, anxious or have communication needs.

5. Confidentiality and data

Confidential information must only be accessed or shared for legitimate work purposes. Staff must use approved systems and protect passwords, pupil records and safeguarding information.

Photographs, video and personal data must be handled in accordance with TIA Education policies.

6. Physical contact and intervention

Any physical contact must be appropriate to the situation, the pupil's needs and professional role. Staff should avoid unnecessary or ambiguous contact.

Physical intervention may only be used where lawful, necessary and proportionate to prevent harm and in line with training and TIA Education procedures.

7. Gifts, favouritism and conflicts

Staff must avoid favouritism and must not use their position to obtain personal advantage. Significant gifts, financial arrangements or conflicts of interest must be declared to a Director.

8. Substance use and fitness for work

Staff must not work while impaired by alcohol, illegal drugs, misuse of medication, fatigue or any other condition that makes them unsafe to perform their role.

Smoking, vaping and substance use must follow TIA Education rules and legal requirements.

9. Digital and AI use

Staff must use technology professionally, comply with online-safety controls and follow the AI and Acceptable Use Policy.

Personal or sensitive pupil information must not be entered into unapproved online or AI services.

10. Raising concerns

Staff are expected to challenge or report unsafe or inappropriate practice. No member of staff should assume that someone else will raise a safeguarding concern.

The Whistleblowing Policy may be used where a staff member believes serious concerns are not being addressed.

11. Breaches

Breaches of this Code may result in management action, disciplinary action, termination of contract or referral to safeguarding or professional bodies where appropriate.

12. Review

Staff will be made aware of this Code at induction and should confirm that they have read and understood it. It will be reviewed annually.

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PUBLIC POLICY

Whistleblowing Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education wants staff to feel able to raise genuine concerns about wrongdoing, unsafe practice or serious failures without fear of victimisation.

Whistleblowing is particularly important where concerns affect safeguarding, health and safety, fraud, criminal conduct, legal compliance or attempts to conceal wrongdoing.

2. When to use this policy

This policy is intended for concerns in the public interest rather than personal employment grievances. Individual employment complaints should normally be raised under the Grievance Policy.

Safeguarding concerns must be reported immediately under the Safeguarding Policy and should never be delayed while deciding which procedure applies.

3. Raising a concern

Concerns should normally be raised with a Director or appropriate senior manager. If the concern relates to that person or the staff member does not feel able to use that route, it may be raised with another Director or an appropriate external body.

The person raising the concern should explain the facts as clearly as possible and identify any immediate risk.

4. Safeguarding whistleblowing

Where a member of staff believes safeguarding concerns are not being taken seriously, they may contact children's social care, the LADO, police or other relevant safeguarding body as appropriate. Staff will not be prevented from making a lawful safeguarding referral.

5. Protection and confidentiality

TIA Education will not tolerate retaliation against a person who raises a genuine concern in good faith or makes a protected disclosure.

Confidentiality will be respected as far as reasonably possible, although it may not always be possible to preserve anonymity during an investigation.

6. Response and records

TIA Education will assess the concern, take proportionate action and involve external agencies where required. Records will be kept securely.

Malicious allegations knowingly made to cause harm may be addressed separately, but a concern that is not substantiated will not in itself lead to action against the person who raised it.

7. Review

This policy will be reviewed annually.

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PUBLIC POLICY

Lone Working Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

TIA Education recognises that some staff may work alone or away from the main centre, including in homes, schools, community venues or other agreed locations. Lone working is not automatically unsafe, but the risks must be assessed and controlled.

This policy is informed by the Health and Safety at Work etc. Act 1974 and HSE guidance on lone working.

2. Responsibilities

Management will identify lone-working activities, complete or require suitable risk assessments, provide relevant information and training, establish communication arrangements and respond to reported concerns.

Staff must follow risk assessments, keep contact arrangements up to date, report changes in risk and remove themselves from situations where they reasonably believe their safety is threatened.

3. Before a lone-working session

Staff should have accurate timetable and contact information, know the location and purpose of the visit, review known risks and ensure their phone is charged and available.

Where there are known concerns about violence, substance misuse, animals, environmental hazards, safeguarding or household members, alternative arrangements or two-person working should be considered.

4. Check-in arrangements

Staff working alone away from the centre must use the agreed check-in system. The expected start and finish time and location should be known to TIA Education.

If a staff member fails to check in as agreed and cannot be contacted, managers will follow the escalation procedure proportionate to the assessed risk.

5. Home visits

Visits should normally be pre-arranged. Staff should assess the environment on arrival and leave immediately if they feel unsafe.

When working with a child in a home, an appropriate parent/carer or responsible adult should be present or readily available in line with the agreed safeguarding arrangement. Staff must maintain professional boundaries and avoid isolated situations that cannot be appropriately accounted for.

Threats, violence, serious hostility or unacceptable disruption are grounds to end the session and leave.

6. Community and school venues

Staff should familiarise themselves with local emergency arrangements, exits and who to contact. Where possible, avoid isolated rooms with no means of summoning help.

Confidential information must not be left visible or unattended.

7. Travel and vehicles

Staff using their own vehicle for work are responsible for ensuring it is roadworthy, taxed, insured and covered for appropriate business use.

Transporting a pupil requires prior organisational approval, appropriate insurance, consent and a specific risk assessment.

8. Violence and aggression

Staff should use calm communication, maintain personal space, avoid unnecessary confrontation, keep an exit route available and call for assistance where needed.

Personal safety takes priority. Staff are not expected to take heroic action or remain in a situation that is becoming unsafe.

9. Incidents and reporting

Violence, threats, accidents and near misses must be reported and recorded. TIA Education will review the risk assessment and take further action where needed.

RIDDOR reports will be made to the Health and Safety Executive where an incident meets the legal reporting criteria. The previous automatic reference to absence for more than three days has been removed because current RIDDOR reporting thresholds are different.

10. Review

Lone-working arrangements will be reviewed after significant incidents or changes in working practice. This policy will be reviewed annually.

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PUBLIC POLICY

Business Continuity Plan and Policy

Organisation	TIA Education Ltd
Original issue	September 2024
Last reviewed	September 2026
Next review	September 2027
Version	2026.1

1. Purpose

The purpose of this Business Continuity Plan (BCP) is to ensure that TIA Education Ltd can continue to deliver safe, effective education and safeguarding support to pupils in the event of disruption.

This plan is based on TIA Education's existing Local Authority-focused Business Continuity Plan and retains its emphasis on protecting pupils, staff, contractors and Local Authority placements while minimising disruption.

2. Scope

This plan applies to all pupils placed with TIA Education, all staff, mentors and freelance tutors, all delivery locations used by TIA Education and all core operational systems and data.

3. Key principles

TIA Education will prioritise safeguarding and welfare at all times.

TIA Education will maintain clear communication with Local Authorities, schools, parents/carers and staff.

Decisions will be proportionate and flexible, taking account of individual pupil needs and safe staffing.

Normal operations will resume as soon as it is safe and practical to do so.

4. Roles and responsibilities

Director / Designated Lead: overall responsibility for decision-making, activation of this plan, communication and liaison with Local Authorities and external agencies.

Staff and tutors: follow instructions issued under the plan, maintain safeguarding and attendance arrangements, and report risks, incidents or concerns immediately.

5. Severe weather or staff unable to attend

Risk: snow, flooding, extreme heat, transport disruption or unexpected staff absence.

Actions: assess staffing and site safety; reduce pupil numbers or suspend face-to-face provision if safe staffing cannot be maintained; use remote learning, rescheduled sessions or other agreed arrangements where appropriate; notify commissioners and parents/carers promptly; review decisions daily.

6. Pandemic or widespread illness

Risk: high pupil or staff absence due to infectious disease.

Actions: follow current government, NHS and Local Authority advice; introduce infection-control measures where appropriate; consider remote delivery, reduced hours or staggered attendance; maintain welfare contact with vulnerable pupils; keep accurate attendance and communication records.

7. IT disruption or cyber incident

Risk: loss of access to email, pupil records, learning systems, telephony or other digital services.

Actions: use approved backup communication and manual recording arrangements where necessary; preserve safeguarding and attendance records; isolate affected systems where appropriate; seek technical support; restore from secure backups; assess any personal-data breach under the Data Protection Policy; inform affected parties or regulators where required.

8. Evacuation or building emergency

Risk: fire, gas leak, structural problem, utilities failure or urgent maintenance.

Actions: evacuate in accordance with emergency procedures; account for pupils and staff; call emergency services where required; move to a safe location if appropriate; notify parents/carers and commissioners; suspend provision until the premises are confirmed safe.

9. Serious incident

Risk: serious injury, safeguarding incident, violence or major disruption.

Actions: secure immediate safety; contact emergency services where needed; follow safeguarding and serious-incident procedures; inform the relevant commissioner without unnecessary delay; record decisions and communications; provide appropriate support after the incident.

10. Premises inaccessible

Risk: flooding, utilities failure, police cordon, landlord issue or other event preventing access.

Actions: suspend on-site provision; consider remote, rescheduled or alternative delivery; liaise with commissioners regarding temporary arrangements; communicate clearly with families and staff; review alternative venue options where disruption is prolonged.

11. Loss of key person or critical staffing

Risk: sudden unavailability of a Director, DSL or other key member of staff.

Actions: use agreed deputy and escalation arrangements; ensure safeguarding contacts and essential records remain accessible to authorised staff; prioritise statutory and safety-critical functions; communicate temporary leadership arrangements to staff and commissioners where needed.

12. Communication plan

In a disruption, TIA Education will communicate with Local Authorities, commissioning schools, parents/carers, staff and tutors using telephone, email or other agreed emergency contact methods.

Communication should explain what has happened, immediate arrangements, expected review points and who to contact, while avoiding disclosure of confidential information.

13. Essential records and data

Priority records include safeguarding information, pupil and emergency contacts, medical information, attendance, placement information, staff contacts and essential business records.

Backups and access arrangements will be reviewed so critical information can be recovered following an IT or premises disruption.

14. Record keeping and recovery

TIA Education will keep records of significant incidents, decisions and communications and will review the response after the event.

Recovery planning will consider pupil welfare, missed education, staffing, premises, systems, commissioner communication and any corrective actions needed before full normal operation resumes.

15. Training, testing and review

Staff will be made aware of the plan during induction and of any role-specific responsibilities.

The plan will be reviewed annually, after a significant incident or exercise, and following major changes to premises, systems or service delivery.

Approved by: Balvinder Dheer.