



Edu-Action Policies

(Below is a list of key policies. More available upon request. Please email info@edu-action.co.uk)

Edu-Actions Values

Edu-Action is committed and strives to attain the highest standards of achievement in everything that we do. Moreover, we believe and understand that each young person has personal and unique needs. We also believe that all young people deserve to feel valued, respected and that they are equal members of the provision's community. Edu-Action's objective is for each young person to leave the sessions knowing they have a choice and the skills to live a better life. Life is all about choices, and empowering people to reach their full potential.

As an organisation we understand that some individuals may need more support than others so that they are able to achieve their full potential. Where it is reasonable, adjustments will be made to help alleviate any disadvantage that the individual may suffer.

Our core values of Creativity, Attitude, Resilience and Education are the absolute foundation of all services provided by Edu-Action.

Managing Director

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POLICIES AND PROCEDURES

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Behaviour Policy

The purpose of this policy is to:

- Set out clear expectations of positive behaviour
- Empower staff to model exemplary behaviour in their professional relationships with students, colleagues and parents and to reflect on the value of this behaviour through the mentoring process
- Empower staff, students and parents to promote, recognise and celebrate examples of positive behaviour at every opportunity
- Encourage students to be punctual, proactive, and positive members of the community
- Provide clear and robust intervention strategies that support students in understanding the triggers to their challenging behaviours and in managing strategies to communicate their frustrations, feelings and needs without verbal or physical aggression

Introduction

This policy has been written with due regard to the requirements of the 2011 and 2006 Education Act and related guidance, the School Standards and Framework Act 1998, the Education Act 2002, 0-25 CoP 2015 and the Equality Act 2010. DfE guidance and the Ofsted Framework for School Inspection were used as reference documents. The policy will be amended as appropriate to take into consideration any new guidelines and statutory obligations as soon as these are published. It has been reviewed in consideration of the Ofsted paper "Below the Radar".

Responsibilities & Implementation

The expectations and responsibilities of the provision, parents/carers and students are set out when all students join Edu-Action at the admissions process. The management team will review the effectiveness of the policy on at least an annual basis.

Implementation - Strategies for promoting positive Attitudes to Learning

Edu-Action promotes positive behaviour in a number of ways:

- We offer an environment in which students feel valued and welcomed.
- Edu-Action's values and ethos must demonstrate that students feel that their presence in Edu-Action is important and any negative impact on this positive ethos will be addressed

The provision is committed to working towards a behaviour management system that is predicated on rewards

and celebration

The provision's budget allocation to student rewards will reflect the importance placed on this celebration. A flexible and individualised curriculum is offered to all students; every effort will be made to ensure that learning tasks are challenging, stimulating and matched to students' needs.

Behaviour and rewards data will be regularly collected and monitored in order to help identify patterns, set targets, implement early interventions, and support and inform policy/practice.

Parents/carers and students will be regularly informed of the students' Attitude to Learning through conversations on pick up/drop off.

Edu-Action takes a proactive approach to supporting students with social, emotional and mental health difficulties [SEMH] through personalised interventions and risk assessments.

Edu-Action is committed to working in partnership with other agencies (e.g. Education Psychology Service, CAMHS, and Police) when this may serve to support and assist students who are experiencing social, emotional and mental health difficulties.

Behaviour Whilst Under the Care of Edu-Action

Edu-Action's behaviour policy applies in situations where a student's behaviour is deemed inappropriate or unsafe. We action a 3 strike warning as an absolute last resort for students that are old enough to understand consequences.

For those students that are younger in age or mental capacity we take a much more patient student centred approach. Building, maintaining and repairing relationships are key to a student's development. Conversations with students and parents, consistency throughout all mentors in our approach and the possibility of changing mentor are all options prior to strikes. As a sanction we can cancel daily budget activities.

A three-strike behaviour system is operated for persistent low level behaviour misconduct.

Strike Action Taken

1st Strike/ Warning Explanation for warning.

Consequences explained: "If I have to give another warning, I will need to call management"

2nd Strike/ Warning Explanation for warning.

Call to Operations Manager. Implement advice. Usually unpaid activity is the consequence.

3rd Strike/ Warning Explanation for warning.

Manager Director called for final advice. Sanction imposed by SLT. The most serious will be ending the session for that day and meeting with all parties arranged.

Accusations Against Staff

Should a student make an accusation against a member of staff, it will be investigated and in accordance with the complaints policy. If the outcome of the investigation concludes that there has been a malicious accusation, a process will begin where commissioning bodies, schools and parents/cares will be informed. We will educate the student on the seriousness of these accusations and if necessary change mentors or request a new provision is sought for the student.

Monitoring, Evaluation and Review

The effectiveness and impact of the Behaviour Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Attendance data
- **Policy Review**
- The responsibility of reviewing and maintaining this policy is Sam Billingham (Managing Director). This policy will be reviewed annually.

Appendix A2- Positive Reward Guidance

Rewards are a positive influence at Edu-Action. Rewards are used as incentives for good behavior, positive choices and celebrating achievements. Students can work towards their personal rewards at every opportunity.

Reward for positive behaviour Kindness/respect/bulletin mention/peer support/parents informed	Reward for positive attitude to learning	Reward for regular attendance and punctuality
End of term treat activity Treat meal in a restaurant	End of term treat activity Treat meal in a restaurant	End of term treat activity Treat meal in a restaurant

Policies to be edited and reviewed by SLT

Samuel Billingham Managing Director



Created	February 2025
Edited	November 2025
Reviewed	2 yearly



Anti-Bullying Policy

Introduction

Edu-Action seeks to highlight, respond to and manage all forms of bullying.

What is Bullying (Oxford English dictionary)

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).

Types of bullying (Bullying alliance)

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

The effects of bullying can be intense. It has even led to death. Mostly, however, it leads to fear causing a damaging lack of self-esteem and self-confidence. Victims of bullying may become quiet and withdrawn. Some may be drawn into bullying themselves. Progress and achievement suffer. Parents may notice abrupt changes in behaviour with 'illness' and an unwillingness to attend becoming prevalent.

Bullying thrives where a climate of fear prevents the truth being told, where the victim is unable to speak out and where other people fail to speak out in support of the victim. A determination not to tolerate a climate of bullying and positive support for one another will eliminate many incidents of bullying.

Whilst this policy is concerned primarily about bullying, it must be recognised that bullying can be a feature of any combination of relationships within Edu-Action and include, parents, staff and people in related organisations.

Statement of Intent

Edu-Action is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Edu-Action. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING organisation. This means that anyone who knows that bullying is happening is expected to tell the staff.

Edu-Action recognises that bullying will never be completely eliminated and is committed to dealing with it both reactively and proactively to allow everyone their entitlement to lead a secure and fulfilling life.

Our objectives are to:

- Promote positive relationships so that all feel supported
- Promote an understanding and empathy for other people's feelings
- Deal as quickly, fairly and effectively with incidents of bullying as college business allows
- Involve parents and seek their active support.
- Seek advice from and work with other agencies
- Promote a climate of trust through open communication
- Involve external agencies if our strategies prove ineffective
- Define the behaviour as unacceptable, not the person

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to Edu-Action
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Implementation of the Policy

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with as immediately as possible by the member of staff, who has been approached, or by SLT, or by another suitable member of staff.
- The victim will be fully supported and no actions will be taken that will intentionally cause more pain or hurt to occur.
- A clear account of the incident will be recorded.
- An appropriate investigation will take place that may include interviewing those concerned and other witnesses. The outcome of the investigation will be recorded.
- Where appropriate, other members of staff, parents and outside agencies will be kept informed.
- Punitive measures will be used as appropriate.

Pupils who have been bullied will be supported by:

- Being provided with a number of methods for them, and others, to report the bullying to SLT (anonymously if preferred).
- Offering an opportunity to discuss the experience SLT (or other mentors is preferred).
- Reassuring the students
- Offering continuous support.
- Restoring self-esteem and confidence.

Students who have bullied may be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing the wrong doing and need to change.
- Informing parents or carers to help change the attitude of the pupil.

The following disciplinary steps may be taken:

- Official warnings to cease offending.
- Students will lose rewards. If students continue to bully others, their place may be cancelled.
- Contact with parents/carer/school/council to highlight the issue

Within the curriculum we will raise the awareness of the nature of bullying through inclusion in PSHE, tutorial time, assemblies and subject areas, as appropriate, in an attempt to reduce such behaviour.

Monitoring, evaluation and review

This policy will be reviewed every 2 years. The review will include an assessment of its implementation and effectiveness. The policy will be promoted and implemented throughout all Edu-Action sites.

Policies to be edited and reviewed by SLT

Samuel Billingham Managing Director



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Attendance Policy

Introduction

For our children to gain the greatest benefit from their education it is vital that they attend regularly, on time, every day unless the reason for the absence is unavoidable. It is very important therefore that we help and support our children and young people to attend regularly and this policy sets out how we will achieve this. Why regular attendance is so important?

Any absence affects the pattern of a young person's education and regular absence will seriously affect their learning and development.

Safeguarding

Children and young people may be at risk of harm if they do not attend education regularly.

Safeguarding the interests of each young person is everyone's responsibility and within the context of this education provision, promoting the welfare and life opportunities every child encompasses:-

- Attendance
- Behaviour Management
- Health and Safety
- Anti- bullying

Failing to attend this provision on a regular basis will be considered as a safeguarding matter.

Attendance will be sent via email daily to the students commissioning body.

Promoting regular attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, young people, commissioning schools and all Edu-Action staff. The importance of regular attendance will be discussed with students, parents/carers on admission

To help us all to focus on this we will:

- Give the main commissioning bodies details on attendance. This is reported daily, evidenced on weekly reports and stored electronically.
- Celebrate, reward and display good attendance

- Promote good or improving attendance through incentives and rewards
- Challenge parents/carers and young people who give low priority to attendance and/or punctuality
- Use early identification and intervention to address patterns of absence
- Ensure accurate and robust recording procedures for attendance and punctuality
- Transport young people to and from home (collected by the mentor) to maximise the chances of excellent attendance
- Offer an environment in which young people feel valued and welcomed but where absence/lateness is followed up and action taken
- Work jointly with commissioning and external bodies to improve low attendance
- Broken weeks and patterns of non-attendance will be monitored and targets will be set to improve student attendance

Absence Procedures

For parents/carers: If your child is absent you must:

Telephone / text us as soon as possible on the first day of absence using 07300869486 If no reason is provided, this will result in unauthorised absence on the young person's record.

If a child or young person is absent the duty manager will:

- Attempt to contact young person and parent/carer
- Contact the commissioning body and report on the day of absence. Edu-Action will ask them to inform parent/carers and start the child missing from education procedure if necessary (risk assess missing child and follow appropriate procedures).
- At an appropriate time, discuss with the young person the reason for their absence if unauthorised or persistent. Set goals and strategies to enable better attendance
- Where appropriate discuss absence if unauthorised or persistent with parents/ carers. Offer advice and support on enabling better attendance

This attendance policy will be implemented thoroughly with all young people and the education provider or referrer. Edu-Action staff will always assess the situation and inform the appropriate person with all the details of the young person absent from their provision.

If required for young people attending the provision, the Commissioning Body will commence more formal legal proceedings in partnership with the welfare service. These include:

- School Attendance Meeting in partnership with parents/carers where action plans for improvement are agreed and reviewed
- Attendance Panels – the first stage in the legal process
- Prosecution in the Magistrates Court under section 444 Education Act 1996 Fixed Penalty Notices may be issued to parents/carers of students with 11 or more unauthorized absences including unauthorized holidays. Fixed Penalty Notices are issued to each parent.

Holidays and Requests for Absence

For any student, parents/carers must contact the commissioning body for request for absence/holiday.

Monitoring

Attendance data will be monitored and evaluated by SLT. This will happen during safeguarding weekly meetings.

Policies to be edited and reviewed by SLT

Samuel Billingham Managing Director



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Positive Handling and restraint Policy

Purpose of this Policy

This policy aims to give all members of the Edu-Action community clear guidance so that any positive handling that they undertake is carried out in a way that supports the values and principles described and follows the National Framework relating to Physical Intervention within schools. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at Edu-Action will fulfil their responsibilities in those circumstances.

The Managing Director will be responsible for ensuring that staff and parents are aware of the policy and ensure that all necessary training/awareness-raising takes place so that staff know their responsibilities.

Reference to other policies.

This policy should be read in conjunction with the following Edu-Action policies:

Safeguarding Policy

Behaviour Policy

Legal framework and guidance:

In May 2012, the DFE issued new guidance on the use of force to control or restrain students. This guidance supersedes previous guidance. While the guidance does not in itself have statutory status, compliance nevertheless is 'strongly advised'. It should be pointed out, however, that it is mandatory for schools to report and record significant incidents, under section 246 of the Apprenticeship, Skills, Children and Learning Act 2009. Staff members may be concerned about the possibility of false accusations of unreasonable or unlawful conduct in the form of a complaint or even legal action if force is used to restrain or control a student. This DFE guidance is intended to help staff feel confident about using force when they think it is right and necessary. It states 'if the force used is reasonable, all staff will have a robust defense against any such accusations'.

DfE Consultation on use of reasonable force and restrictive practices in schools was launched in February 2023. Edu-Action awaits the outcome.

Physical Touch

In our setting physical touch can be an essential part of student staff relationships e.g., adults may well use touch to prompt, to give reassurance or to provide support.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

Be non-abusive, with no intention to cause pain or injury
 Be in the best interests of the child and others
 Have a clear educational purpose (e.g., to access the curriculum or to improve social relationships)

The Senior Leadership team are responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome. Such sensitivity may arise from the student's cultural background, personal history, age etc

Physical Intervention - Definitions

It is helpful to distinguish between non-restrictive interventions and restrictive physical interventions.

Non-restrictive Positive Handling. (As already stated touch/physical contact can be a small but important and natural part of teacher-student relationships in our settings).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	Examples: Guiding/shepherding a person from A to B Removal of a cause of distress
Restrictive Positive Handling	Prevent, impede or restrict movement or mobility. To use force to direct.	Examples: Isolating a child in a room Holding a student Blocking a person's path Inter-positioning Pushing/pulling

And also;

Emergency / unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, prearranged strategies and methods which are based on a risk assessment and recorded in the individual education plan for the management of a student.

When is restrictive physical intervention permissible at Edu-Action?

It may be necessary to prevent a student injuring themselves or others or to prevent them from putting themselves or others at risk (For example, a student throwing a heavy object at/near to an expensive computer equipment). [Section 550A, DFES Circular 10/98].

Section 550A also allows the use of reasonable force 'to prevent a student from engaging in any behaviour prejudicial to maintaining good order and discipline'. However, the use of positive handling for this purpose is acceptable only when all other behaviour management strategies have been tried.

Risk assessment – when should staff intervene?

The use of positive handling will be the outcome of a professional judgement (dynamic risk assessment) made by staff on the basis of this provisions policy. It is avoided whenever possible and will not be used merely for the convenience of staff.

Restrictive positive handling will only be considered if other behaviour management and teamteach training de-escalation options have proved ineffective or are judged to be inappropriate or as a response to a serious emergency situation. Before deciding to intervene in this way, staff will undertake a dynamic risk assessment and weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out only with the young person's best interests at heart.

Positive handling will never be used to punish a pupil and will never be used to intentionally cause pain, injury or

humiliation. Staff are not expected to positively handle against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.

Who may use restrictive physical interventions?

Under the DfE July 2011 guidance, all members of Edu-Action staff have a legal power to use reasonable force and no Alternative Learning Provision is allowed to have a “no contact” policy. At Edu-Action, all staff are authorised to intervene by the Managing Director and will ensure that all staff are aware, understand what is involved and have been trained. Parents, volunteers and visitors in the provision are not given authorisation.

Staff Training

Staff will undertake positive handling intervention training. This will be delivered by an external provider on a yearly cycle. If staff have missed the training in-house training will be provided. If a student is at risk of needing restrictive physical intervention a trained mentor will support that student.

They will be informed about:

- De-escalation techniques and strategies which will be implemented as a first instance
- Types of restraints, touches and holds that could be used
- Any form of restraint that could injure a student will only be used in extreme emergencies where there is no viable alternative.
- The use of any force must be reasonable, proportionate and necessary.

How staff at Edu-Action might intervene

When a restrictive physical intervention is justified, staff will use ‘reasonable force’. This is the degree of force ‘warranted by the situation’. It will ‘be proportionate to the circumstances of the incident and the consequences it is intended to prevent’. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time
- Avoid causing pain or injury; avoid holding or putting pressure on joints
- In general hold long bones
- Never hold a young person face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved may tell the young person that his or her behaviour may be leading to being held. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Staff will use the de-escalation techniques and holds specified within their training unless under exceptional circumstances

What staff must do after the use of a restrictive physical intervention:

Details of the incident will be logged in a positive handling bound book

Recording will be completed as soon as possible after the event and always within 12 hours Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report Any injuries suffered by those involved will be recorded following normal procedures

Parents/carers will be informed by telephone on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident and any positive handling plan/risk assessment

Support/debriefing will be available for adults and students who have been involved in any incident involving restrictive physical interventions. This will be provided by another member of Edu-Action staff

Mentor Managers will assess the incident which led to the intervention and plan how the risk of a repetition of the incident can be minimised, documented in a student Positive Handling Plan

Primary and Secondary leads will use the records kept analysing patterns of behaviour and so decide whether responses

are being effective. Mentor Managers will report on this information to the Operations Manager

Complaints Procedure

Any complaint will need to be made in line with Edu-Action Complaints policy. This policy is available on the website. Under the DfE updated guidance July 2011 it should be noted that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Reference Documents

The Use of Reasonable Force – for Heads and Governors DfE updated guidance 2012.

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Policies to be edited and reviewed by SLT

Samuel Billingham Managing Director



Complaints policy

Policy Rationale

There should be a straightforward system of dealing with complaints by parents, staff, pupils or other interested parties, which is easily understood by all those involved. Listening and responding to concerns and complaints enables us to adjust and improve services and systems. Providing a formal but clear way for dissatisfaction to be expressed and taken seriously is one way in which the Edu-Action can demonstrate its respect for its stakeholders and commissioning bodies.

Guidelines for Making a Complaint

1. Raise the issue with a member of Staff.

- Unless the complaint is of a really serious nature, it is helpful if the issue / concern is first raised with the relevant member of staff
- Staff should always be prepared to discuss worries that parents may have about their child's time with Edu-Action.
- Taking informal concerns seriously at the earliest stage will reduce the numbers that develop to formal complaints.

Edu-Action has an 'Open Door' ethos, but it is important to remember that staff are preparing for the day ahead from 8.30am onwards. It may be necessary to ask parents / carers to make an appointment via Sam Billingham.

All staff should always inform the Senior Leadership Team within 24 hours should a complaint be made. A response to this complaint will be made within a 12 hour period of being reported.

2. Raise the issue with Operations Manager for formal investigation If initial attempts to resolve the issue are unsuccessful and the person concerned remains dissatisfied then the following procedures are followed.

Operations Manager will investigate issues as appropriate and will raise issues with relevant staff and:

- Establish what has happened and who has been involved
- Clarify the nature of the complaint and what remains unresolved

- Meet with the complainant
- Clarify what the complainant feels would put things right
- Interview those involved, allowing them to be accompanied if they wish
- Conduct interviews with an open mind and take notes

The procedures will attempt clarify any misunderstandings that might have occurred and create a positive atmosphere in which to discuss any outstanding issues. For direct complaints against Operations Manager please email managing Director Samuel Billingham info@edu-action.co.uk

3. Complaint heard by Complaints Panel

If the matter remains unresolved following stages 1 and 2 then the complaint will be heard by a Complaints Panel set up by Sam Billingham – the Managing Director. The panel will consist of at least three people who were not directly involved in the matters detailed in the complaint.

The Managing Director will write to complainants setting out the timescales for setting up a Complaints Panel, for the Panel to take evidence from all parties, come to a conclusion and report to the complainants. This is likely to take four to six weeks in practice to arrange with all concerned.

The panel can:

- dismiss the complaint in whole or in part
- uphold the complaint in whole or in part
- decide on the appropriate action to resolve the complaint
- recommend changes to Edu-Action's systems and procedures to avoid problems of a similar nature recurring

The aim of the panel will be to resolve the complaint and achieve reconciliation between the complainant and Edu-Action.

Resolving Complaints

At each stage in the procedure, those considering the complaint will want to keep in mind ways in which the complaint can be resolved. Complainants should be encouraged to state what actions they feel might resolve the problem. It may be sufficient to acknowledge that the complaint is valid in whole or in part. In addition it may be appropriate to offer one or more of the following:

- An apology
- An explanation
- An admission that the situation could have been handled differently or better
- An assurance that the event complained of will not recur
- An explanation of the steps taken so that it will not happen again
- An undertaking to review policies in light of the complaint

Recording Complaints

Edu-Action will record any complaint including the progress of the complaint and the final outcome. The member of Staff (Stage 1), Operations Manager (Stage 2), Managing Director (Stage 3) will ensure that the complainant and Edu-Action have the same understanding of the outcome. The complainant will be encouraged to complete 'Appendix A' but Edu-Action will not wait for the form to be completed before treating the matter as a formal complaint.

Time Scale for the Management of a Complaint

Stage 1	12 hours
Stage 2	24 hours
Stage 3	4 - 6 weeks

Appendix 1 complaints form

Complaints

Please fill out this form for all complaints. Relevant for parents, students, staff, schools and local authorities. We will always respond within 24 hours. For extremely serious issues will notify immediately of the timeframes if we can't complete within 24 hours.

Our Senior Leadership Team will investigate and respond with an outcome.

Complaint Form

Please complete and return to Sam Billingham info@edu-action.co.uk (who will acknowledge receipt and explain what action will be taken).

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address: Postcode: Day time telephone number: Evening telephone number: Email address:

Please give details of your complaint.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Action taken:

Date:

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Samuel Billingham Managing Director





Visitor Procedures – For all settings

All visitors must have a point of contact and the visit must be pre-arranged. If it isn't pre-arranged, please contact the Operations Manager **07300869486**. Visitors must have Identification or a lanyard stating their name, position and photo. During your visit you will be accompanied by an Edu-Action staff member at all times. You will not be left alone with students during anytime of your visit. By signing into the visitors book you are adhering to visitor procedures including safeguarding and child protection. This is also for the purpose of a fire evacuation. The visitors book asks for time/date of visit, position, car reg, reason for visit and person visiting. You are prohibited from accessing any internal computer systems due to sensitive personal data.

Safeguarding and Child Protection during your visit.

You will be accompanied by an Edu-Action staff member during your visit. Prior to this visit please read our updated Safeguarding and Child Protection policy on our website.

www.info@edu-action.co.uk

If you see or hear anything that raises a concern please mention it immediately to the person accompanying you on the visit. If you would rather raise this with a Safeguarding Lead, there is a clear Safeguarding information poster on the wall and on our Safeguarding policy. Please contact immediately.

Centre Manager- 07947853941

Operations Manager- 07300869486

If you have any concerns about an adult or professional during your visit and would like to contact an external agency. Please follow the Whistleblowing procedure in the Safeguarding policy by referring to [LADO Concerns Professionals Bristol Referral Form](#)

Members of the Public using the Community Centre

On occasions Hungerford community Centre is used for fitness class and a polling station. This does not give members of the public access to our side of the building and it will remain shut off from outside visitors. Students are not permitted at any time of the day to be alone without a member of staff. Staff will accompany students to the toilet area, check the toilet is empty, and then remain outside the cubicle area to safeguard the young person. This is the only point of the day a student is to be left alone, while they are inside a toilet cubicle.

During those times the Centre is used by the public, Sally will firstly limit the number of students attending. Secondly, Sally will position her desk near the kitchen exit to ensure no members of the public enter our area and no students leave to use the toilet without supervision. If Sally feels the Centre is ever overcrowded with the public using the other area, we will close the Centre immediately.

Eddie (The Community Centre Owner) for caretaker reasons will occasionally need to access our site. Eddie will never be alone with students as our students are always supervised by Edu-Action staff. We are awaiting the results of Eddie's enhanced DBS to further mitigate risk.

Trades people needing to complete repair works will occasionally need access to the Centre. Similar to Eddie, they will never be left alone with students at any point. The area they need to access will be closed off to prevent injury to students or staff. If there is any risk of injury, Sally will close the Centre until the work is complete.

Complaints

If you would like to raise a complaint about Edu-Action during or after a visit please email info@edu-action.co.uk and a complaints policy and procedure are within the site folder

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Samuel Billingham Managing Director



Acceptable Usage Policy and IT Policy

COMPUTER USERS

Anyone using computers, tablets, mobile phones, digital cameras, MP3 players, mobile network “dongles” or any other digital technology in Edu-Action must keep to our Computer Acceptable Use Policy. This includes Mentors, students, and Visitors. All users are expected to act responsibly and to show consideration to others. By using the Edu-Action computers or other devices you are agreeing to keep to our Acceptable Use Policy.

COMPUTING FACILITIES

Our computers are provided to support the administration of Edu-Action and the education of students and other users.

Our computers and network are not a place to store personal files such as movies, photographs or music files. Any such personal files could be removed without warning to conserve storage space for the proper use of the computers and network.

Users must not do anything that will affect how our network performs or operates. For example, users must not:

Try to download, store or install software onto Edu-Action computers without discussing this first with the Network Engineer and/or the Operations Manager. Usually, pupils will never be allowed to do this.

Try to introduce a virus or malicious code to the network.

Try to bypass network security or other security systems, including the our firewall.

Try to access another user’s account.

Try to access an area or system they are not allowed to use.

Try to use any form of hacking/cracking software or system.

Connect a personal device to the network that acts as a Wireless Access Point (WAP) or router or a server.

Connect any device to the network that has access to the Internet via a connection not provided Edu-Action

Access, download, create, store or transmit material that is in conflict with the values or ethos Edu-Action

Do anything that wastes technical support time and resources.

NETWORK ACCOUNT SECURITY

Network accounts will be set up when new users arrive at Edu-Action. All users are responsible for the protection of their network account and must not let anyone else know their password.

Users’ passwords should not be easy to guess by anyone else.

Users should not know anyone else’s password.

If any user suspects that someone else knows their password or they accidentally find out someone else's password, they must tell the Operations Manager as soon as possible so that the password can be changed.

INTERNET ACCESS

Edu-Action provides one-to-one support for vulnerable students, students must always be monitored closely with the mentor guiding the time on the computer. Students will never be allowed to use the computers without adult supervision at all times.

Edu-Action keeps a record of all the webpages visited by all users.

The use of public messaging services such as snap chat, Instagram, X or Facebook is not allowed. Users must make sure that they are not breaking copyright restrictions when copying and using material from the Internet; for instance they must not illegally download music or movie files by any means

Anyone using a Internet 4g or 5g "dongle" on their personal computer, or any other means of connecting to the internet, within Edu-Action, must keep to this Computer Acceptable Use Policy. Wireless access is available in many areas of Edu-Action and must be used in accordance with this Computer Acceptable Use Policy, in just the same way as the wired network. Any individuals found to be misusing the system e.g. downloading illegal content, may be subject to disciplinary procedures, which may include being banned from the Wireless network.

EMAIL

All Staff are given email addresses. This is to allow them to access work related sensitive material. Automated software scans all email and blocks any email containing any offensive or inappropriate material.

SPAM email received should be deleted.

Sending or forwarding chain emails is not acceptable.

Sending or forwarding emails to a large number of recipients is acceptable only for a good reason. No-one should open attachments from senders who are not recognized, or attachments which look suspicious.

All users should periodically delete unwanted sent and received emails, remembering to empty the deleted items folder.

E-SAFETY and PRIVACY

All IT sessions using a computer are led and supervised by the mentor.

Any computer or digital technology used within Edu-Action must be used in accordance with all other policies, especially the Anti-Bullying and Safeguarding Policies.

Students are not allowed to use Social Networking sites.

Students should not communicate with anyone online..

Students must not make arrangements to meet people they have met on the internet.

Students must never accept files or downloads from people they do not know, or which look suspicious.

Students must not add unnecessary or misleading personal information to their profile or account details.

Mentors are mindful of content, particularly around misinformation, disinformation and conspiracy theories.

Students must not add or allow their profile, screen-name or contact information to be shown anywhere on-line.

Anyone using voice or video communications must do so in accordance with the tasks they are completing in a situation where this could annoy other people.

All users must, at all times, respect the privacy of other users.

All users must not forward private data without permission from the author.

All users should understand that Edu-Action can and will access personal areas on the network in order to ensure the safety and security of all users. Privacy will be respected unless there is reason to believe that this Acceptable Use Policy or our guidelines are not being followed.

PRIVately OWNED COMPUTERS and OTHER DIGITAL EQUIPMENT

Personal computers are not allowed to be connected to the Edu-Action network.

All computers must be made available to be inspected and configured before being connected to the network. This may include 'PAT' testing.

All computers should, for their own protection and the protection of our computers and network facilities, have the Edu-Action -approved anti-virus software installed.

Personal computers are to be allowed to be used on Edu-Action work premises and other digital technologies are brought into and used at Edu-Action entirely at the owner's risk such as phones.

DISCIPLINARY PROCEDURES

All users who misuse the computer facilities or break this Acceptable Use Policy may be subject to disciplinary procedures.

SUPPORT

If you have any questions, comments or requests with regard to the systems in place, please do not hesitate to contact info@edu-action.co.uk

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Policies to be edited and reviewed by SLT
Samuel Billingham Managing Director





EQUALITY & DIVERSITY POLICY

A. INTRODUCTION

1. We are an equal opportunities employer. We are committed to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination. The aim of this policy is to ensure that no applicant or member of staff receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.
2. We value people as individuals with diverse opinions, cultures, lifestyles and circumstances. All employees are covered by this policy and it applies to all areas of employment including recruitment, selection, training, deployment, career development, and promotion. These areas are monitored and policies and practices are amended if necessary to ensure that no unfair or unlawful discrimination, intentional, unintentional, direct or indirect, overt or latent exists.
3. The Director has particular responsibility for implementing and monitoring the Equality and Diversity in Employment Policy and, as part of this process, all personnel policies and procedures are administered with the objective of promoting equality of opportunity and eliminating unfair or unlawful discrimination.
4. All employees, workers or self-employed contractors whether part time, full time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training, or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the Company.

5. Equality of opportunity, valuing diversity and compliance with the law is to the benefit of all individuals in our Company as it seeks to develop the skills and abilities of its people. While specific responsibility for eliminating discrimination and providing equality of opportunity lies with managers and supervisors, individuals at all levels have a responsibility to treat others with dignity and respect. The personal commitment of every employee to this policy and application of its principles are essential to eliminate discrimination and provide equality throughout the Company.

B. OUR COMMITMENT AS AN EMPLOYER

1. To create an environment in which individual differences and the contributions of our staff are recognised and valued.
2. Every employee, worker or self-employed contractor is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
3. Training, development and progression opportunities are available to all staff.
4. Equality in the workplace is good management practice and makes sound business sense.
5. We will review all our employment practices and procedures to ensure fairness.

C. OUR COMMITMENT AS A SERVICE PROVIDER

1. We aim to provide services to which all clients are entitled regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, offending past, caring responsibilities or social class.
2. We will make sure that our services are delivered equally and meet the diverse needs of our service users and clients by assessing and meeting the diverse needs of our clients.
3. This policy is fully supported by senior management and has been agreed with employee representatives
4. This policy will be monitored and reviewed annually.
5. We have clear procedures that enable our clients, candidates for jobs and employees to raise a grievance or make a complaint if they feel they have been unfairly treated.

6. Breaches of our equality and diversity policy will be regarded as misconduct and could lead to disciplinary proceedings.

D. POLICY STATEMENTS

AGE

We will:

- ensure that people of all ages are treated with respect and dignity;
- ensure that people of working age are given equal access to our employment, training, development and promotion opportunities; and
- challenge discriminatory assumptions about younger and older people.

DISABILITY

We will:

- provide any reasonable adjustments to ensure disabled people have access to our services and employment opportunities;
- challenge discriminatory assumptions about disabled people; and
- seek to continue to improve access to information by ensuring availability of loop systems, braille facilities, alternative formatting and sign language interpretation.

RACE

We will:

- challenge racism wherever it occurs;
- respond swiftly and sensitively to racists incidents; and
- actively promote race equality in the Company.

GENDER

We will:

- challenge discriminatory assumptions about women and men;
- take positive action to redress the negative effects of discrimination against women and men;
- offer equal access for women and men to representation, services, employment, training and pay and encourage other organisations to do the same; and
- provide support to prevent discrimination against transsexual people who have or who are about to undergo gender reassignment.

SEXUAL ORIENTATION

We will:

- ensure that we take account of the needs of lesbians, gay men and bisexuals; and

- promote positive images of lesbians, gay men and bisexuals.

RELIGION OR BELIEF

We will:

- ensure that employees' religion or beliefs and related observances are respected and accommodated wherever possible; and
- respect people's beliefs where the expression of those beliefs does not impinge on the legitimate rights of others.

PREGNANCY OR MATERNITY

We will:

- Ensure that people are treated with respect and dignity and that a positive image is promoted regardless of pregnancy or maternity;
- challenge discriminatory assumptions about the pregnancy or maternity of our employees; and
- ensure that no individual is disadvantaged and that we take account of the needs of our employees' pregnancy or maternity.

MARRIAGE OR CIVIL PARTNERSHIP

We will:

- Ensure that people are treated with respect and dignity and that a positive image is promoted regardless of marriage or civil partnership;
- challenge discriminatory assumptions about the marriage or civil partnership of our employees; and
- ensure that no individual is disadvantaged and that we take account the needs of our employees' marriage or civil partnership.

EX-OFFENDERS

We will:

- prevent discrimination against our employees regardless of their offending background (except where there is a known risk to children or vulnerable adults).

EQUAL PAY

We will:

- ensure that all employees, male or female, have the right to the same contractual pay and benefits for carrying out the same work, work rated as equivalent work or work of equal value.

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Policies to be edited and reviewed by SLT
 Samuel Billingham Managing Director

SJ Billingham

SEND Policy

Introduction

This policy sets out our vision and principles for children and young people with SEND and our staff. These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and serve to improve outcomes for all learners. This policy makes reference to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014).

Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve, and participate fully.

We understand that all schools in England must have regard to the Code of Practice (2014) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities in light of the guidance set out.

Definition

A student has SEND if they have a learning difficulty which calls for special educational provision to be made for them. They have a learning difficulty if they have: A significantly greater difficulty in learning than the majority of the others of the same age.

Legislation

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

The Special Educational Needs and Disability Code of Practice 2015

The Equality Act 2010

The Children and Families Act 2014, Part 33 The Special Educational Needs and Disability Regulations 2014

Learners with SEND and our curriculum

The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need; these are:

Communication and Interaction

Cognition and Learning

Social, emotional, and mental health difficulties

Sensory and/or physical needs

In order for Edu-Action to support the learning of SEND student we offer an ASDAN curriculum. The core vision of ASDAN is to engage learners with diverse needs. This is achieved by providing a non-academic, experimental and practical approach to tasks.

We involve parents and SEND students with their choose of activities, daily timetable and chosen ASDAN accreditation.

Statutory Educational, Health, Care Plans (EHCP)

Edu-Action SLT requests EHCP's during the referral process. We plan sessions and support personalised to the individuals Care Plan. We work towards targets outlined in the students EHCP's. These documents are vital in ensuring the student has access to the correct amount of support. Documenting that targets are met is essential for students to gain full time placements. Our whole provision and offer is structured to progress students so that schools can meet the need of SEND students.

Edu-Action SLT will contribute towards EHCP reviews and attend all meetings when requested. We also provide weekly reports evidencing progress and support.

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Samuel Billingham Managing Director

