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## Wild Minds Pro Policy Handbook

### Access to Fair Assessment Policy

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

#### Purpose

This policy sets out how Wild Minds Pro Ltd ensures that all learners have fair, equitable, and appropriate access to assessment. It confirms that assessment decisions are valid, reliable,

consistent, and free from bias, and that no learner is disadvantaged due to disability, additional needs, background, or personal circumstance.

## **Scope**

This policy applies to all learners undertaking accredited or internally assessed learning delivered by Wild Minds Pro Ltd, including AQA Unit Awards, ASDAN programmes, NOCN units, and any other regulated or quality assured provision. It applies to all staff involved in teaching, assessment, internal quality assurance, and learner support.

## **Policy Statement**

Wild Minds Pro Ltd is committed to ensuring that assessment practice is fair, transparent, and inclusive. Learners are assessed only against published assessment criteria and qualification requirements. Assessment decisions are based solely on evidence of achievement and are not influenced by protected characteristics, personal relationships, behaviour history, or placement funding arrangements.

Assessment practice complies with the Equality Act 2010, awarding organisation regulations, and relevant statutory guidance.

## **Principles of Fair Assessment**

Assessment at Wild Minds Pro Ltd is underpinned by the following principles:

- Assessment methods are appropriate to the qualification and the learner
- Assessment criteria are clear, consistent, and shared with learners
- Judgements are evidence-based and standardised
- Reasonable adjustments are made where required and permitted
- Internal Quality Assurance ensures consistency and accuracy
- Learners understand how to raise concerns or appeals

## **Assessment Access and Methods**

Assessment methods are selected to reflect both the qualification requirements and the needs of individual learners. These may include practical observation, portfolio evidence, professional discussion, photographic or video evidence, written work, or structured tasks.

Where learners experience barriers to traditional written assessment, alternative assessment methods are used where permitted, without altering qualification standards.

All learners receive an induction explaining how assessment works, what evidence is required, and how progress is reviewed.

## **Reasonable Adjustments**

Where a learner has a disability, additional need, or long-term condition, reasonable adjustments may be made to assessment arrangements to remove disadvantage. Adjustments may include additional time, modified formats, assistive technology, rest breaks, or alternative methods of evidencing learning.

Requests for reasonable adjustments must be supported by appropriate evidence such as an EHCP, medical letter, or professional report. Adjustments are agreed in advance wherever possible and recorded on the learner record.

Adjustments do not change the qualification standard or assessment criteria.

### **Roles and Responsibilities**

The Director and Head of Provision holds overall responsibility for ensuring fair assessment practice and compliance with awarding organisation requirements.

Assessors are responsible for applying assessment criteria accurately and consistently, providing clear feedback, and identifying where adjustments may be required.

The Internal Quality Assurer is responsible for sampling assessment decisions, monitoring consistency, and addressing any issues relating to fairness or accuracy.

Learners are responsible for engaging with the assessment process and submitting authentic evidence.

### **Monitoring and Review**

Assessment practice is monitored through Internal Quality Assurance sampling, standardisation activity, learner feedback, and awarding organisation review. Any issues identified are addressed promptly through training, supervision, or procedural change.

This policy is reviewed annually or earlier if awarding organisation requirements change.

## **Adult Safeguarding Policy (Learners Aged 18 and Over)**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd safeguards adults aged 18 and over who access provision and who may be at risk of abuse or neglect. It confirms the organisation's commitment to protecting adults with care and support needs and to responding appropriately to safeguarding concerns.

This policy operates alongside the Safeguarding and Child Protection Policy and applies specifically to adult learners.

### **Scope**

This policy applies to all learners aged 18 and over accessing provision delivered by Wild Minds Pro Ltd, including learners aged 18 to 25 with EHCPs, disabilities, neurodivergence,

mental health needs, learning difficulties, or vulnerabilities arising from trauma, exploitation, or social circumstances.

It applies to all staff, directors, volunteers, contractors, and visitors.

### **Legal and Regulatory Framework**

This policy is informed by and complies with:

- Care Act 2014
- Care and Support Statutory Guidance
- Mental Capacity Act 2005
- Equality Act 2010
- Human Rights Act 1998
- Information sharing guidance

Local Authority adult safeguarding procedures are followed at all times.

### **Definition of an Adult at Risk**

An adult at risk is a person aged 18 or over who:

- Has care and support needs
- Is experiencing, or is at risk of, abuse or neglect
- Is unable to protect themselves because of those needs

### **Policy Statement**

Wild Minds Pro Ltd recognises its duty to safeguard adults at risk and to act when concerns arise. Safeguarding is approached in a person-centred and empowering manner, balancing protection with respect for autonomy and rights.

Safeguarding responses are proportionate, lawful, and focused on wellbeing.

### **Types of Abuse**

Safeguarding concerns may include, but are not limited to:

- Physical abuse
- Emotional or psychological abuse
- Sexual abuse
- Financial or material abuse
- Neglect or acts of omission
- Discriminatory abuse
- Domestic abuse
- Modern slavery
- Exploitation
- Self-neglect

## **Mental Capacity and Consent**

Where safeguarding concerns arise, staff consider the learner's mental capacity in line with the Mental Capacity Act 2005. Adults are presumed to have capacity unless proven otherwise.

Where an adult has capacity, their wishes and consent are respected wherever possible.  
Where an adult lacks capacity, decisions are made in their best interests.

Safeguarding action may be taken without consent where there is significant risk of harm or risk to others.

## **Reporting Adult Safeguarding Concerns**

Any safeguarding concern relating to an adult learner must be reported immediately to the Designated Safeguarding Lead.

Concerns must be recorded factually and accurately. Staff must not investigate or promise confidentiality.

If there is immediate risk of serious harm, emergency services are contacted.

## **Referrals and Multi-Agency Working**

Where concerns meet safeguarding thresholds, referrals are made to the Local Authority Adult Safeguarding Team in accordance with local procedures.

Wild Minds Pro Ltd works cooperatively with adult social care, health services, commissioners, and other agencies as required.

## **Safeguarding and Independence**

Adult safeguarding practice supports independence, choice, and least restrictive intervention. Protective measures are proportionate and reviewed regularly.

## **Allegations Against Staff**

Allegations involving adult learners are managed in line with organisational procedures, safeguarding guidance, and employment law. Safeguarding remains the priority at all times.

## **Training and Awareness**

All staff receive training on adult safeguarding, mental capacity, and recognising abuse. Training is refreshed regularly and supported through supervision.

## **Record Keeping**

Adult safeguarding records are stored securely and separately from general learner records. Access is restricted to authorised staff.

## **Review**

This policy is reviewed annually or earlier if legislation or guidance changes.

## **Responsibilities**

The Director and Head of Provision acts as the Designated Safeguarding Lead for adult safeguarding.

All staff and representatives share responsibility for safeguarding adults at risk.

## Attendance and Engagement Policy

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

## **Purpose**

This policy sets out how Wild Minds Pro Ltd monitors, supports, and responds to learner attendance and engagement. It recognises that many learners accessing alternative provision experience barriers to attendance and that engagement is a safeguarding, wellbeing, and educational priority.

The policy ensures attendance is managed in a structured, supportive, and accountable manner.

## **Scope**

This policy applies to all learners accessing provision delivered by Wild Minds Pro Ltd, including those with EHCPs, EOTAS arrangements, medical needs, SEMH profiles, or a history of school non-attendance.

It applies to all delivery models including part-time placements, phased timetables, and flexible attendance arrangements agreed with commissioners.

## **Policy Statement**

Wild Minds Pro Ltd is committed to promoting regular attendance while recognising that attendance patterns may reflect underlying needs, anxiety, health conditions, or trauma.

Attendance is monitored daily. Patterns of absence are identified early and addressed collaboratively with learners, families, and commissioning bodies.

Attendance concerns are managed supportively and proportionately, with safeguarding considerations applied where required.

### **Attendance Recording**

Attendance is recorded for every scheduled session. Registers record attendance, late arrival, authorised absence, and non-attendance.

Attendance records are maintained securely and are available for audit by commissioners and regulatory bodies.

### **Expected Attendance**

Expected attendance is defined by the learner's agreed timetable and commissioning arrangement. Full attendance is encouraged, but flexibility may be agreed where this supports engagement and wellbeing.

Attendance expectations are discussed at induction and reviewed regularly.

### **Authorised and Unauthorised Absence**

Authorised absence may include illness, medical appointments, agreed therapeutic reasons, or exceptional circumstances agreed in advance.

Unauthorised absence includes failure to attend without prior agreement or explanation.

Where absence is unexplained, follow-up contact is made promptly.

### **Response to Non-Attendance**

If a learner does not attend as expected, contact is made with parents or carers on the same day where appropriate. Patterns of absence are reviewed and discussed with the learner and relevant professionals.

Where attendance concerns persist, support strategies are implemented. These may include timetable review, additional mentoring, environmental adjustments, or referral to external support.

### **Safeguarding and Attendance**

Attendance concerns may indicate safeguarding risk. Where non-attendance raises concerns about welfare, appropriate safeguarding action is taken in line with safeguarding procedures.

Commissioners and Local Authorities are informed in line with agreed thresholds.

### **Engagement and Participation**

Engagement is monitored alongside attendance. Staff observe participation, emotional regulation, and ability to access learning.

Low engagement triggers review and support rather than punitive response.

### **Communication with Commissioners**

Attendance information is shared with commissioners in line with contractual arrangements. Significant concerns or changes are escalated promptly.

### **Monitoring and Review**

Attendance data is reviewed regularly to identify trends and inform planning. This policy is reviewed annually.

### **Responsibilities**

The Director and Head of Provision oversees attendance monitoring and escalation. Staff are responsible for accurate recording and follow-up. Learners and families are encouraged to engage with attendance planning and communication.

## **Behaviour Management and Positive Behaviour Support Policy**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd supports positive behaviour, emotional regulation, and engagement in learning. It confirms the organisation's commitment to a trauma-informed, relationship-based approach that prioritises safety, dignity, and inclusion while maintaining clear expectations and boundaries.

The policy ensures that behaviour is understood as communication and that responses are proportionate, supportive, and consistent.

### **Scope**

This policy applies to all learners accessing provision delivered by Wild Minds Pro Ltd, including children and young people with EHCPs, SEMH needs, neurodivergence, trauma histories, or behavioural challenges.

It applies to all staff, volunteers, contractors, and visitors involved in learner-facing activity across all settings, including outdoor learning, workshops, animal-assisted education, transport, and visits.



## **Legal and Regulatory Context**

This policy aligns with:

- The Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice
- Human Rights Act 1998
- Health and Safety at Work Act 1974

It operates alongside safeguarding, health and safety, and reasonable adjustment policies.

## **Policy Statement**

Wild Minds Pro Ltd is committed to creating a calm, predictable, and emotionally safe learning environment. Behaviour is managed through proactive support, clear communication, and consistent routines rather than punishment.

All learners are treated with dignity and respect. Behaviour responses are never humiliating, punitive, or discriminatory.

## **Behaviour as Communication**

The organisation recognises that behaviour often reflects unmet needs, emotional distress, sensory overload, anxiety, or trauma. Staff seek to understand the underlying causes of behaviour and respond in ways that promote regulation, safety, and learning.

Individual behaviour support strategies are informed by EHCPs, professional reports, and ongoing observation.

## **Expectations and Boundaries**

Clear expectations are communicated to learners in a way that is accessible and appropriate to their needs. Expectations focus on safety, respect, and participation rather than compliance.

Boundaries are applied consistently and calmly. Learners are supported to understand the impact of their behaviour on themselves and others.

## **Positive Behaviour Support Strategies**

Positive behaviour support includes:

- Predictable routines and structure
- Clear communication and visual support where needed
- Choice and autonomy within safe boundaries
- Emotional regulation strategies and movement breaks
- Sensory-aware environments
- Relationship-based support from trusted adults
- Recognition of effort, progress, and self-regulation

De-escalation is prioritised at all times.

## **Managing Challenging Behaviour**

When behaviour becomes challenging, staff respond using de-escalation techniques appropriate to the individual and situation. This may include reducing demands, changing environments, providing space, or offering support from a trusted adult.

Consequences, where used, are proportionate, restorative, and focused on learning rather than punishment.

## **Physical Intervention and Restrictive Practice**

Wild Minds Pro Ltd does not use planned physical restraint as a behaviour management strategy.

Physical intervention is used only as a last resort to prevent immediate risk of serious harm to the learner or others and only in line with safeguarding and health and safety duties. Any such incident is recorded, reviewed, and reported in line with incident reporting procedures.

The organisation does not use seclusion, isolation, or punitive withdrawal of support.

## **Behaviour and Safeguarding**

Behaviour that raises safeguarding concerns, including peer-on-peer abuse, violence, or exploitation, is managed in line with safeguarding procedures.

Staff remain alert to patterns of behaviour that may indicate abuse, neglect, or contextual safeguarding risks.

## **Recording and Reporting**

Significant behavioural incidents are recorded factually and reviewed to identify triggers, patterns, and support needs. Records inform individual planning and quality assurance.

Parents, carers, and commissioners are informed where appropriate and in line with agreed communication protocols.

## **Training and Support for Staff**

Staff receive training in trauma-informed practice, de-escalation, neurodiversity, and emotional regulation strategies. Ongoing supervision provides space for reflection, support, and consistency.

## **Monitoring and Review**

Behaviour support strategies are reviewed regularly through supervision, learner feedback, and quality assurance processes. This policy is reviewed annually or earlier if required.

## **Responsibilities**

The Director and Head of Provision holds overall responsibility for behaviour policy implementation.

All staff are responsible for applying this policy consistently and professionally.

Learners are supported to engage with expectations in a way that reflects their individual needs.

## Complaints Policy and Procedure

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out the procedure for raising, investigating, and resolving complaints relating to the services, conduct, or operations of Wild Minds Pro Ltd. It ensures that concerns are handled fairly, transparently, and within clear timescales, and that complainants are treated with respect and without disadvantage.

### **Scope**

This policy applies to complaints made by learners, parents or carers, commissioning Local Authorities, schools, professionals, partner organisations, members of the public, or any other stakeholder in relation to Wild Minds Pro Ltd. It covers all aspects of provision including education delivery, assessment, safeguarding practice, health and safety, staff conduct, facilities, and licensed animal activities.

This policy does not replace statutory safeguarding procedures. Safeguarding concerns must be reported immediately in line with the Safeguarding and Child Protection Policy.

### **Policy Statement**

Wild Minds Pro Ltd is committed to continuous improvement and welcomes feedback as a means of strengthening practice. Complaints are taken seriously and handled promptly, proportionately, and confidentially. No individual will be treated less favourably or experience disadvantage as a result of raising a complaint in good faith.

Where possible, concerns will be resolved informally. Where this is not appropriate or successful, a formal process will be followed.

## **Principles**

The complaints process is guided by the following principles:

- Complaints are acknowledged and investigated without undue delay
- Processes are clear, accessible, and proportionate
- Outcomes are evidence-based and documented
- Confidentiality is maintained wherever possible
- Learning from complaints informs service improvement

## **Informal Resolution**

Concerns should be raised at the earliest opportunity with a relevant member of staff or manager. Many issues can be resolved quickly through discussion, clarification, or practical adjustment.

If the concern cannot be resolved informally, or if the issue is serious in nature, the complainant may proceed directly to the formal complaints procedure.

## **Formal Complaints Procedure**

### **Stage 1 Submission**

Formal complaints must be submitted in writing by email or letter and addressed to:

Camilla China  
Director and Head of Provision  
Wild Minds Pro Ltd

The complaint should include the complainant's name and contact details, a clear description of the concern, relevant dates and individuals involved, any steps already taken to resolve the issue, and any supporting evidence where available.

### **Stage 2 Acknowledgement**

The complaint will be acknowledged in writing within three working days of receipt. The acknowledgement will confirm who is handling the complaint and the expected timescale for response.

### **Stage 3 Investigation**

The complaint will be investigated by the Director and Head of Provision or a senior member of staff who has not been directly involved in the matter. The investigation may include review of records, meetings with relevant parties, and requests for additional information.

All parties involved will be given an opportunity to provide their account.

### **Stage 4 Outcome**

A written response will be provided within ten working days of acknowledgement. Where additional time is required due to complexity, the complainant will be informed of the reason and given a revised timescale.

The response will set out the findings, conclusions, and any actions taken or proposed.

### **Stage 5 Review or Escalation**

If the complainant is dissatisfied with the outcome, they may request a review by a Director of Wild Minds Pro Ltd who has not been involved in the original investigation. Requests for review must be submitted within five working days of receiving the outcome.

The review decision is final. Where the complaint relates to assessment or qualification matters, the complainant may escalate to the relevant awarding organisation once internal procedures have been exhausted.

### **Recording and Monitoring**

All formal complaints are recorded in a central complaints register. Records include the nature of the complaint, dates, investigation outcome, actions taken, and any learning identified.

Complaints are reviewed periodically to identify trends, systemic issues, or training needs. Outcomes inform quality assurance and service improvement planning.

### **Vexatious or Unreasonable Complaints**

Wild Minds Pro Ltd reserves the right to manage repeated or unreasonable complaints in a proportionate manner while maintaining fairness and access to the complaints process.

### **Compliments and Feedback**

Positive feedback and compliments are welcomed and recorded. With consent, feedback may be shared with staff teams or used to evidence quality of provision.

## **Conflicts of Interest Policy and Procedure**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd identifies, declares, manages, and records actual or perceived conflicts of interest. It ensures that all decisions relating to learners, assessment, quality assurance, safeguarding, staffing, procurement, and governance are made transparently, ethically, and in accordance with awarding organisation requirements and legal obligations.

The policy protects the integrity of qualifications, the fairness of decision-making, and the confidence of learners, commissioners, and stakeholders.

## **Scope**

This policy applies to all individuals involved in the delivery, assessment, verification, management, or governance of provision delivered by Wild Minds Pro Ltd. This includes directors, employees, sessional staff, assessors, internal quality assurers, volunteers, contractors, consultants, and any person acting on behalf of the organisation.

It applies to all areas of activity, including education delivery, assessment and certification, safeguarding, recruitment, complaints handling, commissioning relationships, procurement, and partnership working.

## **Definition of Conflict of Interest**

A conflict of interest arises where an individual's personal, professional, financial, or relational interests could influence, or be perceived to influence, their judgement, objectivity, or decision-making.

Conflicts may be actual, potential, or perceived. A perceived conflict is treated with the same seriousness as an actual conflict, as it can undermine confidence in the organisation even where no wrongdoing occurs.

Examples of conflicts of interest include, but are not limited to:

- Assessing, verifying, or quality assuring the work of a family member, partner, close friend, or person with whom there is a personal relationship
- Line managing or supervising someone with whom there is a close personal relationship
- Holding multiple roles that compromise objectivity, such as assessing and internally quality assuring the same learner or qualification
- Having a financial interest in a supplier, contractor, or partner organisation
- Using a position of authority to influence assessment outcomes, complaints processes, recruitment decisions, or commissioning arrangements
- Involvement in decisions where the individual or a connected person may gain personal benefit

## **Policy Statement**

Wild Minds Pro Ltd is committed to the highest standards of integrity, transparency, and ethical conduct. All decisions are made in the best interests of learners, the organisation, and public confidence.

Conflicts of interest are managed proactively. No individual may participate in decision-making, assessment, verification, or governance where a conflict exists and has not been appropriately mitigated.

Failure to declare a conflict of interest may result in disciplinary action and, where relevant, reporting to awarding organisations or commissioners.

## **Declaration of Interests**

All relevant individuals must declare any actual or potential conflict of interest:

- On appointment or engagement

- Annually as part of governance and quality assurance processes
- Immediately if circumstances change

Declarations are made in writing and recorded in the Conflicts of Interest Register, which is maintained by the Director and Head of Provision.

Individuals are responsible for recognising and declaring conflicts. Uncertainty does not remove the duty to declare.

### **Identification and Assessment**

When a conflict is declared or identified, the Director and Head of Provision will assess:

- The nature and seriousness of the conflict
- The risk to assessment integrity, safeguarding, governance, or decision-making
- The potential impact on learners, staff, awarding bodies, or commissioners

This assessment is documented and retained.

### **Management and Mitigation**

Where a conflict of interest is identified, appropriate control measures are implemented. These may include:

- Reallocation of assessment, verification, supervision, or decision-making responsibilities
- Appointment of an alternative assessor, internal quality assurer, or manager
- Exclusion of the individual from specific meetings, decisions, or processes
- Use of external verification or independent oversight where required
- Formal recording of mitigation actions and monitoring arrangements

Where a conflict cannot be adequately mitigated, the individual will be removed from the activity concerned.

### **Assessment and Quality Assurance Safeguards**

Specific safeguards apply to assessment and internal quality assurance to meet awarding organisation requirements:

- Assessors must not internally verify their own assessment decisions
- Internal quality assurers must not sample work where a personal or professional conflict exists
- Learners must not be assessed or verified by individuals with whom they have a close relationship
- All assessment and IQA allocations are documented and auditable

Any deviation from standard arrangements must be justified, approved, and recorded.

### **Governance and Procurement**

Conflicts of interest relating to procurement, commissioning, or partnership decisions are declared and managed in line with company governance requirements. Directors must not participate in decisions where they or connected persons stand to gain financially or professionally.

Procurement decisions are evidence-based and documented to ensure transparency and value for money.

### **Training and Awareness**

All staff, volunteers, and contractors receive training on conflicts of interest as part of induction. Refresher guidance is provided annually or when roles change.

Training includes recognising conflicts, declaring interests, and understanding the consequences of non-disclosure.

### **Monitoring and Review**

The Conflicts of Interest Register is reviewed at least termly and as part of the annual quality review. Patterns, risks, or repeated issues are escalated to senior leadership and addressed through policy review or training.

This policy is reviewed annually or earlier if awarding organisation requirements or governance arrangements change.

### **Responsibilities**

Directors of Wild Minds Pro Ltd are responsible for ensuring that this policy is implemented and enforced.

The Director and Head of Provision maintains the Conflicts of Interest Register and oversees mitigation.

All staff and representatives are responsible for acting transparently and declaring conflicts promptly.

## **Contingency Plan and Business Continuity**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out the contingency and business continuity arrangements in place at Wild Minds Pro Ltd to ensure the safe continuation of education, assessment, safeguarding, and essential operations in the event of disruption. It is designed to protect learners, staff, commissioners, and the integrity of accredited provision.

The plan ensures that learning, assessment, and welfare support can continue or be restored promptly following unforeseen events.



## **Scope**

This contingency plan applies to all activities delivered by Wild Minds Pro Ltd, including education delivery, assessment and internal quality assurance, safeguarding, animal-assisted activities, vocational and land-based learning, and administrative operations.

It covers disruptions that may affect staffing, premises, systems, transport, utilities, safeguarding capacity, or leadership.

## **Objectives**

The objectives of this plan are to:

- Minimise disruption to learner education and welfare
- Maintain compliance with safeguarding, health and safety, and awarding body requirements
- Ensure continuity of assessment and certification
- Provide clear communication to learners, families, commissioners, and staff
- Restore normal operations as quickly and safely as possible

## **Governance and Authority**

Overall responsibility for business continuity rests with the Director and Head of Provision. In the absence of the Director, delegated authority passes to a nominated senior member of staff in line with internal delegation arrangements.

Key operational responsibilities are documented to ensure continuity if leadership capacity is temporarily reduced.

## **Risk Areas and Mitigation Measures**

### **Staff Absence or Staffing Shortfall**

Risks include illness, emergency leave, resignation, or suspension.

Mitigation measures include maintaining a pool of trained sessional staff, cross-training senior staff to cover essential roles, documented session plans and learner records to support handover, and use of flexible staffing models. Safeguarding ratios are prioritised at all times.

### **Loss of Key Staff or Leadership Capacity**

In the event of absence of senior leadership, delegated responsibilities are activated. Core functions including safeguarding oversight, assessment decisions, and commissioner communication are assigned to named senior staff. External professional support may be engaged where required.

### **Premises Disruption**

Risks include fire, flood, structural damage, utility failure, or restricted access.

Mitigation measures include use of alternative on-site spaces, temporary relocation of sessions to approved partner venues, adjustment of delivery formats, and suspension of high-risk activities where necessary. Emergency procedures are clearly displayed and rehearsed.

### **IT Systems or Data Loss**

Risks include loss of internet access, system failure, or cyber incident.

Mitigation measures include secure cloud-based systems with backups, offline access to

essential learner and safeguarding information, paper-based registers as contingency, and restricted access controls. Data protection obligations remain in force during any incident.

### **Transport or Access Disruption**

Risks include severe weather, vehicle failure, or travel restrictions.

Mitigation measures include advance communication with families and commissioners, adjusted session times, remote delivery where appropriate, and prioritisation of learner safety.

### **Public Health Incidents**

Risks include infectious disease outbreaks or public health restrictions.

Mitigation measures include infection control protocols, enhanced hygiene measures, flexible attendance arrangements, remote or blended delivery options, and risk assessments for vulnerable learners and staff.

### **Assessment and Certification Disruption**

Risks include missed assessments, delayed evidence submission, or inability to complete planned assessment activity.

Mitigation measures include flexible assessment windows, alternative evidence collection methods where permitted, early submission of learner evidence, and direct communication with awarding organisations regarding extensions or adjustments.

### **Safeguarding Capacity**

Safeguarding remains a priority during all disruptions. Designated safeguarding responsibilities are maintained at all times. If safeguarding capacity is compromised, delivery is reduced or suspended until safe arrangements are restored.

### **Communication Arrangements**

Clear and timely communication is essential during disruption.

Learners, parents or carers, commissioners, and partner agencies are informed of changes using agreed communication channels. Staff are briefed regularly to ensure consistent messaging and response.

Where disruption exceeds forty eight hours, revised learning or support plans are issued for affected learners.

### **Record Keeping and Reporting**

All significant disruptions and contingency actions are recorded. This includes decisions taken, communication issued, and outcomes achieved. Records are retained for quality assurance, safeguarding, and commissioner accountability.

### **Testing and Review**

This contingency plan is reviewed annually and following any significant incident. Learning from incidents is used to strengthen future planning. Elements of the plan are tested through scenario planning, risk assessments, and staff briefings.

### **Responsibilities**

The Director and Head of Provision is responsible for implementation and oversight of this plan.

Senior staff are responsible for operational delivery of contingency measures.

All staff are responsible for following instructions and supporting continuity arrangements.

## Data Protection Policy and Privacy Notice

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### Purpose

This policy sets out how Wild Minds Pro Ltd collects, processes, stores, shares, and protects personal data. It ensures compliance with the UK General Data Protection Regulation, the Data Protection Act 2018, and guidance issued by the Information Commissioner's Office. The policy also confirms how the organisation upholds the rights of individuals whose data is processed.

### Scope

This policy applies to all personal data processed by Wild Minds Pro Ltd relating to learners, parents or carers, staff, volunteers, contractors, commissioners, referrers, visitors, and any other individuals whose information is held by the organisation.

It applies to all forms of data, including digital records, paper files, images, video, audio, and electronic communications.

### Policy Statement

Wild Minds Pro Ltd is committed to protecting personal data and handling it lawfully, fairly, and transparently. Personal data is only collected where necessary, is used for legitimate purposes, and is protected against unauthorised access, loss, or misuse.

All staff and representatives are required to understand and comply with this policy.

### Data Protection Principles

Personal data is processed in accordance with the following principles:

- Data is processed lawfully, fairly, and transparently
- Data is collected for specified, explicit, and legitimate purposes
- Data is adequate, relevant, and limited to what is necessary
- Data is accurate and kept up to date
- Data is retained only for as long as necessary
- Data is processed securely
- Accountability is demonstrated at all times

## **Lawful Bases for Processing**

Wild Minds Pro Ltd processes personal data under one or more lawful bases, including:

- Consent, where required and appropriate
- Performance of a contract, including education and employment arrangements
- Legal obligation, including safeguarding and statutory reporting
- Vital interests, including medical emergencies
- Public task, including education provision commissioned by Local Authorities
- Legitimate interests, including quality assurance and service improvement

The lawful basis for processing is identified and recorded for each category of data.

## **Types of Personal Data Processed**

Learners:

- Name, date of birth, contact details
- Educational records, attendance, progress, assessment evidence
- EHCPs, support plans, risk assessments
- Medical information required to support safety and welfare
- Safeguarding records and incident reports
- Images or video where consent has been obtained

Parents or Carers:

- Contact details
- Relationship to learner
- Consent records and correspondence

Staff and Volunteers:

- Employment and recruitment records
- DBS information and right to work checks
- Training, supervision, and performance records
- Payroll, pension, and absence data

Commissioners and Stakeholders:

- Contact details
- Contractual, funding, and invoicing records

Visitors:

- Sign-in records and safeguarding information where required

## **Privacy Information**

Privacy information is provided to individuals at the point data is collected. This explains what data is collected, why it is collected, how it is used, who it may be shared with, how long it is retained, and the rights of the individual.

Additional consent is sought where required, including for photography, media use, or marketing activity.

## **Data Storage and Security**

Personal data is stored securely using a combination of physical and digital safeguards.

Digital data is held on password-protected and access-controlled systems.

Physical records are stored in locked cabinets in staff-only areas.

Safeguarding records are stored separately and access is strictly limited.

Access to personal data is restricted to those who require it to perform their role.

Staff receive training on secure data handling and confidentiality.

## **Data Sharing**

Personal data is shared only where lawful, necessary, and proportionate. This may include sharing with Local Authorities, awarding organisations, safeguarding partners, medical professionals, external auditors, or regulatory bodies.

Data sharing agreements or written assurances are in place where required. Personal data is never sold or used for profiling.

## **Data Retention**

Personal data is retained only for as long as necessary and in line with statutory, safeguarding, and awarding organisation requirements. Retention periods are set out in the Document Retention and Secure Storage Policy.

## **Data Subject Rights**

Individuals have the right to access their personal data, request correction, request erasure where applicable, restrict processing, object to processing, and request data portability where relevant.

Requests must be made in writing and will be responded to within one calendar month.

Identity may be verified before information is released.

## **Data Breaches**

Any actual or suspected data breach must be reported immediately to the Director and Data Protection Lead. Breaches are investigated promptly. Where required, the Information Commissioner's Office is notified within seventy two hours and affected individuals are informed.

## **Training and Awareness**

All staff receive data protection training as part of induction and ongoing professional development. Compliance is monitored through supervision, audits, and quality assurance processes.

## **Responsibilities**

The Director and Head of Provision acts as the Data Protection Lead and is responsible for compliance and oversight.

All staff, volunteers, and contractors are responsible for handling data in accordance with this policy.

## **Document Retention and Secure Storage Policy**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd manages the retention, storage, security, and disposal of documents and records. It ensures that records are accurate, accessible where required, protected from unauthorised access, and retained only for lawful and necessary periods.

The policy supports compliance with the UK General Data Protection Regulation, the Data Protection Act 2018, safeguarding guidance, and awarding organisation requirements.

### **Scope**

This policy applies to all physical and digital records created, received, or held by Wild Minds Pro Ltd. This includes records relating to learners, parents or carers, staff, volunteers, commissioners, safeguarding, assessment and certification, health and safety, animal welfare, finance, and governance.

### **Policy Statement**

Wild Minds Pro Ltd is committed to responsible information governance. Records are managed in a way that supports safeguarding, quality assurance, accountability, and transparency while protecting confidentiality and personal data.

Only records that are necessary and relevant are retained. All records are disposed of securely once retention periods expire.

### **Record Categories**

Records covered by this policy include, but are not limited to:

- Learner files, assessments, and evidence portfolios
- Internal Quality Assurance and standardisation records
- Safeguarding records and child protection files
- EHCPs, support plans, and risk assessments
- Staff employment, recruitment, DBS, and training records
- Health and safety records and incident reports

- Financial, contractual, and commissioning records
- Policies, procedures, and audit documentation
- Visitor logs and site records

## **Retention Periods**

Retention periods are based on statutory requirements, safeguarding guidance, and awarding organisation rules. Unless otherwise stated, periods apply from the end of a learner placement or employment.

Learner assessment and evidence records are retained for a minimum of three years following certification.

Internal Quality Assurance and verification records are retained for three years.

Safeguarding records are retained in line with statutory guidance and Local Authority expectations and may be held until the individual reaches adulthood plus an extended period where required.

EHCP-related records and individual support plans are retained for a minimum of three years or in line with commissioning requirements.

Staff employment and recruitment records are retained for six years following the end of employment.

Health and safety records are retained for a minimum of three years or longer where required by the nature of the incident.

Financial and accounting records are retained for six years in line with HMRC requirements.

Policies, procedures, and audit records are retained for a minimum of three years.

Visitor records are retained for one year unless required for safeguarding or investigation.

## **Secure Storage Arrangements**

### **Physical Records**

Physical records are stored in locked filing cabinets or secure rooms within staff-only areas. Access is restricted to authorised personnel. Safeguarding files are stored separately from general learner records and clearly marked as confidential.

### **Digital Records**

Digital records are stored on secure, password-protected systems with role-based access controls. Devices are protected by encryption and access controls. Regular backups are maintained to prevent data loss.

Access to digital records is limited to staff who require the information to perform their role.

## **Access and Confidentiality**

Access to records is provided on a need-to-know basis. Staff must not access, share, or remove records unless authorised. Confidentiality is maintained at all times.

Requests for access to records by external parties are managed in accordance with the Data Protection Policy and safeguarding requirements.

## **Secure Disposal**

When records reach the end of their retention period, they are disposed of securely. Physical documents are destroyed using cross-cut shredding or a certified confidential waste service.

Digital records are permanently deleted from systems and backups where practicable.

Disposal is carried out in a way that prevents reconstruction or unauthorised access.

## **Data Breaches and Incident Reporting**

Any breach of secure storage or unauthorised access to records must be reported immediately to the Director and Data Protection Lead. Incidents are investigated and managed in line with the Data Protection Policy.

## **Monitoring and Review**

Compliance with this policy is monitored through internal audits, quality assurance activity, and supervision. Any weaknesses identified are addressed promptly.

This policy is reviewed annually or earlier if legislation, safeguarding guidance, or awarding organisation requirements change.

## **Responsibilities**

The Director and Head of Provision is responsible for oversight and compliance.

Administrative staff are responsible for maintaining secure filing systems and retention schedules.

All staff are responsible for handling records in accordance with this policy.

## **Enquiries and Appeals Policy for Learners**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

## **Purpose**

This policy sets out the procedure for learners to raise enquiries or appeals in relation to assessment decisions made by Wild Minds Pro Ltd. It ensures that learners are treated fairly, transparently, and consistently, and that assessment decisions are reviewed in line with awarding organisation requirements and principles of natural justice.

The policy protects the integrity of assessment while safeguarding learners' rights to challenge decisions they believe to be inaccurate or unfair.



## **Scope**

This policy applies to all learners undertaking accredited or internally assessed provision delivered by Wild Minds Pro Ltd. This includes, but is not limited to, AQA Unit Awards, ASDAN programmes, NOCN units, and any other regulated or quality assured learning.

It applies to assessment outcomes, feedback, recognition of evidence, assessment conduct, and decisions relating to achievement or non-achievement of criteria.

## **Policy Statement**

Wild Minds Pro Ltd is committed to accurate, fair, and consistent assessment. Learners have the right to understand how assessment decisions are made and to receive clear, constructive feedback.

No learner will be disadvantaged, penalised, or treated less favourably for raising an enquiry or appeal in good faith.

## **Definitions**

An enquiry is a request for clarification or review of an assessment decision, feedback, or process.

An appeal is a formal challenge to an assessment decision following completion of the enquiry stage.

## **Informal Enquiry Stage**

Learners are encouraged to raise any concerns informally with their assessor or tutor at the earliest opportunity. Many issues can be resolved through discussion, clarification of criteria, or additional feedback.

Where appropriate, assessors may review evidence or provide further explanation. Informal enquiries do not change assessment decisions unless an error is identified.

If the learner remains dissatisfied, they may proceed to a formal appeal.

## **Formal Appeals Procedure**

### **Stage 1 Submission of Appeal**

Learners must submit a formal appeal in writing within ten working days of receiving the assessment outcome. Appeals should be addressed to the Director and Head of Provision or the Internal Quality Assurer.

The appeal must include the learner's name, the qualification or unit concerned, the assessment decision being appealed, the reason for the appeal, and any supporting information.

### **Stage 2 Acknowledgement**

Appeals are acknowledged in writing within three working days of receipt. The

acknowledgement confirms the person responsible for handling the appeal and the expected timescale for review.

### **Stage 3 Review and Investigation**

The appeal is reviewed by the Internal Quality Assurer or another appropriately qualified senior member of staff who was not involved in the original assessment decision.

The review may include examination of assessment evidence, feedback provided, assessor records, and relevant awarding organisation guidance. The assessor may be asked to provide a rationale for their decision. The learner may be contacted for clarification.

### **Stage 4 Outcome**

A written outcome is provided within ten working days of receipt of the appeal. The outcome explains the decision reached, the reasons for the decision, and any actions to be taken.

Possible outcomes include confirmation of the original decision, amendment of the assessment decision, requirement for reassessment, or provision of additional feedback.

All outcomes are documented and retained securely.

### **Escalation to Awarding Organisation**

If the learner remains dissatisfied following completion of the internal appeals process, they have the right to escalate the matter to the relevant awarding organisation. Wild Minds Pro Ltd will provide information to support the learner in accessing the awarding organisation's appeals procedure.

Internal procedures must be exhausted before escalation.

### **Appeals Involving Malpractice or Bias**

Where an appeal raises concerns relating to malpractice, maladministration, discrimination, or conflict of interest, the matter will also be managed in line with the Malpractice and Maladministration Policy and, where appropriate, safeguarding or disciplinary procedures.

### **Recording and Monitoring**

All enquiries and appeals are logged in a central register. Records include the nature of the appeal, actions taken, outcomes, and timescales.

Appeals data is reviewed as part of internal quality assurance and quality improvement processes to identify trends or areas requiring action.

### **Responsibilities**

The Director and Head of Provision is responsible for ensuring compliance with this policy. The Internal Quality Assurer manages the review process and ensures impartiality. Assessors cooperate with enquiries and appeals and provide accurate records. Learners are responsible for submitting appeals within stated timescales and engaging constructively in the process.

## Equal Opportunities Policy

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out the commitment of Wild Minds Pro Ltd to promoting equality, diversity, and inclusion across all areas of its educational and therapeutic provision. It ensures that all learners, staff, and stakeholders are treated with dignity and respect and that no individual is discriminated against, harassed, or disadvantaged.

### **Scope**

This policy applies to all learners, staff, volunteers, contractors, directors, visitors, and partner organisations engaged with Wild Minds Pro Ltd. It covers access to provision, teaching and assessment, behaviour management, safeguarding, recruitment, staff development, and day-to-day practice.

### **Legal Framework**

This policy is informed by and complies with the Equality Act 2010, including protection against discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

It also aligns with duties under the SEND Code of Practice, safeguarding legislation, and commissioning expectations for inclusive education.

### **Policy Statement**

Wild Minds Pro Ltd is committed to creating an inclusive, accessible, and supportive learning environment in which individual differences are recognised and valued. Decisions relating to admission, placement, assessment, staffing, and progression are based on suitability, need, and professional judgement, never on bias or prejudice.

Discrimination, harassment, victimisation, or exclusionary behaviour is not tolerated.

### **Equality in Practice**

Equality and inclusion are promoted through:

- Personalised and flexible learning approaches
- Trauma-informed and neurodiversity-aware practice
- Reasonable adjustments to support access and participation
- Fair and transparent assessment processes
- Respectful behaviour expectations for all members of the community

Admissions and placement decisions are made based on the ability of the provision to meet a learner's needs safely and effectively.

### **Reasonable Adjustments and Accessibility**

Wild Minds Pro Ltd makes reasonable adjustments to remove barriers to learning and participation for individuals with disabilities or additional needs. Adjustments may relate to environment, communication, teaching methods, assessment arrangements, or support strategies.

Accessibility is reviewed through risk assessment, learner feedback, and ongoing quality assurance. Where physical or operational limitations exist, alternative arrangements are explored.

### **Bullying, Harassment, and Victimisation**

Bullying, harassment, or discriminatory behaviour on any protected ground is treated as a serious matter. Incidents are managed in line with behaviour management, safeguarding, and disciplinary procedures.

Learners and staff are encouraged to report concerns promptly and are supported throughout any investigation.

### **Equality in Recruitment and Employment**

Recruitment, selection, and promotion decisions are based on merit, experience, and suitability for the role. Safer recruitment practices are followed at all times.

Staff are supported through training and supervision to deliver inclusive practice and to challenge discrimination where it arises.

### **Training and Awareness**

Equality, diversity, and inclusion form part of staff induction and ongoing professional development. Training includes awareness of protected characteristics, unconscious bias, neurodiversity, and inclusive practice within alternative provision.

### **Monitoring and Review**

Equality and inclusion are monitored through learner outcomes, feedback, incident records, complaints, and quality assurance activity. Any identified gaps or concerns are addressed through action planning and training.

This policy is reviewed annually or earlier if legislation or commissioning requirements change.

## **Responsibilities**

The Director and Head of Provision holds overall responsibility for equality and inclusion. All staff and representatives are responsible for applying this policy in daily practice. Learners are expected to treat others with respect and to raise concerns appropriately.

## **Examination and Invigilation Policy and Procedure**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd manages examinations and controlled assessment activity to ensure integrity, fairness, security, and compliance with awarding organisation requirements. It ensures that all learners are given a fair opportunity to demonstrate their knowledge and skills under appropriate conditions.

### **Scope**

This policy applies to all examinations, tests, and controlled assessments delivered by or on behalf of Wild Minds Pro Ltd. This includes assessments associated with AQA Unit Awards, ASDAN programmes, NOCN units, and any other regulated or quality assured provision requiring formal assessment conditions.

It applies to on-site, off-site, and alternative approved venues, and to any staff involved in examination administration, invigilation, assessment, or quality assurance.

### **Policy Statement**

Wild Minds Pro Ltd is committed to maintaining the security and integrity of all examinations and controlled assessments. All assessment activity is delivered in accordance with awarding organisation specifications and published instructions.

Assessment conditions are applied consistently while remaining proportionate to the needs of learners within an alternative provision setting.

### **Roles and Responsibilities**

Director and Head of Provision or Nominated Examinations Lead

Responsible for learner registration, liaison with awarding organisations, secure receipt and storage of assessment materials, allocation of invigilators, approval of reasonable adjustments, and reporting of any irregularities.

### Invigilators

Responsible for supervising examinations in accordance with approved procedures, maintaining a calm and orderly environment, completing attendance records, managing start and finish times, and reporting concerns immediately.

### Assessors and Tutors

Responsible for preparing learners appropriately for assessment, ensuring approved adjustments are in place, and not invigilating assessments for learners they have directly taught where this would compromise impartiality.

### Internal Quality Assurer

Responsible for monitoring compliance with assessment procedures, sampling assessment practice where applicable, and advising on awarding organisation requirements.

## **Examination Environment**

Examinations and controlled assessments are conducted in an environment that supports concentration, safety, and fairness. This includes appropriate seating arrangements, removal of unauthorised materials, and clear instructions to learners.

Mobile phones, smart devices, notes, or unauthorised resources are not permitted unless explicitly allowed by the awarding organisation.

Timekeeping is managed consistently and visibly.

## **Security of Assessment Materials**

Assessment papers and materials are stored securely in locked storage with restricted access. Materials are only opened at the time of the assessment and in accordance with awarding organisation instructions.

Completed assessments are collected promptly, stored securely, and processed in line with marking, sampling, and submission requirements.

Any breach of security is treated as a serious matter and managed in line with malpractice procedures.

## **Reasonable Adjustments**

Learners may access reasonable adjustments where approved and permitted by awarding organisation rules. Adjustments may include additional time, supervised rest breaks, use of a reader or scribe, assistive technology, or a separate room.

Adjustments are agreed in advance, documented, and applied consistently.

## **Malpractice and Irregularities**

Malpractice includes any behaviour that compromises the integrity of assessment, such as cheating, plagiarism, impersonation, or unauthorised assistance.

If malpractice is suspected, the assessment is stopped where appropriate, the incident is recorded, and the matter is investigated in line with the Malpractice and Maladministration Policy. Awarding organisations are notified where required.

Learners are informed of outcomes and rights of appeal.

### **Alternative and Flexible Assessment Arrangements**

Where assessments are completed through portfolio evidence, observation, or recorded activity, assessors ensure that evidence is authentic, valid, and sufficient. Identity is verified and assessment decisions are internally quality assured.

Flexible arrangements do not compromise qualification standards.

### **Recording and Monitoring**

All examination and invigilation activity is recorded, including attendance, adjustments, incidents, and outcomes. Records are retained in line with document retention requirements.

Assessment delivery is reviewed through internal quality assurance and standardisation activity.

### **Review**

This policy is reviewed annually or in response to changes in awarding organisation guidance or inspection requirements.

## **Governance and Accountability Statement**

Organisation: Wild Minds Pro Ltd  
Trading as: Wild Minds  
Date Written: 24/08/2025  
Review Date: 24/08/2026

### **Purpose**

This statement sets out the governance and accountability arrangements of Wild Minds Pro Ltd. It explains how strategic oversight, operational leadership, and quality assurance are structured to ensure safe, effective, and accountable delivery of alternative provision.

The statement provides assurance to commissioners, awarding organisations, and stakeholders that decision-making is transparent, proportionate, and subject to appropriate scrutiny.

## **Legal Status and Structure**

Wild Minds Pro Ltd is a private limited company delivering educational and therapeutic alternative provision. The organisation operates in accordance with company law, contractual obligations, safeguarding legislation, and awarding organisation requirements.

Governance responsibility rests with the Directors of Wild Minds Pro Ltd.

## **Strategic Oversight**

The Directors provide strategic oversight of the organisation. This includes responsibility for:

- Safeguarding and welfare
- Quality of education and assessment
- Financial oversight and sustainability
- Legal and regulatory compliance
- Risk management
- Organisational strategy and development

Directors ensure that policies are implemented effectively and reviewed regularly.

## **Operational Leadership**

Day-to-day operational leadership is provided by the Director and Head of Provision. This role holds delegated authority for:

- Educational delivery and learner support
- Safeguarding implementation
- Staff management and supervision
- Health and safety oversight
- Assessment and quality assurance
- Commissioner liaison

Clear lines of responsibility and decision-making are maintained.

## **Accountability to Commissioners**

Wild Minds Pro Ltd is accountable to commissioning Local Authorities and other funding bodies through contractual arrangements. The organisation provides attendance data, progress updates, safeguarding notifications, and quality assurance information as required.

Concerns raised by commissioners are addressed promptly and transparently.

## **External Scrutiny and Quality Assurance**

The organisation engages with external scrutiny through:

- Awarding organisation quality assurance processes
- Commissioner monitoring and review
- Safeguarding partner engagement
- Professional supervision and external advice where appropriate

Feedback and recommendations are recorded and acted upon.



## **Risk Management**

Risks relating to safeguarding, staffing, finance, premises, and delivery are identified and reviewed regularly. Mitigation actions are documented and monitored.

Contingency planning supports continuity of provision.

## **Conflict of Interest and Ethical Practice**

Governance arrangements operate alongside the Conflicts of Interest Policy to ensure transparency and integrity in decision-making.

Directors and staff declare interests and act in the best interests of learners and the organisation.

## **Review and Transparency**

Governance arrangements are reviewed annually. Policies and procedures are updated to reflect changes in legislation, commissioning requirements, or operational need.

## **Responsibilities**

Directors of Wild Minds Pro Ltd are responsible for governance and accountability. The Director and Head of Provision is responsible for operational delivery and compliance. All staff contribute to organisational accountability through professional conduct and adherence to policy.

## **Internal Quality Assurance Policy and Strategy**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out the Internal Quality Assurance arrangements used by Wild Minds Pro Ltd to ensure that assessment decisions are valid, reliable, consistent, and fair. It confirms how the organisation maintains the integrity of accredited and quality assured provision and supports continuous improvement in teaching, assessment, and learner outcomes.

### **Scope**

This policy applies to all staff involved in the delivery, assessment, internal quality assurance, and management of accredited or quality assured provision delivered by Wild Minds Pro Ltd.

This includes AQA Unit Awards, ASDAN programmes, NOCN units, and any other regulated or externally quality assured learning.

## **Policy Statement**

Wild Minds Pro Ltd is committed to maintaining a robust and transparent Internal Quality Assurance system. Internal Quality Assurance ensures that assessment decisions are accurate, evidence-based, and applied consistently across learners, assessors, and programmes.

The Internal Quality Assurance process supports assessors, protects learners, and ensures compliance with awarding organisation requirements.

## **Objectives**

The objectives of Internal Quality Assurance are to:

- Ensure assessment decisions meet qualification standards
- Promote consistency across assessors and programmes
- Identify and address risk in assessment practice
- Support assessor development and confidence
- Maintain accurate and auditable records
- Respond effectively to awarding organisation feedback

## **Roles and Responsibilities**

Director and Head of Provision or Quality Lead

Holds overall responsibility for quality assurance strategy and compliance. Acts as the main point of contact with awarding organisations and external quality assurers. Ensures corrective actions are implemented.

Internal Quality Assurer

Responsible for planning and carrying out sampling of assessment decisions, providing feedback to assessors, leading standardisation activity, and monitoring compliance with assessment requirements.

Assessors and Tutors

Responsible for assessing learners in line with qualification specifications, maintaining accurate records, providing timely feedback, and engaging with quality assurance processes.

## **Internal Quality Assurance Strategy**

Internal Quality Assurance activity is planned annually and reviewed regularly. The strategy is risk-based and proportionate to the size and nature of provision.

Sampling includes a representative range of learners, assessors, assessment methods, and qualification units. Higher-risk areas are sampled more frequently.

Sampling may include observation of assessment practice, review of learner evidence, and scrutiny of assessment records.

## **Standardisation**

Standardisation activity takes place at least once per term and additionally where required. Standardisation supports consistent interpretation of assessment criteria and expectations.

Standardisation meetings review assessment decisions, discuss examples of evidence, address issues raised through sampling, and share good practice.

Records of standardisation activity are maintained and actions are followed up.

## **Documentation and Record Keeping**

All Internal Quality Assurance activity is documented using standardised templates. Records include sampling plans, feedback to assessors, action plans, standardisation records, and responses to awarding organisation feedback.

Records are stored securely and retained in line with document retention requirements.

## **Support and Development**

Internal Quality Assurance is developmental as well as regulatory. Assessors receive constructive feedback and guidance to improve practice.

New assessors receive additional support and monitoring. Training needs identified through quality assurance activity inform continuing professional development planning.

## **External Quality Assurance**

Wild Minds Pro Ltd cooperates fully with awarding organisation quality assurance processes. Documentation is provided promptly and accurately. Actions arising from external quality assurance are recorded and monitored until completed.

## **Monitoring and Review**

Internal Quality Assurance outcomes are reviewed as part of the organisation's wider quality improvement processes. Trends, risks, and areas for development are identified and addressed.

This policy is reviewed annually or earlier if awarding organisation requirements change.

## **Responsibilities**

The Director and Head of Provision is responsible for overall compliance and effectiveness of Internal Quality Assurance.

The Internal Quality Assurer is responsible for delivery of quality assurance activity.

Assessors are responsible for engaging with and responding to quality assurance feedback.

## Learner Identification Policy and Procedure

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd verifies, records, and protects the identity of learners accessing its provision. It ensures that learner identity is accurately confirmed for safeguarding, assessment, certification, and funding purposes and that identity information is handled sensitively and lawfully.

### **Scope**

This policy applies to all learners accessing provision delivered by Wild Minds Pro Ltd, including those undertaking accredited qualifications, unit awards, and internally assessed programmes. It applies to learners of all ages and to all stages of enrolment, assessment, and certification.

### **Policy Statement**

Wild Minds Pro Ltd has a responsibility to confirm that each learner is correctly identified. This protects learners, supports safeguarding, prevents fraud or misrepresentation, and ensures the integrity of assessment and certification processes.

Identity checks are conducted proportionately and sensitively, recognising that some learners may face barriers to providing standard forms of identification.

### **Acceptable Forms of Identification**

Learners are asked to provide appropriate identification at enrolment or prior to registration with an awarding organisation. Acceptable forms of identification may include:

- Passport
- Birth certificate
- Photographic driving licence
- National identity card
- EHCP or Local Authority referral documentation
- School or college confirmation of identity
- Parent or carer confirmation supported by a photograph where appropriate

Where photographic identification is not available, alternative methods are used following a risk-based approach.

### **Identification Procedure**

#### **At Enrolment**

Identity information is collected and checked by authorised staff. Details are recorded on the

learner's file and stored securely. Photographic identification is used where available, particularly where required for external certification.

### **During Learning and Assessment**

Learner identity is verified through ongoing contact, supervision, and comparison with enrolment records. For formal assessments or examinations, identity is confirmed prior to assessment taking place.

### **At Certification**

Learner details are checked against original enrolment records before submission to awarding organisations. Any changes to legal name or personal details must be supported by appropriate documentation.

### **Learners Without Standard Identification**

Wild Minds Pro Ltd recognises that some learners, particularly those educated outside mainstream systems, may not have access to standard identification. In these cases, identity is verified through a combination of referral documentation, professional confirmation, and parental or carer verification.

No learner is excluded from provision solely due to lack of formal identification.

### **Data Protection and Security**

All identification documents and records are handled in accordance with the Data Protection Policy. Access is restricted to authorised staff and records are stored securely. Identification information is not shared externally unless required by law or awarding organisation regulations.

### **Safeguarding Considerations**

Verified identity supports safeguarding, emergency response, and statutory reporting. Identity records are available to designated staff where required for safeguarding purposes.

Any concerns regarding identity, misrepresentation, or safeguarding risk are escalated immediately in line with safeguarding procedures.

### **Monitoring and Review**

This policy is reviewed annually or when awarding organisation requirements change. Compliance is monitored through internal audits and quality assurance activity.

### **Responsibilities**

The Director and Head of Provision is responsible for oversight and compliance. Administrative and delivery staff are responsible for collecting and recording identity information accurately and securely.

Learners and parents or carers are expected to provide accurate information and notify the organisation of changes.

## Learner Wellbeing and Emotional Support Policy

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd supports the emotional wellbeing and mental health of learners. It confirms the organisation's commitment to creating a safe, supportive, and emotionally informed learning environment while operating within appropriate professional boundaries.

The policy ensures that emotional support is integrated into educational practice without replacing or duplicating statutory mental health or clinical services.

### **Scope**

This policy applies to all learners accessing provision delivered by Wild Minds Pro Ltd, including learners with EHCPs, SEMH needs, neurodivergence, trauma histories, anxiety, or emotional regulation difficulties.

It applies to all staff involved in learner-facing roles across all settings and activities.

### **Policy Statement**

Wild Minds Pro Ltd recognises that emotional wellbeing is fundamental to engagement, learning, and personal development. Many learners accessing alternative provision experience emotional distress, anxiety, or disrupted educational histories.

The organisation adopts a relational, trauma-informed, and needs-led approach to emotional support. Support is preventative, proportionate, and embedded within daily practice.

Wild Minds Pro Ltd does not provide clinical mental health treatment unless explicitly commissioned and appropriately governed.

### **Principles of Emotional Support**

Emotional wellbeing support at Wild Minds Pro Ltd is guided by the following principles:

- Safety and trust are prioritised
- Emotional regulation is supported through environment and relationships
- Support is individualised and strengths-based
- Learner dignity and autonomy are respected
- Clear professional boundaries are maintained
- Safeguarding takes precedence at all times

## **Support in Practice**

Emotional support is provided through:

- Consistent relationships with trusted adults
- Predictable routines and emotionally safe environments
- Opportunities for movement, regulation, and sensory support
- Access to mentoring or keyworker support where appropriate
- Staff modelling calm, respectful communication
- Recognition of progress and effort

Support strategies are informed by EHCPs, professional reports, and ongoing observation.

## **Responding to Emotional Distress**

When learners experience emotional distress, staff respond calmly and supportively.

Responses may include reducing demands, offering time and space, providing reassurance, or adjusting activities.

Staff do not provide counselling or therapy unless this is part of a commissioned and governed service.

Where distress indicates safeguarding risk, appropriate safeguarding procedures are followed immediately.

## **Crisis and Risk**

If a learner presents with significant emotional distress or risk, including self-harm ideation or disclosure, staff follow safeguarding and risk management procedures. This may include contacting parents or carers, commissioning bodies, or external services.

Staff do not manage high-risk mental health situations in isolation.

## **Multi-Agency Working**

Wild Minds Pro Ltd works collaboratively with parents, carers, Local Authorities, schools, and external professionals to support learner wellbeing. Information is shared lawfully and proportionately in line with data protection and safeguarding requirements.

Referrals to external services are supported where appropriate.

## **Staff Training and Support**

Staff receive training in trauma-informed practice, emotional regulation, and professional boundaries. Supervision provides space for reflection and support.

Staff wellbeing is also recognised as important to maintaining safe and effective support for learners.

## **Monitoring and Review**

Learner wellbeing is monitored through observation, engagement, attendance, and feedback. Support approaches are reviewed regularly.

This policy is reviewed annually or earlier if required.

## **Responsibilities**

The Director and Head of Provision holds overall responsibility for wellbeing support strategy.

Staff are responsible for implementing supportive practice within their role boundaries.

Learners are supported to express needs and access support appropriately.

## **Learner Induction, Transition, and Exit Planning Policy**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

## **Purpose**

This policy sets out how Wild Minds Pro Ltd manages learner induction, transitions, and exit planning. It ensures that learners experience safe, supported, and well-planned entry into provision, continuity during change, and appropriate preparation for transition out of placement.

The policy supports safeguarding, engagement, and positive progression outcomes.

## **Scope**

This policy applies to all learners accessing provision delivered by Wild Minds Pro Ltd, including those placed through EHCP, EOTAS, or alternative commissioning arrangements. It applies to all staff involved in learner support, education delivery, and coordination.

## **Policy Statement**

Wild Minds Pro Ltd recognises that transitions can be a source of anxiety and risk for learners with additional needs, trauma histories, or disrupted education. Induction and transition processes are therefore planned, flexible, and individualised.

Exit planning is approached proactively to support stability, continuity, and appropriate next steps.

## **Induction Process**

All learners receive a structured induction appropriate to their age, needs, and placement type. Induction may be phased and adapted.



Induction includes:

- Introduction to staff, routines, and expectations
- Orientation to the site and learning environments
- Health and safety and safeguarding information
- Discussion of individual needs, preferences, and support strategies
- Confirmation of attendance arrangements and communication routes

Induction information is shared with parents, carers, and commissioners as appropriate.

### **Ongoing Transitions**

Transitions within provision, including timetable changes, staffing changes, or activity changes, are managed sensitively. Learners are prepared in advance wherever possible.

Support strategies may include visual information, gradual changes, or additional mentoring.

### **Exit Planning**

Exit planning begins early and is reviewed throughout the placement. Planning considers the learner's readiness, emotional needs, and next placement or pathway.

Exit planning may include:

- Preparation for transition to education, training, or employment
- Support with re-engagement into mainstream or specialist settings
- Coordination with schools, colleges, Local Authorities, or providers
- Gradual reduction of support where appropriate

### **Unplanned or Early Exit**

Where a placement ends unexpectedly, Wild Minds Pro Ltd works with commissioners and families to support safe transition. Safeguarding considerations remain a priority.

Records and information are shared lawfully to support continuity of care and education.

### **Communication and Documentation**

Induction, transition, and exit processes are documented. Relevant information is shared with commissioners and partner agencies in line with data protection and safeguarding requirements.

### **Monitoring and Review**

Induction and transition processes are reviewed through learner feedback, engagement data, and quality assurance activity. Improvements are made where needed.

This policy is reviewed annually.

## **Responsibilities**

The Director and Head of Provision oversees induction and transition planning.

Staff support learners through induction and transitions.

Commissioners and families are engaged as partners in planning.

## Malpractice and Maladministration Policy and Procedure

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd prevents, identifies, investigates, manages, and reports incidents of malpractice and maladministration. It ensures that assessment, certification, and delivery of provision are conducted with integrity and in accordance with awarding organisation regulations and legal obligations.

### **Scope**

This policy applies to all learners, staff, volunteers, contractors, assessors, internal quality assurers, and any individuals involved in the delivery, assessment, quality assurance, or administration of accredited or quality assured provision delivered by Wild Minds Pro Ltd.

It applies to all qualifications, unit awards, and programmes, including AQA Unit Awards, ASDAN programmes, NOCN units, and any other regulated or externally quality assured provision.

### **Definitions**

#### **Malpractice**

Malpractice refers to any act, omission, or behaviour that compromises or could compromise the integrity of assessment, the validity of learner achievement, or the credibility of certification.

Examples of malpractice include, but are not limited to:

- Plagiarism or copying the work of others
- Submission of false, fabricated, or misleading evidence
- Collusion between learners
- Impersonation or misrepresentation of identity
- Unauthorised assistance during assessment
- Alteration of learner evidence by staff

- Falsification of assessment, attendance, or certification records
- Breach of assessment security

### Maladministration

Maladministration refers to failures in administrative systems, processes, or controls that may affect the quality or integrity of provision.

Examples of maladministration include:

- Incorrect learner registration or certification
- Failure to maintain accurate learner records
- Late or inaccurate submission of results
- Inadequate internal quality assurance arrangements
- Failure to follow awarding organisation procedures
- Poor communication with awarding organisations or commissioners

### Policy Statement

Wild Minds Pro Ltd operates a zero-tolerance approach to malpractice and maladministration. All suspected incidents are taken seriously, investigated promptly, and managed fairly.

No individual will be disadvantaged for reporting concerns in good faith. Equally, all individuals involved in investigations are treated fairly and with respect.

### Prevention and Awareness

Wild Minds Pro Ltd seeks to prevent malpractice and maladministration through:

- Clear guidance to learners and staff on assessment expectations
- Staff induction and ongoing training on awarding organisation requirements
- Robust assessment and Internal Quality Assurance processes
- Secure storage and handling of assessment materials
- Clear separation of assessment and verification roles
- Transparent documentation and audit trails

Learners are supported to understand what constitutes acceptable practice and are encouraged to ask for clarification where unsure.

### Responsibilities

#### Director and Head of Provision

Holds overall responsibility for ensuring compliance with this policy, overseeing investigations, and reporting to awarding organisations where required.

#### Internal Quality Assurer

Supports identification of assessment-related malpractice, advises on awarding organisation requirements, and ensures corrective actions are implemented.

#### Assessors and Staff

Responsible for delivering assessment ethically, maintaining accurate records, and reporting concerns immediately.

## **Learners**

Responsible for submitting authentic work, following assessment instructions, and engaging honestly in the assessment process.

## **Reporting Concerns**

Any suspected malpractice or maladministration must be reported immediately to the Director and Head of Provision or the Internal Quality Assurer.

Concerns may be raised by learners, staff, parents or carers, commissioners, or external professionals. Concerns may be raised confidentially.

## **Investigation Procedure**

### **Initial Review**

An initial review is undertaken to establish whether a full investigation is required. This includes consideration of evidence, records, and the nature of the concern.

### **Formal Investigation**

Where required, a formal investigation is conducted by a senior staff member not directly involved in the matter. Evidence may include learner work, assessment records, witness statements, and correspondence.

Individuals involved are informed of the allegation and given the opportunity to respond.

### **Outcome and Action**

Findings are documented in writing. Where malpractice or maladministration is confirmed, appropriate actions are taken. This may include reassessment, withdrawal of certification claims, staff disciplinary action, or changes to procedures.

Where required, incidents are reported to the relevant awarding organisation in line with their reporting requirements.

## **Appeals**

Any learner or staff member subject to a confirmed finding has the right to appeal the decision. Appeals are managed in line with the Enquiries and Appeals Policy.

## **Record Keeping**

All incidents, investigations, outcomes, and actions are recorded and stored securely. Records are retained for a minimum of three years or longer where required by awarding organisations.

## **Monitoring and Review**

Incidents are reviewed as part of Internal Quality Assurance and quality improvement processes. Patterns or systemic issues are addressed through training or procedural change.

This policy is reviewed annually or earlier if awarding organisation requirements change.

# Reasonable Adjustment and Special Consideration Policy and Procedure

Organisation: Wild Minds Pro Ltd  
Trading as: Wild Minds  
Date Written: 24/08/2025  
Review Date: 24/08/2026

## **Purpose**

This policy sets out how Wild Minds Pro Ltd supports learners who have additional needs, disabilities, medical conditions, neurodivergence, or temporary circumstances that may affect their ability to access learning or assessment under standard conditions. It ensures that reasonable adjustments and special consideration are applied fairly, lawfully, and in line with awarding organisation guidance.

## **Scope**

This policy applies to all learners enrolled on accredited or internally assessed programmes delivered by Wild Minds Pro Ltd. It applies to staff involved in teaching, assessment, internal quality assurance, learner support, and administration.

## **Legal and Regulatory Framework**

This policy complies with the Equality Act 2010, which places a duty on education providers to make reasonable adjustments for disabled learners. It also aligns with awarding organisation regulations, the SEND Code of Practice, and commissioning requirements.

## **Definitions**

### **Reasonable Adjustment**

A reasonable adjustment is a change made to teaching, learning, or assessment arrangements to reduce or remove disadvantage for a learner with a disability or long-term condition. Adjustments are made before or during learning and assessment and do not change the qualification standard or assessment criteria.

Examples may include additional time, alternative formats, use of assistive technology, rest breaks, modified environments, or alternative methods of evidencing learning where permitted.

### **Special Consideration**

Special consideration is an allowance made after an assessment where a learner has been temporarily affected by circumstances beyond their control. This may include illness, injury, bereavement, trauma, or other significant events. Special consideration does not guarantee an improved outcome and is applied in line with awarding organisation rules.

## **Policy Statement**

Wild Minds Pro Ltd is committed to ensuring that all learners have an equal opportunity to succeed. Reasonable adjustments are anticipated, planned, and implemented proactively wherever possible. Special consideration is applied sensitively and consistently where unforeseen circumstances arise.

No learner is disadvantaged due to disability, health condition, neurodivergence, or personal circumstance when appropriate and proportionate adjustments are permitted.

## **Identification and Planning**

### **At Enrolment**

Learners and parents or carers are invited to disclose additional needs, disabilities, or medical conditions at enrolment. Information may be drawn from EHCPs, professional reports, or commissioning documentation. Support needs are discussed and recorded.

### **During Learning**

Where new needs arise or existing needs change, adjustments are reviewed and updated. Staff are trained to recognise signs of difficulty and to escalate concerns appropriately.

## **Requesting Adjustments**

### **Reasonable Adjustments**

Requests for reasonable adjustments should be made in writing to the Director and Head of Provision or Internal Quality Assurer. Requests should be supported by evidence where available, unless information is already held on file.

### **Special Consideration**

Requests for special consideration should be submitted as soon as possible after the affected assessment, ideally within five working days. The request should explain the circumstances and include supporting evidence where available.

## **Approval and Implementation**

All reasonable adjustments and special consideration decisions are approved by the Director and Head of Provision in line with awarding organisation guidance. Adjustments are recorded on the learner record and shared with relevant staff.

Where required, awarding organisations are notified and approval sought before implementation.

## **Assessment Integrity**

Adjustments do not alter assessment standards, learning outcomes, or qualification integrity. Internal Quality Assurance processes monitor the application of adjustments to ensure consistency and compliance.

## **Confidentiality and Data Protection**

Information relating to disability, medical conditions, or personal circumstances is handled sensitively and in accordance with data protection legislation. Access is restricted to staff who require the information to support the learner.

### **Monitoring and Review**

The effectiveness of adjustments and special consideration is monitored through learner feedback, assessment outcomes, and quality assurance activity. Adjustments are reviewed to ensure they remain appropriate and proportionate.

This policy is reviewed annually or when awarding organisation guidance or legislation changes.

### **Responsibilities**

The Director and Head of Provision is responsible for approval and oversight of this policy. The Internal Quality Assurer ensures adjusted assessments are sampled appropriately. Staff implement agreed adjustments consistently. Learners and parents or carers support the process by providing accurate information and engaging constructively.

## **Safeguarding and Child Protection Policy**

Organisation: Wild Minds Pro Ltd  
Trading as: Wild Minds  
Date Written: 24/08/2025  
Review Date: 24/08/2026

### **Purpose**

This policy sets out how Wild Minds Pro Ltd safeguards and promotes the welfare of children and young people. It confirms the organisation's commitment to protecting learners from harm, abuse, neglect, and exploitation, and to acting promptly and appropriately when concerns arise.

Safeguarding is the responsibility of all staff and is embedded across all aspects of provision.

### **Scope**

This policy applies to all learners under the age of 18 and to vulnerable young people aged 18 to 25 accessing provision delivered by Wild Minds Pro Ltd. It applies to all staff, directors, volunteers, contractors, and visitors.

This policy applies to all settings and activities, including on-site provision, outdoor and land-based learning, animal-assisted education, transport, visits, and remote or digital contact.

## **Legal and Statutory Framework**

This policy is informed by and complies with:

- Keeping Children Safe in Education
- Children Act 1989 and Children Act 2004
- Working Together to Safeguard Children
- The Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- Information sharing guidance for safeguarding

Local safeguarding partnership procedures are followed at all times.

## **Policy Statement**

Wild Minds Pro Ltd recognises its statutory duty to safeguard and promote the welfare of children and young people. The organisation adopts a child-centred and trauma-informed approach, recognising that safeguarding concerns may present through behaviour, emotional distress, disengagement, or changes in presentation.

Safeguarding concerns are taken seriously, acted upon promptly, and managed in accordance with statutory guidance and local procedures.

## **Safeguarding Roles and Responsibilities**

Designated Safeguarding Lead

The Designated Safeguarding Lead is Camilla China, Director and Head of Provision.

Deputy Designated Safeguarding Leads

Deputy Designated Safeguarding Leads are appointed and trained to support safeguarding coverage at all times.

The Designated Safeguarding Lead is responsible for:

- Managing safeguarding concerns and referrals
- Liaising with Local Authority Children's Services and partner agencies
- Providing advice and guidance to staff
- Maintaining safeguarding records
- Ensuring staff training and awareness
- Reviewing safeguarding practice and policy

All Staff and Volunteers

All staff and volunteers are responsible for:

- Being vigilant to signs of abuse or neglect
- Recording and reporting concerns immediately
- Following safeguarding procedures
- Maintaining professional boundaries
- Attending safeguarding training



## **Types of Abuse and Safeguarding Concerns**

Safeguarding includes protection from:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child sexual exploitation
- Child criminal exploitation
- Peer-on-peer abuse
- Bullying and cyberbullying
- Radicalisation and extremism
- Domestic abuse
- Online harm

Peer-on-peer abuse is recognised as a safeguarding issue and is managed in line with statutory guidance.

## **Reporting Safeguarding Concerns**

Any safeguarding concern must be reported immediately to the Designated Safeguarding Lead or Deputy DSL.

Concerns must be recorded factually and accurately. Staff must not investigate or promise confidentiality.

If a child is at immediate risk of harm, emergency services or Children's Services are contacted without delay.

## **Referrals and Information Sharing**

Where concerns meet safeguarding thresholds, referrals are made to Children's Services or appropriate agencies. Information is shared lawfully, proportionately, and in the best interests of the child.

Parental consent is sought where appropriate, unless doing so would place the child at increased risk.

## **Allegations Against Staff**

Allegations against staff or volunteers are managed in line with statutory guidance. The Designated Safeguarding Lead informs the Local Authority Designated Officer where required.

Staff subject to allegations are supported appropriately while ensuring safeguarding remains the priority.

## **Whistleblowing**

Staff are encouraged to raise concerns about safeguarding practice, conduct, or organisational culture without fear of reprisal. Concerns may be raised internally or via external reporting routes.

## **Training and Awareness**

All staff receive safeguarding training at induction and refresher training at least annually. Safeguarding is a standing item in supervision and team briefings.

## **Record Keeping**

Safeguarding records are stored securely and separately from general learner records. Access is restricted to authorised safeguarding staff.

## **Review**

This policy is reviewed annually or earlier in response to legislative changes or safeguarding incidents.

## **Responsibilities**

The Director and Head of Provision holds overall responsibility for safeguarding compliance. All staff and representatives share responsibility for safeguarding children and young people.

## **Transport and Travel Safety Policy**

Organisation: Wild Minds Pro Ltd

Trading as: Wild Minds

Date Written: 24/08/2025

Review Date: 24/08/2026

## **Purpose**

This policy sets out how Wild Minds Pro Ltd ensures the safe, lawful, and appropriate transport of learners as part of its educational and therapeutic provision. It confirms the organisation's commitment to safeguarding, risk management, and duty of care when learners are transported between sites, within the community, or supported to develop independent travel skills.

The policy ensures that all transport and travel arrangements support learner safety, wellbeing, dignity, and preparation for adulthood, while remaining proportionate to individual need.

## **Scope**

This policy applies to all transport and travel activity associated with provision delivered by Wild Minds Pro Ltd. This includes transport in staff vehicles, use of public transport, travel training, and third-party transport such as taxis.

It applies to all learners, staff, directors, contractors, volunteers, and visitors involved in transport or travel activities.

This policy does not apply to independent travel arranged solely by families unless otherwise agreed.

## **Policy Statement**

Wild Minds Pro Ltd recognises that transport and travel present specific safeguarding, safety, and behavioural considerations. Transport is provided only where necessary and is planned, risk assessed, and delivered by authorised staff or agreed third parties.

All transport and travel arrangements are individualised, proportionate, and reviewed regularly. Safeguarding and learner welfare are prioritised at all times.

## **Insurance and Legal Compliance**

All vehicles used by Wild Minds Pro Ltd to transport learners are covered by valid business use motor insurance that explicitly permits transport of learners as part of employment and educational activity.

Vehicles are roadworthy, taxed, insured, and MOT compliant. Documentation is checked regularly.

Wild Minds Pro Ltd does not operate as a commercial transport provider and does not charge separately for transport.

## **Authorised Drivers**

Only authorised staff may transport learners in vehicles used by Wild Minds Pro Ltd.

Authorisation requires:

- A full and valid UK driving licence
- Appropriate driving experience
- Enhanced DBS clearance
- Current safeguarding training
- Familiarity with learner needs, risk assessments, and transport expectations

Authorisation to transport learners is reviewed periodically.

## **Vehicle Standards**

Vehicles used for learner transport must:

- Be appropriate for the number and needs of learners
- Have functioning seatbelts for all passengers
- Carry a first aid kit
- Have access to a charged mobile phone for emergencies
- Be maintained in a safe, clean, and roadworthy condition

Learners are seated appropriately. Use of the front passenger seat by a learner is avoided unless risk assessed and agreed.

Learners are not transported in vehicles used for animal transport.

## **Risk Assessment and Planning**

All transport and travel arrangements are risk assessed in advance. Risk assessment considers:

- Number of learners
- Individual learner needs, behaviour profiles, and safeguarding considerations
- Journey length, route, and complexity
- Community environment
- Staffing and supervision requirements

Risk assessments are reviewed regularly and updated where circumstances change.

## **Staffing and Supervision During Transport**

Staffing arrangements during transport are determined through risk assessment.

A single authorised driver may transport one learner where risk assessment confirms this is safe and appropriate.

A second adult is used where required, including but not limited to:

- Transporting more than one learner
- Learners with a history of dysregulation, absconding, or high support needs
- Longer or more complex journeys
- Community-based activity involving multiple transition points

Staffing decisions prioritise safeguarding, learner safety, and driver focus.

## **Behaviour and Safeguarding in Vehicles**

Clear expectations are communicated to learners regarding behaviour during transport. Expectations focus on safety, respect, and cooperation.

Drivers must not engage in disciplinary discussions while driving. Behaviour concerns are addressed once the vehicle is safely stationary.

Physical intervention is not used in a moving vehicle except where absolutely necessary to prevent immediate risk of serious harm.

Any safeguarding concern arising during transport is reported and recorded in line with safeguarding procedures.

### **Emergency Procedures**

In the event of an emergency, drivers follow emergency procedures, prioritising safety and welfare.

Emergency services are contacted where required and senior staff are informed as soon as possible. Parents, carers, and commissioners are notified in line with agreed communication protocols.

All incidents are recorded and reviewed.

### **Community Travel**

When travelling within the community, staff maintain supervision appropriate to learner needs and risk assessments.

Learners are supported to follow safety guidance and boundaries appropriate to public settings. Community travel is risk assessed in advance.

### **Travel Training and Independent Travel**

Wild Minds Pro Ltd may support learners to develop travel skills as part of preparation for adulthood or independence outcomes.

Travel training is planned, structured, and individualised. It is offered only where appropriate and agreed with the learner, parents or carers, and commissioning Local Authorities.

Travel training is not used as a substitute for necessary support.

Travel training may include supported journeys, route familiarisation, safety awareness, use of travel cards or passes, and gradual reduction of staff support where risk assessment confirms this is safe.

All travel training activity is risk assessed and reviewed regularly.

### **Use of Taxis and Third-Party Transport**

Where taxis or third-party transport are used, arrangements are agreed with commissioning Local Authorities or families.

Wild Minds Pro Ltd does not directly operate taxi services but ensures that safeguarding and safety expectations are met. This includes confirmation that:

- Vehicles are appropriately licensed and insured
- Drivers hold checks required by the commissioning authority
- Transport arrangements align with learner risk assessments

Concerns regarding suitability or safety are raised promptly with commissioners or providers.

### **Use of Public Transport**

Public transport may be used as part of community-based learning, travel training, or preparation for independence.

Use of public transport is risk assessed in advance and considers the learner's age, needs, confidence, behaviour, and safeguarding profile.

Learners are supported by staff where required. Independent use of public transport is introduced gradually and only where assessed as safe and appropriate.

Clear expectations for behaviour and safety are communicated before journeys.

### **Recording and Review**

Transport arrangements, risk assessments, incidents, driver authorisations, and reviews are recorded securely.

Transport and travel practice is reviewed as part of safeguarding oversight and quality assurance.

### **Responsibilities**

The Director and Head of Provision holds overall responsibility for transport and travel safety and compliance.

Authorised drivers are responsible for safe driving and adherence to this policy.

All staff involved in transport and travel support safe, lawful, and respectful practice.