

	S-ID	Stay Safe	C-ID	Make a Positive Contribution	H-ID	Be Healthy	A-ID	Enjoy and Achieve	W-ID	Achieve Economic Well-Being
Learner Outcomes	S01	We aim to develop learners who: <ul style="list-style-type: none"> Understand the importance and purpose of moral codes, rules and laws. Relate to others in ways that build trust and understanding. Recognise dangerous situations and have strategies to avoid or cope with them. Know where to turn for help with us, within their local community and in wider society. Know the value of taking calculated risks. Possess the skills of conflict resolution. 	C01	We aim to develop learners who: <ul style="list-style-type: none"> Believe they have a voice in determining outcomes for themselves and others. Take responsibility for their own actions. Form their own opinions and state them with confidence. Respond to the attitudes and opinions of others with empathy and tolerance. Engage enthusiastically in a range of activities and opportunities. Are able and willing to honour commitments to others, groups, teams and their community. Contribute constructively to the experience of other people. Exercise their rights as individuals in a socially acceptable way. 	H01	We aim to develop learners who: <ul style="list-style-type: none"> Display high levels of self-esteem and personal worth. Make choices consistent with a healthy life-style. Exercise emotional intelligence in dealing with self and others. Maintain self-belief in challenging circumstances. Are capable of nurturing productive and loving relationships. Address the spiritual dimension of their lives. 	A01	We aim to develop learners who: <ul style="list-style-type: none"> Seek and enjoy opportunities to acquire fresh skills, knowledge and understanding. Are confident in tackling personal challenges and solving problems. Respond positively to uncertainty and difficulties in learning. Draw on a diverse range of learning strategies and skills in many contexts. Learn effectively alone and with others. Recognise learning as essential throughout life, and plan their progression routes and options. Seek to maximise their progress and reach beyond their predicted levels of attainment. 	W01	We aim to develop learners who: <ul style="list-style-type: none"> Adopt an enterprising frame of mind, are proactive, self-directing and goal oriented. Recognise that they will need to be lifelong learners to deal with a changing world of work. Can make informed choices about their learning pathways and progression towards marketable qualifications, based on an understanding of their strengths, aptitudes and weaknesses. Expect to invest in learning to improve their material circumstances. Are able to defer gratification in pursuit of their learning goals. Are willing and able to source and act upon professional advice in pursuit of life goals.
	S02		C02		H02		A02		W02	
	S03		C03		H03		A03		W03	
	S04		C04		H04		A04		W04	
	S05		C05		H05		A05		W05	
	S06		C06		H06		A06		W06	
			C07				A07			
Ethos	S07	We encourage responsible risk taking in a range of activities and circumstances to give learners a secure concept of risk.	C09	We value personal responsibility and collective involvement, which is taken forward through, for example, elected learner posts of responsibility (e.g. group representative).	H07	We encourage participation in physical/sporting activities by all.	A08	We celebrate all types of achievement and the value of learning in all aspects of life.	W07	We promote and value enterprising behaviour and activity.
	S08	We encourage learners to take responsibility by assisting them in becoming aware of the risks and consequences of the choices they make.	C10	We have an Inclusive culture that values and rewards everyone's contribution in whatever way they are able to make it.	H08	We use a range of strategies and activities to help develop learner resilience to peer pressure and avoid negative behaviours and dangerous habits.	A09	We have an explicit 'can-do' culture that models positive and optimistic attitudes.	W08	We encourage learners to develop a sense of self worth through enterprise and activity
	S09	We promote in learners a sense of shared responsibility for the safety of others.	C11	We value the contributions of all stakeholders' so that everyone feels they have something to offer.	H09	We ensure lunch and break times are organised so that they are civilised social occasions.	A10	We promote positive attitudes to learning by showing that we value enjoyment and achievement.	W09	We support the acquisition and development of broad skills to equip learners for the world of work.
			C12	We actively contribute to or are working towards maximising our contribution to environmental awareness.	H10	We actively contribute to or are working towards maximising our contribution to a Healthy working environment.	A11	We have high expectations of achievement in a variety of ways that are appropriate to the predispositions of each individual learner.	W10	We value and actively encourage a diverse range of skills and experiences.
Environment	S10	Safety and security arrangements in and around our premises are appropriate to the age and level of maturity of learners.	C13	Our learners are involved in designing, resourcing and maintaining their learning environment.	H11	We offer a stimulating environment and space for physical activity.	A12	Our physical environment is pleasant, well-cared for and respected.	W12	We make a wide range of Work Based Learning (WBL) environments available for learners
	S11	Our regulations are designed in consultation with learners, and are displayed clearly, understood by all, and consistently but flexibly applied.	C14	We act as a learning resource for the wider community, offering learning opportunities and a range of other facilities.	H12	Our health and safety procedures are clear, understood and consistently applied.	A13	Our learning environment is flexibly organised to encourage learner independence and interdependence.	W13	We provide simulated practice learning environments for learners where required to optimise their acquisition of appropriate skills.
	S12	Hazardous areas within and around our premises are clearly signalled.			H13	We ensure there are areas available for quiet contemplation and rest.	A14	Our learning resources cater for different learning habits and dispositions.	W14	Our work based learning and practice facilities are up to date and appropriate to vocational standards and learner needs.

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	S13	We clearly explain and demonstrate the safe use of potentially hazardous equipment, chemicals and other dangerous materials.	C15	Our displays show the high value we place on learner involvement in various activities and decision making processes.	H14	We make clean and pleasant facilities available for those learners who bring their own food.	A15	We use displays of learners' work to model and celebrate the learning process, in order to show stages of learning, as well as its end results.		
	S14	We ensure that breaks and lunchtime are supervised to ensure safety, by appropriately trained support staff.	C16	We offer "suggestions" boxes to enable our learners to express their views and offer ideas.	H15	Our vending machines and other sources of sustenance contain only healthy food.				
Curriculum	S15	Our Personal Health Social and Community Education (PHSCE) provision addresses personal safety and responsibility for the safety of others.	C17	We offer citizenship programmes that enable learners to understand their local community and wider society and their roles within them.	H16	Our learning programmes include appropriate aspects of health education, including drugs, relationships and sex education.	A16	We plan and deliver our learning programmes jointly with other providers in order to offer flexible, wide-ranging opportunities that meet the needs of all our learners.	W15	All learning programmes include aptitude assessment, goal setting and personal development activities so that learners understand the choice-making process.
	S16	Our citizenship programmes include the importance and workings of laws, and how they operate within safe societies.	C18	Equal opportunities issues relating to gender, race and disability are mapped within learning programmes so that learners are aware of their importance to the effective working of an inclusive society.	H17	We develop emotional intelligence – overtly and implicitly within all learning programmes.	A17	We enable learners to see relationships between different aspects of learning by integrating a range of life skills (including key skills) within their main learning programme in order to avoid compartmentalised learning.	W16	We, our partners and learners participate jointly in fund-raising activities to enable learners to make a positive contribution and learn the skills involved such as marketing and advertising.
	S17	We offer assertiveness training and conflict resolution to everyone.	C19	Our learning programmes enable learners to experience democratic processes within and beyond formal learning sessions.	H18	Our curriculum reflects a 'holistic' approach to health by encompassing social, physical and emotional/mental health.	A18	Our learning pathways in the 14–19 curriculum blend academic, vocational and work-based opportunities.	W17	We offer varied vocational and work-based opportunities in the 14–19 curriculum.
Delivery	S18	We carry out risk assessments for all visits and external learning opportunities.			H19	We use group work and participative methods to encourage social learning and emotional well being	A19	We provide personalised programmes of study in all areas of learning.	W18	Together with our partners, we provide targeted work experience programmes which link to learners' potential progression pathways.
	S19	We encourage learners to contribute to curriculum delivery through critical reflection and peer appraisal.	C20	We adopt a common language for learning to offer our learners a real voice in talking about and understanding their learning.	H20	Coaching is our preferred teaching style.	A20	A common language for learning is accepted and used by all our staff and learners.	W19	Together with our partners, we provide access to role models from diverse backgrounds who can provide case studies on their learning pathways and what they have achieved.
	S20	Coaching is our preferred teaching style.	C21	Coaching enables our learners to engage in taking responsibility for their own learning.	H21	We make fitness-related programmes for learners available both in the Learning Environment and via partner organisations in the community.	A21	Coaching is our preferred teaching style to develop greater learner autonomy.	W20	We ensure a range of career progression routes are made available to learners.
	S21	We use group work and participative methods to encourage team working and shared responsibility	C22	Developing collaborative skills is integral to our curriculum delivery.	H22	Our learners participate regularly in designing lunch menus, to apply their understanding of diets and meal planning.	A22	Our learners are routinely given challenging tasks, individually and in groups, that encourage them to persevere with their learning.	W21	Together with our partners, we provide access to role models from diverse backgrounds who have achieved financial well-being and who explain what actions they took.
	S22	We provide learners with opportunities to practise assertive responses to peer and adult pressure.	C23	We ensure our learners have opportunities to participate in community and environmental projects.	H23	Our classroom practice encourages learners to experience and enjoy stillness and reflection / awe and wonder	A23	Our learners are encouraged to take risks in learning and understand that making mistakes is a necessary part of the process.	W22	Together with our education-business partners we provide opportunities to engage in enterprise projects with local business, or in-house mini-enterprise projects.
	S23	Our learners are assisted in developing skills for negotiating in groups and with individuals.	C24	Our learners have opportunities to take on a variety of roles including leadership to develop their confidence.	H24	We provide opportunities for our learners experience a range of foods from other cultures to broaden their palate and extend their healthy eating choices.	A24	We use extended projects and genuine research tasks to raise levels of challenge and stretch learners, helping them become absorbed in their learning.	W23	Together with our partners, we provide 14–19 Pathways evenings to showcase possible career options and routes, enabling learners to make informed choices.

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	S24	We work with appropriate visitors and link partners are to expand learner awareness of key safety issues.	C25	Together with our partners, we provide activities linked to a range of cultures so that learners can understand and empathise with different "world views".	H25	We use peer mentoring to help learners overcome emotional or social difficulties.	A25	Our provision of opportunities for creative and imaginative activity across the curriculum involves learners in off-timetable events extending over longer periods, e.g. activity days or weeks.	W24	Community members from diverse backgrounds contribute to learners' understanding of the world of work and the economy through practical actions such as work or practice experience taster days.
	S25	All our staff are trained in child protection procedures.	C26	We use peer mentoring to help learners overcome learning difficulties.	H26	We encourage our learners to engage in critical reflection and peer review.	A26	We maximise opportunities for learners to make choices about how and when they learn so that they can exercise learner autonomy.	W25	We encourage our learners to draw up action plans to achieve their goals
	S26	We operate a counselling service to combat bullying.	C27	Our learners have opportunities to experience a variety of acts of worship and multi-faith celebrations to enable insights into belief systems.	H27	Our learners are supported in using outputs from critical reflection and peer review to set personal and group goals.	A27	Our learners are encouraged to resolve any difficulties they are having with their learning through coaching and mentoring by a variety of sources including their peers, teachers and adults other than their teachers.	W26	We support learners to develop life skills to encourage self sufficiency and independent living.
			C28	Our learners are encouraged to challenge dominant views and opinions and explore alternatives.	H28	We provide opportunities for varied physical activity at lunchtimes and outside core learning delivery hours	A28	We have formative assessment procedures that enable learners to know what and how they need to learn if they are to make progress towards agreed targets.	W27	We have an academic tutor support or learning mentor system which reviews with learners their progress, achievements, learning goals, and shorter-term targets.
			C29	Our learning provision nurtures debate on sensitive and complex social, moral, political and cultural issues.	H29	Together with our partners, we provide access to professional mentors or trained counsellors for emotional support and conflict resolution.	A29	Our learners generate their own goals and targets – through negotiation with their teachers – and are able to track their short-term progress accordingly.	W28	In collaboration with Connexions and others, we provide access to guidance advisers who can inform and help learners in developing their learning pathways or careers.
			C30	We view learning as a collaborative venture, throughout the Learning Environment.			A30	Our peer assessment procedures allow learners to learn from and with each other.		
			C31	Our tutor support system focuses on the ability of learners to take greater responsibility for their own learning.			A31	We structure home and distance learning to reinforce and extend concepts and learning processes initiated in the Learning environment.		
			C32	Together with our partners, we provide access to role models who can share their experiences of contributing to their communities.			A32	Our learner support system focuses on learning, progress and achievement.		
							A33	We use personalised learning support to enable learners to understand how to learn more effectively and exercise appropriate learning habits.		
Extended Curriculum	S27	Together with our partners, we provide team and group activities to help learners to build trust, confidence and a sense of responsibility for their own and others' safety.	C33	We encourage and support a student council that offers learners a genuine voice and responsibility in assuring and developing the quality of aspects of the Learning Environment.	H30	Our breakfast club reinforces healthy eating and gives learners a good start for the day.	A34	In conjunction with our partners we provide our learners with opportunities to learn through visits and sharing the experience of adults other than teachers.	W29	We offer Young Enterprise and Mini Enterprise programmes.
	S29	Together with our partners, we make provision for learners to be safe by offering before- and after-transport/travel information.	C34	Together with our partners, we encourage learners to participate in musical and dramatic performances, including involvement in organisational, production and promotional activity.	H31	Our open days reflect the diverse cultures and experiences of our learners.	A35	We encourage learners to participate in a range of cultural activities.	W30	Together with our partners, we encourage learners to participate in musical and dramatic performances, including involvement in organisational, production and promotional activity to enable them to understand the practical and business contexts of productions.

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			C35	We offer team and group activities throughout the extended curriculum to help learners to develop collaborative skills and understand group dynamics.	H33	We promote extra curricular activities reflect the diverse cultures and interests of our learners	A36	We offer a range of additional experiences to develop personal and social skills.	W31	Together with our partners, we arrange visits to transition institutions so that learners can understand, goal-set and/or refine their learning pathways and know what to expect.
			C36	Our learning environment reflects major events in wider society, e.g. through mock elections and referenda, charity fund-raising schemes, etc.	H34	Together with our partners, we offer, and encourage, access to a wide range of sporting activities for enjoyment and leisure as well as performance and competition				
			C37	We encourage learners to share and promote aspects of their culture with others						
Partners — Parents and Carers	S30	Together with our partners, we ensure that parents, carers and communities as appropriate receive information on helping learners to stay safe.	C38	Together with our partners, we take follow up action with learners who are at risk of disengagement with their learning programme.	H35	Together with our partners, we ensure that, where appropriate, parents and carers receive information on drugs education, healthy lifestyle, diet, meals, etc. Parents and carers are regularly updated on health issues.	A37	Where appropriate, we make information available to parents and carers on learners' progress and achievement, well-being and progression routes during the programme of study.	W32	We ensure that where appropriate, parents and carers receive information on Learner's progress, achievements, well-being and progression routes post-14.
	S31	Together with our partners, we offer parents and carers, where appropriate, access to the community police, the youth justice service, and other related services.	C39	Our learner, parent, carer and family volunteer schemes capitalise on skills and expertise to support learning in and beyond the Learning Environment.	H36	Together with our partners, we provide access to health professionals on a regular basis.	A38	Where appropriate, we offer parents and carers access to a range of professionals for advice on how learners can be supported to maximise their potential and overcome difficulties.	W33	Our learner, parent, carer and family volunteer schemes capitalise on skills and expertise to support learning in and beyond the Learning Environment
	S32	Our learner, parent, carer and family volunteer schemes capitalise on skills and expertise to support learning in and beyond the Learning Environment.	C40	We regularly consult with local community groups and organisations on how we may make a greater contribution to the community.	H37	Our learner, parent, carer and family volunteer schemes capitalise on skills and expertise to support learning in and beyond the Learning Environment	A39	Our consultation sessions with communities, parents and carers celebrate a wide diversity of achievement, involve them in the target setting process, and ensure their understanding of transition and progression options.	W34	Our learner pathways and options form part of our dialogue with family members and external partners.
	S33	Our website provides links to relevant 'stay safe' sites.	C41	Our website informs learners of learning opportunities available elsewhere in the community.	H38	Learner well-being forms part of our dialogue with family members and external partners.	A40	We encourage home learning activities that help the family to enjoy learning together.	W35	Our website offers links to Connexions and other careers guidance sites.
					H39	Our website provides links to relevant community health-related sites.	A41	We have effective communication with communities, external partners, parents and carers through our website, and newsletters.		
					H40	We regularly involve health professionals with staff continuing professional development.	A42	We store learner portfolios on-line (via the website) to enable families, parents and carers to discuss progress.		
Partner Organisations and Services	S34	We have active links with local police, fire service, St John's Ambulance, etc. to enable learners to understand the broader picture of safety and gain different views on personal safety.	C42	We work with a range of outside organisations to enrich and extend learning provision.	H41	We have links with local sports clubs and organisations, to extend the range of opportunities and further develop talent.	A43	We work with a range of outside organisations to enrich and extend learning provision.	W36	We have links, personal and virtual, with local and international business.
	S35	Our lead professional and staff are able to detect vulnerable Learners and families to initiate early intervention by the front-line team.	C43	Our lead professional and staff are able to detect vulnerable Learners and families to cause early intervention by the front-line team.	H42	Our lead professional brokers in services on behalf of vulnerable Learners.	A44	We participate in multi-agency support for vulnerable and cared for young people, and families experiencing difficulties.	W37	We collaborate with the local Learning and Skills Council, or their agents, on work-related learning programmes.

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	S36	Our referral systems and information exchange with lead agencies are timely and effective.	C44	We have established collaborative procedures with partner organisations in transition arrangements, and make full use of these.	H43	Our referral systems to other agencies are timely and effective	A45	We have effective transition policies and procedures to aid continuity and progression.		
			C45	We use buddy systems to help all learners – tutors/trainers as well as learners – at transition points.			A46	We ensure accurate tracking of learner attainment, distance travelled and/or value added.		
Monitoring	S37	We fulfil our responsibilities for child protection and meet the requirements of <i>Working Together to Safeguard Children</i> .	C46	Our learners are involved, through focus groups, in monitoring the effectiveness of the personal health, social and community education policy, to ensure that: <ul style="list-style-type: none"> • They feel that they have the relevant information and understanding for current and future needs. • The teaching styles are conducive to effective dialogue and expression of opinion. 	H44	Our sex, relationships and drugs education related activities are monitored for the extent to which: <ul style="list-style-type: none"> • Learners feel equipped to make informed lifestyle choices. • Teaching styles enable effective dialogue and expression of emotion and opinions. • Learners understand where to get help from other agencies. 	A47	We monitor the extent to which: <ul style="list-style-type: none"> • Provision and practice meet the needs of all learners. • Provision is broad and balanced. • Cross-curricular links are effective. • Personalised programmes of study are a reality for all learners. • The common language for learning is understood and used by teachers and learners. • Extended learning opportunities are recognised and recorded in the individual learner profile. 	W38	We have an economic development, business and enterprise policy and monitors: <ul style="list-style-type: none"> • The quality of and response to curricular experiences in these areas. • The ways in which other agencies contribute to young people's growth in these areas. • Learner destinations and progression routes, both within and beyond their current learning/training programmes.
	S38	We have a behaviour policy and procedures, and monitor the extent to which: <ul style="list-style-type: none"> • The incidence of anti-social behaviour reduces. • Referrals by teachers of such behaviour diminish. • Rewards and sanctions influence improvements in behaviour. • Other agencies contribute to the policy. 	C47	We have race equality policy and procedures, and monitors the extent to which: <ul style="list-style-type: none"> • the incidence of racism reduces • racist attitudes are reduced • racial prejudice is reduced • Equality of opportunity is independent of racial origin. 	H45	We offer healthy lifestyle activities and strategies, and monitor the extent to which the curriculum provides: <ul style="list-style-type: none"> • Encouragement and opportunity for taking regular exercise. • An appreciation of 'their life in their hands' and how current behaviour will affect later life. • Interaction with peers, emphasising the social aspects of physical activity. 	A48	We have an equality and diversity policy that is monitored to ensure that: <ul style="list-style-type: none"> • Learners from local Black and Minority Ethnic groups are appropriately represented • Targets for overcoming gender stereotyping in learning programmes are met • Practice and provision meet identified special learning needs. • All groups of learners make progress in line with expectations. • Barriers to participation are identified and eliminated. 	W39	We monitor the extent to which learners feel that we have equipped them for life outside the Learning Environment.
	S39	We have an anti-bullying policy and procedures, and monitors the extent to which: <ul style="list-style-type: none"> • Learners feel able to report incidents of bullying. • The incidence of bullying diminishes. • Learners feel safe from bullying. • Learners feel that they can manage a bullying incident. • Other agencies contribute to the policy. 	C48	We have a Performance Management policy and procedures, and monitor the extent to which all employees: <ul style="list-style-type: none"> • agree targets for improvement; • take responsibility for their own learning; • are provided with opportunities for personal and professional development; • Contribute to improved outcomes for the Learner. 	H46	We have a healthy eating policy and monitor the extent to which: <ul style="list-style-type: none"> • Learners select healthy food / snacks. • Learners know what constitutes a healthy balanced diet. • Learners are supportive of healthy eating. • Other agencies contribute to the outcomes. 	A49	We monitor the extent to which: <ul style="list-style-type: none"> • Learners understand how to learn, as well as what they are learning. • Diverse ways of learning are accommodated in classrooms and beyond. • The way in which teachers teach and learners learn leads to high achievement. • Attitudes to learning are positive. 		

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S40	We monitor the extent to which learners feel safe within the Learning Environment.	C49	We continually monitor learner contributions to the life of the Learning Environment and the community.	H47	We monitor learner take-up of healthy eating options and physical recreation opportunities.	A50	We continually monitor attainment and progress against agreed learning targets at individual and group levels.		
		C50	We have a transition policy and monitor its effectiveness in: <ul style="list-style-type: none"> Assuring progression and continuity; Liaising with other partners and external agencies; Providing opportunities for disadvantaged and vulnerable learners; Ensuring that learners and their parents and carers are satisfied with transition arrangements. 			A51	We continually monitored our assessment procedures to ensure that: <ul style="list-style-type: none"> Learners are fully involved in assessment and target-setting processes to help them know what to do to improve. Tracking data is used to assure progress. Assessment data informs progression pathways for all learners. Assessment data informs planning and teaching. Assessment data underpins progress reports. Added value/or distance travelled helps learners to progress beyond projected targets. 		
		C51	We monitor our inclusion policy to ensure that inclusion is central to the our learning environment and that: <ul style="list-style-type: none"> Learners of all abilities and all social and racial backgrounds are accorded equality of opportunity. Provision is made for physically, socially or emotionally disadvantaged learners. Resources provided by external agencies are used effectively and appropriately. 			A52	Where appropriate, we monitor parent, carer and family engagement in learning to ensure that they: <ul style="list-style-type: none"> Encourage regular attendance and timekeeping. Understand the impact that their attitudes can have on young people's learning. Find consultation meetings constructive and help them to support young people's learning. 		