



Tempest Management Training

Policy documents



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Internal Quality Assurance Policy

These procedures apply to the internal quality assurance of workplace competence qualifications to ensure that assessment carried out by the Tempest Management Training team of Assessors meets the requirements of the Awarding Organisation and remaining elements of the NVQ Code of Practice.

Responsibility and accountability for Quality Assurance

The Quality Assurance Co-ordinator (QAC) of Tempest Management Training is responsible for auditing the quality of assessment and monitoring implementation of this policy to ensure the organisation complies with the NVQ Code of Practice, Ofqual General Conditions of Recognition and awarding organisation guidelines.

The QAC is responsible for ensuring that assessors and Internal Quality Assurance staff are trained, competent and qualified, and for maintaining and monitoring arrangements for the awarding organisation that assessment and quality assurance practice meets the national occupational standards.

CV's, copies of the appropriate Certificates, and training records of all Internal Quality Assurance staff (IQA's) are held to ensure that they are suitably qualified to quality assure in their sector. The QAC will also ensure that IQA's do not sample their own assessments, by identifying alternative Quality Assurance personnel where necessary.

IQA's are responsible for notifying the QAC of any conflict of interest.

Quality Assurance Procedures

a) Meetings with the External Quality Assurance

The IQA is responsible for liaising with the External Quality Assurance (EQA), from the relevant awarding organisation to organise visits in line with awarding organisation requirements. The aim of these meetings is to discuss:

- Industry updates and interpretation of standards
- RPL provision
- EQA updates and feedback
- Matters to be brought to EQA for guidance, including changes to procedures
- Staff development and training
- Equal opportunities monitoring
- Health and Safety and safeguarding issues
- The appeals procedure
- Marginal evidence giving cause for concern

b) Training and supporting Assessors

IQA's are responsible for ensuring that assessors are supported and assessment practices are maintained and monitored in addition to meeting approved criteria set by the awarding organisation by:

- Ensuring that all assessors have vocational training, experience and/or qualifications at an appropriate level and that each hold appropriate Assessors' qualification.
- Maintaining relevant details of all assessors within their centre.
- Inducting each new assessor employed by the organisation to all aspects of the assessment process regardless of their experience or qualification and to identify and address any development needs identified as a result.
- Providing each assessor with up-to-date Awarding Organisation and Approved Centre information, plus organisation documentation including assessment strategy for guidance for the

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vocational areas they are assessing and any changes or updates from the centre and awarding organisation.

- Providing each assessor with a handbook outlining company policies and procedures and copies of approved documentation for planning assessments, recording assessment decisions, feedback and reviews.
- Maintaining records of each assessor's Continuing Professional Development (CPD)

c) **Monitoring assessor performance: sampling strategy**

IQA's will monitor the assessment decisions of all the assessors for whom they are responsible by observing practice and sampling assessment decisions. They will also ensure that all learners are being treated fairly in accordance with the organisation's equality and diversity policy and ensure that all learners have equal and fair access to assessment at all times.

Each assessor's decisions will be sampled on an ongoing risk-rated basis to standardise practice.

Depending on risk, this may cover:

- The initial stage of assessment of the learner's programme
- Interim stages throughout the programme
- After assessment of performance against the standards has taken place to ensure consistency in completion.
- Previously sampled work to be randomly selected against a cohort checked to ensure that prior actions have been completed.

Each assessor will be given copies of IQA sampling records and the opportunity to respond even if feedback is given verbally.

Learners and employers will be interviewed after each IQA observation of practice and further telephone interviews will be conducted if there are issues raised that give cause for concern.

Summative internal sampling prior to presentation to the EQA to ensure the following items are included:

- A list of assessment decisions
- A signed declaration by the assessor and candidate

d) **Internal standardisation activities and meetings**

Internal quality assurance will comprise live activities as well as meetings. The results of these will be used to standardise practice and will include:

- Observations of assessment
- Asking individual assessors to cover an assessment topic at meetings to contribute towards the team's CPD and aid consistency of practice
- Assessors to attend external CPD events and feed back to the team
- Involving assessors in the self-assessment process
- Interviews with employers
- Interviews with learners
- A buddy system for pairing experienced with inexperienced assessors.

IQA's will hold a minimum of two standardisation meetings each year for each occupational sector. These will be based on the risks identified through observations of assessment practice, monitoring decisions, industry developments, awarding organisation feedback, and staff changes.

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Meetings will aim to:

- Share good practice
- Improve team performance
- Develop skills
- Compare results of assessor observations and standardise practice
- Give feedback on the progress of new assessors
- Review assessment decisions of assessors to ensure consistency
- Standardise the use of different assessment methods.

Documentation

IQA's will ensure that they keep up-to-date records of IQA activity and feedback to assessors using approved documentation. This is to be securely stored on Tempest Management Training's shared network.

a) IQA Sampling strategy:

To be formulated for each programme including all assessors for that programme. A different strategy will be planned for each qualification delivered.

b) IQA Summary of sampling: IQA's complete this after each IQA activity as follows:

- Assessment decisions for each qualification will be sampled according to risk rating
- New and unqualified assessors will be sampled as required in line with risk rating
- Each experienced assessor will be sampled on each unit of each qualification (and level) they deliver on at least one occasion
- One assessment method that each assessor uses will be sampled per visit
- One assessment location will be sampled on each IQA visit.

Methods used to monitor and quality assure the assessment process:

- **Observation of assessor practice:** any further action identified here, to be transferred to assessor training records.
- **Portfolio sampling report:** any actions identified here are transferred to the assessor training record
- **Learner interview**
- **Employer interview**
- **Assessor training records**
- **External Quality Assurance issues:** any issues raised during the sampling process or standardisation meetings.

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Malpractice and maladministration policy

Introduction

This policy is aimed at our learners, who are registered on courses, approved qualifications or units within the UK and who are involved in suspected or actual malpractice/maladministration. It is also for use by our staff to ensure they deal with all malpractice and maladministration investigations in a consistent manner.

It sets out the steps our centre, and learners or other personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing with such cases. It also sets out the procedural steps we will follow when reviewing the cases.

Centre's responsibility

It is important that all staff involved in the management, assessment and quality assurance of our qualifications, and learners are fully aware of the contents of the policy and we have arrangements in place to prevent and investigate instances of malpractice and maladministration.

Definition of Malpractice

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates.

It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process;
- the integrity of a regulated qualification;
- the validity of a result or certificate;
- the reputation and credibility of The company
- The qualification or the wider qualifications community.

Malpractice may include a range of issues from the failure to maintain appropriate records or systems, to the deliberate falsification of records in order to claim certificates.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of Maladministration

Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration.

Examples of maladministration

- Persistent failure to adhere to our learner registration and certification procedures.
- Persistent failure to adhere to our centre recognition and/or qualification requirements and/or associated actions assigned to the centre
- Late learner registrations (both infrequent and persistent)
- Unreasonable delays in responding to requests and/or communications concerning the qualification
- Inaccurate claim for certificates
- Failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Withholding of information, by deliberate act or omission, from us which is required to assure Active
- Failure to carry out internal assessment, internal moderation or internal verification in accordance with our requirements

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- Deliberate failure to adhere to our learner registration and certification procedures.
- Deliberate failure to continually adhere to our centre recognition and/or qualification approval requirements or actions assigned to your centre
- Deliberate failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Fraudulent claim(s) for certificates
- Intentional withholding of information which is critical to maintaining the rigor of quality assurance and standards of qualifications
- Collusion or permitting collusion in exams/assessments
- Learners still working towards qualification after certification claims have been made
- Plagiarism by learners/staff
- Copying from another learner (including using ICT to do so).

Process for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the company.

This should be done in writing/email with appropriate supporting evidence.

All allegations must include (where possible):

- Learner's name and awarding body registration number
- The company staff members name and job role - if they are involved in the case
- Details of the course/qualification affected or nature of the service affected
- Nature of the suspected or actual malpractice and associated dates details and outcome of any initial investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances

The Company will then conduct an initial investigation prior to ensure that staff involved in the initial investigation are competent and have no personal interest in the outcome of the investigation.

In all cases of suspected malpractice and maladministration reported the company will protect the identity of the 'informant' in accordance with our duty of confidentiality and/or any other legal duty.

Confidentiality and whistle blowing

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous. Although it is always preferable to reveal your identity and contact details to the company, if any persons are concerned about possible adverse consequences they may request that the Directors do not divulge their identity.

While The Company is prepared to investigate issues which are reported to the company anonymously we shall always try to confirm an allegation by means of a separate investigation before taking up the matter with those the allegation relates.

The Reporting of Malpractice

In order to make an allegation of malpractice, you are required to contact:

Margaret Tempest (Managing Director)

Tempest Management Training
Mansfield i-centre
Hamilton Way
Mansfield
Notts
NG18 5BR

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Responsibility for the investigation

In accordance with regulatory requirements all suspected cases of maladministration and malpractice will be examined promptly by the Company to establish if malpractice or maladministration has occurred and will take all reasonable steps to prevent any adverse effect from the occurrence as defined by Ofqual.

We will acknowledge receipt, as appropriate, to external parties within 48 hours.

The Directors will be responsible for ensuring the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy and will allocate a relevant member of staff to lead the investigation and establish whether or not the malpractice or maladministration has occurred, and review any supporting evidence that has been received or gathered.

Notifying relevant parties

Where applicable, our Director will inform the appropriate regulatory authorities if we believe there has been an incident of malpractice or maladministration which could either invalidate the award of a qualification or if it could affect another awarding organisation.

Where the allegation may affect another awarding organisation and their provision, we will also inform them in accordance with the regulatory requirements and obligations imposed by the regulator Ofqual. If we do not know the details of organisations that might be affected we will ask Ofqual to help us identify relevant parties that should be informed.

Investigation timelines and summary process

We aim to action and resolve all stages of the investigation within 10 working days of receipt of the allegation.

The fundamental principle of all investigations is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias. In doing so investigations will be based around the following broad objectives:

- To establish the facts relating to allegations/complaints in order to determine whether any irregularities have occurred.
- To identify the cause of the irregularities and those involved.
- To establish the scale of the irregularities.
- To evaluate any action already taken
- To determine whether remedial action is required to reduce the risk to current registered learners and to preserve the integrity of The Company, our awarding Bodies and the qualification.
- To identify any adverse patterns or trends.
- The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation. Therefore, we will:
 - Ensure all material collected as part of an investigation is kept secure.
 - If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for five years thereafter.
- Expect all parties, who are either directly or indirectly involved in the investigation, to fully co-operate with us.

Either at notification of a suspected or actual case of malpractice or maladministration and/or at any time during the investigation, we reserve the right to withhold a learner's, and/or cohort's, results.

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Investigation outcomes

If the investigation confirms that malpractice or maladministration has taken place we will consider what action to take in order to:

- Minimise the risk to the integrity of certification now and in the future.
- Maintain public confidence in the delivery and awarding of qualifications.
- Discourage others from carrying out similar instances of malpractice or maladministration.
- Ensure there has been no gain from compromising the standards of The company
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- The action we take may include:
- Imposing actions in order to address the instance of malpractice/maladministration and to prevent it from reoccurring
- In cases where certificates are deemed to be invalid, inform the Awarding Organisation concerned and the regulatory authorities why they're invalid and any action to be taken for reassessment and/or for the withdrawal of the certificates. We'll also let the affected learners know the action we're taking and that their original certificates are invalid and ask – where possible – to return the invalid certificates to The company for return to the Awarding Body
- Informing relevant third parties (if applicable) of our findings in case they need to take relevant action.

Personnel who commit malpractice, which is confirmed after investigations, may be subject to penalties, including:

- Exclusion from the delivery of the qualification
- Exclusion from the assessment of the qualification
- Exclusion from the internal verification/moderation of the qualification
- Exclusion from the financial/quality management/administration of the qualification
- Temporary suspension
- Work only under supervision
- Undertake specific training.

In addition, to the above the Managing Director will record any lessons learnt from the investigation and pass these onto relevant internal colleagues to help prevent the same instance of maladministration or malpractice from reoccurring.

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Examination & Invigilation Policy & Procedure

Scope of the Policy

This policy is provided for Tempest Management Training clients, learners and staff members who are using or delivering courses and qualifications offered by Tempest Management Training Ltd.

Review arrangements

Tempest Management Training will review this policy annually in line with self-assessment arrangements. This policy will be revised as and when necessary, in response to customer and learner feedback or good practice guidance issued by an awarding organisation or other regulatory body.

Location of the Policy

This policy is available for all staff members, third parties and learners to access.

Communication of the Policy

Every staff member involved in the management, delivery, assessment and quality assurance of qualifications offered by Tempest Management Training, shall be made aware of this policy during their induction period of employment. Learners undertaking Tempest Management Training qualifications shall be informed of this policy during their induction process.

Statement of Principles

This policy must be adhered to at all times.

1. The centre co-ordinator is responsible for ensuring that suitably qualified and experienced staff carry out invigilation.

Before the day

2. Ensure learners have had the chance to make themselves familiar with the system and with the styles of questions being used.
3. Learners will be advised of the date, time, and location of the assessment.
4. Check learners with additional needs have been catered for. Some learners will require extra time for, for example, dyslexia. Others may have requirements such as taking the assessment in a separate room.
5. Prepare the room and test the computers, mice, and keyboards are all working.

On the day

6. Ensure that at least one-person present is familiar with the system used to deliver the assessment and has login access to it, if not present in the room, the person should be contactable by phone in case learners need technical assistance.
7. Set up the room. This may include helping to check all computers are working and connected to the network, and that they all have working mice and keyboards.
8. Display the Emergency procedures (Fire and first aid).
9. Ensure there is no glare on the screens from windows or lights. Adjust blinds and lighting as necessary.
10. Ensure that several back-up computers are set up and logged in to the network so that a learner can be moved to one quickly if their own computer fails.
11. One invigilator is allowed to invigilate a maximum of 20 learners and should familiarise themselves with the equipment.
12. An invigilator must be able to summon help without disturbing learners taking an assessment.
13. The Invigilator must check and confirm learner identity
14. Provide students with instruction/declaration sheets and paper for rough notes.

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During the assessment

15. Learners may only take pens into the examination room and any pencil cases must be transparent.
16. Mobile telephones and other electronic equipment are not permitted.
17. Ideally learners should be seated and ready to take the assessment 5 minutes before the start of the assessment.
18. A clock must be visible to learners at all times throughout the assessment.
19. The start and finish times of an assessment must be clearly visible for all learner to view in the assessment room.
20. The guidance to learners relating to the assessment must be read out by the invigilator prior to the commencement of the assessment.
21. Check students are following the login instructions and assist with any login problems.
22. Once the assessment has started learners may not ask questions about the assessment. In exceptional circumstances they may seek the attention of the invigilator, for example if they need to use the toilet.
23. Invigilators must not talk to or distract learners during the assessment.
24. Invigilators must be able to observe all learners at all times during an assessment. Specific things to look out for in online assessments include: opening other programmes or attempting to move to a different web page, looking at another learner's monitor and then moving to the same question as them.
25. If a learner wishes to leave the room for any reason and intends to return to continue their assessment, they must be accompanied. The invigilator must remain with them at all times. The learners remaining in the assessment room must continue to be invigilated.
26. Learners arriving late for an assessment (by less than 15 minutes) must be seated near to the door and the disturbance to other learners kept to a minimum.
27. Learners who are more than 15 minutes late will not be able to enter the assessment room or undertake the assessment. In such cases, a FAIL will be recorded.
28. An invigilator must complete an Assessment Attendance Register and Assessment Invigilation Report for every assessment session. The report should show: -
 - the date of the assessment
 - the time the assessment took place
 - the location of where the assessment took place
 - any learner who attended the assessment late (up to 15 minutes)
 - any learners who attended the assessment late (beyond 15 minutes)
 - any other circumstances of unusual assessment practice must be identified on the invigilators assessment report
29. Invigilators must remind learners when there are ten minutes of the assessment remaining.

At the end of the assessment

30. Learners must be told to stop writing (where the assessment is paper based) and ensure that their name and reference number is on the assessment answer sheet. Where the assessment is online, the invigilator must check that learners have submitted their answers before they leave and assist with the collection of rough notes.
31. Assessment papers and learner assessment answer sheets (if different) must be collected in immediately at the end of the assessment. The invigilator must check that the learners have completed their details correctly before the learners have left the assessment room.
32. All assessment papers must be stored securely in a locked cabinet/drawer prior to dispatch to the awarding organisation.
33. The answer papers must not be changed, checked or altered in any way between the time of collection from learners to the dispatch/scanning for marking at the awarding organisation.

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34. Where the centre has an issue with a question that is considered misleading or incorrect on the assessment paper, the awarding organisation should be made aware of this immediately.
35. If a learner is suspected of malpractice, the invigilator must warn the learner that he/she may be removed from the assessment room. The candidate should also be warned that the awarding organisation will be informed and may decide to disqualify the candidate.
36. An invigilator must inform the head of centre of any malpractice or suspected malpractice, immediately. It is the head of centre's responsibility to inform the awarding organisation as soon as possible, all cases of suspected or actual malpractice in connection with an assessment.
37. An invigilator must take the following action in an emergency such as a fire alarm:-
 - Stop learners from writing or typing
 - Collect the Learner Attendance Register and evacuate the examination room
 - Advise learners to leave all assessment papers or online assessment in the examination room
 - Ensure all learners are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment
 - Make a note of the time of the interruption and how long it lasted
 - Allow learners the full working time set for the examination.
 - Make a full report of the incident and of the action taken on the Invigilation Report and send to the awarding organisation.
38. Offsite testing can take place at the discretion of the centre and all invigilation arrangements will be maintained and for monitoring purposes, the location of each test will be recorded on the invigilator declaration.

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Recognition of Prior Learning

A number of terms have been used in recent years. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL) Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

These terms broadly describe the same process. Tempest Management Training uses the term **Recognition of Prior Learning (RPL)**.

Policy statement

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

(However, it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements).

In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.

Currency of evidence:-

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence. Note also that the assessment strategy for each qualification must be adhered to.

Prior to using RPL as an assessment method the company will ensure:

- Learners are registered as soon as they formally start to gather evidence
- Records of assessment are maintained, as for any other unit/qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- All evidence of RPL is retained for the purpose of External Quality Assurance

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The RPL process

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learners' prior learning and experience in relation to unit standards.

Stage 1 – Awareness, information and guidance

Ahead of enrolling a learner, the possibility that they may be able to claim credit for some of their previous learning will be raised with them. If the learner is interested in this, they will be made aware of:

- The process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines and appeals processes

Stage 2 – Pre-assessment; gathering evidence and giving information

At this stage, the Assessor and learner will plan as part of the normal assessment process.

The learner will carry out the process of collecting evidence to be used as RPL against the requirements of the relevant unit(s). The evidence gathered will need to meet the standards of the unit, or part of unit, that it is being used for.

Stage 3 – Assessment/documentation of evidence

The assessor will be looking at work experience records, validated by managers; previous portfolios of evidence put together by the learner, or essays and reports validated as being the learner's own unaided work. Assessment must be valid and reliable to ensure the integrity of the award of credit and, as above, the evidence gathered needs to meet the standards of the unit, or part of unit, that it is being used for.

The assessor must ensure that all learning outcomes and assessment criteria being claimed by RPL are achieved and that the records of assessment are maintained in the usual way.

Stage 4 – Claiming certification

The assessment process will be subject to the usual quality assurance procedures of the centre.

Once the internal quality assurance procedures have been successfully completed, certification claims will be made.

Assessment and IQA records, along with any additional RPL records completed, will be retained for the normal period following certification, in line with Awarding Organisation requirements.

Stage 5 – Appeal

As with any assessment decision, if a learner wishes to appeal against a decision made about their assessment they need to follow the usual appeals procedures.

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Terminology

Credit Transfer

Credit Transfer works at unit level only and allows units which the learner has already to be transferred into a subsequent qualification. The unit and the credits it represents are transferred into the new qualification. No assessment is involved.

Exemption

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certificated learning, then they should apply for exemption, not RPL.

Under exemption the learner can claim exemption for some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be equivalent.

Recognising NQF (National Qualifications Framework) Qualifications

Qualifications that do not meet the rules of the Qualifications and Credit Framework (QCF) are developed to fit the National Qualifications Framework (NQF). The NQF provides an indication of the relative demand of different qualifications.

NQF qualifications may be used as RPL for QCF qualifications.

There are several NQF qualifications which hold units that have no direct QCF equivalents and therefore evidencing prior learning is more complex and will include mapping assessment criteria across both qualifications.

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Learner Appeals and Complaints

Grounds for Appeal

Tempest Management Training aim to ensure that all assessment decisions are valid, fair and consistent. However, there may be occasions when a learner wishes to appeal against a decision that has been made. A written statement of appeal must be made within 15 working days of the original decision. Normally appeals submitted outside this timescale will be deemed invalid.

An appeal may be made on the following grounds:

- Dissatisfaction with the outcome of an assessment judgement
- Procedural irregularity. Review and feedback procedures were not followed. Access to assessment has hindered a learner's ability to complete the qualification at an acceptable pace.
- Administrative irregularity. Incorrect advice being given by a tutor/assessor that affects the assessment.
- Resource irregularity. Where resources or facilities at the assessment site have hindered achievement.
- Evidence of:
 - Unfair treatment by a tutor/assessor
 - Discrimination by a tutor/assessor because of race, gender or religion
 - Lack of recognition of special assessment requirements

These are the only grounds for appeal

Procedure

1. All appeals must be made in writing to the Assessor, who will acknowledge receipt of the appeal within 10 working days.
2. The Assessor will reassess the disputed work with Internal Quality Assurance. (IQA)
3. The reassessment results will be sent to the learner.
4. If the learner is unhappy with the outcome of the reassessment, a meeting will be arranged with the Assessor, IQA and the learner.
5. If the learner is not satisfied with the decision he/she has the right to continue the appeal by writing to the centre co-ordinator who will appoint a Director of Tempest Management Training Ltd who is the final arbiter.

A written record of all Appeals will be held at our office. This will include a record of the outcome, including the reasons for that outcome. A copy will be sent to the learner. All Appeals will include a review of the procedure used at Tempest Management Training to ensure that we continue to comply with the requirements of the Awarding Organisation and published Codes of Practice.

If the learner is not satisfied with the final decision that is made by Tempest Management Training then, the learner can continue the appeal to the relevant Awarding Organisation using their own published complaints procedure.

If the learner is still unhappy with the outcome, he/she has the right to appeal to the Qualification Regulator directly. We will provide details of the relevant Awarding Organisation upon request.

Recourse to Delegate Complaints Procedure

Where an appeal has not been resolved to the learners' satisfaction, there is an opportunity to make application for a review under the company's Complaints Procedure

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Tempest Management Training is committed to providing a quality service and achieving the highest standards of conduct. One of the ways we can achieve this is by listening and responding to feedback from our learners.

Definition of formal complaint

We treat any complaint as a clear expression of dissatisfaction with our service, including when the complainant has drawn his or her concern to the attention of one of the company's employees and is not satisfied with the response.

Tempest Management Training take all complaints extremely seriously and all staff are trained and committed to rectify any problem as soon as it is brought to their attention.

We will deal with it promptly, politely, and where appropriate, informally.

It is recognised that a customer who has a complaint dealt with to their complete satisfaction is likely to become a more loyal customer.

How do you make a complaint?

By writing, or by email, by telephone, or in person. Please provide your contact details where necessary, and state the most suitable times to contact you, and your preferred method of response.

What happens next?

- All complaints are logged.
- We will acknowledge your complaint within 2 working days.
- We undertake to treat the complaint confidentially and to investigate it impartially and thoroughly
- Once the complaint has been dealt with satisfactorily a response will be given within 10 working days of the complaint being received.
- If it is not possible to give you a full reply within this time, we will give you an interim response telling you what is being done to deal with your complaint, when you should expect a reply, and from whom.
- The full reply will include details of who to contact next if you believe that your complaint has not been dealt with properly.

If you are not satisfied with the final decision that is made by Tempest Management Training regarding your complaint then, you can complain to the relevant Awarding Organisation using their own published complaints procedure.

We will provide this procedure to you upon request.

If you are still unhappy with the outcome, you can raise your complaint to the relevant Qualification Regulators.

Again, we will provide you with details of how to do this, should the need arise.

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Information Advice and Guidance

Policy Statement

Tempest Management Training promotes the value of learning and will provide potential, current and former learners with Information, Advice and Guidance in order to support them in their choice of appropriate programmes / careers. Information, Advice and Guidance will be available before enrolment/signup and at all stages thereafter.

Context

In order to achieve their chosen qualifications, Tempest Management Training recognises that learners need to be on the right programme, at the right time and with appropriate support. Tempest Management Training also has a moral and ethical obligation to ensure all students are recruited with integrity.

Tempest Management Training intends to provide appropriate Information, Advice and Guidance, free of charge, to all learners within a reasonable timeframe.

Aim

Improve the success, progress and employability of our learners through access to high quality IAG and outstanding learning opportunities.

Objectives

- Increase participation in learning at all levels through the provision of timely and high quality IAG services
- 100% of learners to receive information on enquiry
- 100% of learners requiring an IAG appointment will have one scheduled at their convenience and be notified within 5 working days
- 100% of learners requiring feedback will receive written feedback within 4 working days
- 100% of those learners accessing Guidance services will have a positive outcome in terms of application, enrolment, re-enrolment or referral to a more appropriate source
- Actively seek opinions of our learners in order to improve the quality of the IAG services.

Principles

Tempest Management Training adopts the following principles as a basis for its IAG Services:

Accessibility and Visibility - we aim to provide recognised and trusted IAG services which are publicised, signposted and made available to all learners at times and venues which suit their needs. Utilising Onefile we aim to ensure learners have up-to-date resources within their reach.

Professional and Knowledgeable - our staff should have the ability to quickly and effectively identify learners' needs and if necessary signpost or refer them to suitable alternative services.

Effective connections – where learners are signposted to suitable alternative services we aim to support them in that transition.

Availability, Quality and Delivery – our IAG services are targeted to the needs of our learners. IAG interventions are recorded and audited to ensure quality.

Diversity – we recognise the individuality of our learners and provide a range of services to reflect this.

Impartial – our IAG services aim to support learners to make informed choices, on programmes of study and progression routes, based on their needs, interests and circumstances.

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Responsive – our IAG services aim to reflect the present and future needs of our learners and the local Labour Market demands.

Friendly and welcoming – we aim to provide services which encourage the learner to successfully engage with us.

Enabling – our IAG services aim to engage and support learners in becoming lifelong learners, allowing them to explore and plan their careers through access to and use of information.

Awareness – we aim to make clients aware of the relevant IAG services available to them and to have an informed expectation of those services.

Procedures

The Marketing Team will:

- Make clear in all promotional material the opportunities available to learners
- Ensure that all information in printed or web format are accurate and updated regularly.
- Ensure that the stocks information materials are current and appropriately displayed.
- Tempest Management Training IAG Services staff will:
- Provide accurate and appropriate Information and Advice on all aspects Tempest Management Training and its programmes and, where necessary, signpost to appropriate alternative services.
- If further guidance, is required, an appointment with the subject specialist, will be arranged, in a timely manner.
- Respond to requests for information (made by email, letter or telephone) in a prompt and efficient manner, by the end of the following working day.
- Maintain waiting lists programmes that are full and communicate to learners when a new offering is available.
- Attend careers other events in order to offer guidance services to potential learners.

The Director will:

- Measure and improve the quality of Information, Advice and Guidance through various sources such as:
 - Event feedback
 - IAG observations
 - Staff Feedback
 - Learner feedback
 - Self-Assessment
 - Feedback from other organisations
- Oversee the availability of on-course Information, Advice and Guidance and associated activities.
- Ensure that marketing and publicity materials in liaison with the Head of Marketing, are representative, accurate and updated as necessary during the year.
- Ensure an annual review of the IAG Policy and Procedure.

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Equality and Diversity

Policy Statement

Tempest Management Training is an equal opportunities employer and it recognises that many people in our society experience discrimination or lack of opportunity for reasons which are not fair. Tempest Management Training policy is that there should be no discrimination, harassment or less favourable treatment or victimisation of any employee, job applicant, customer, learner, provider of services or member of the public either directly or indirectly on the grounds of:

- Race, nationality or ethnic origin;
- Gender, gender re-assignment, marital or family status;
- Disability;
- Trade union membership or activity;
- Sexual orientation;
- Age
- Religion or religious beliefs

It is also Company policy that there should be no bullying of any employee or learner by another for any reason.

Tempest Management Training is committed to a Policy of Equality and Diversity which respects the identity rights and values of each individual and opposes all direct and indirect discrimination within the organisation. We believe everyone is entitled to a working and learning environment which promotes dignity and respect.

Aims & Objectives

- To deliver equality and diversity throughout organisational policies, procedures and practice and develop an ethos which respects and values all people
- To challenge discrimination and lack of opportunity and encourage other organisations and individuals to do the same to actively promote equality of opportunity
- To create a culture that respects and values an individual's differences and recognises that difference/diversity is an asset to our organisation both to its work and the people it serves. ☒ To eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour. No form of intimidation, bullying or harassment will be tolerated
- To ensure all employees, volunteers, learners and collaborative partners are aware and encouraged to support the objectives of this policy.
- Promote good relations amongst people within the organisations community and the wider communities within which we work
- Do our best, to remove barriers which limit or discourage access to the Company's training provision and activities
- Monitor the implementation, set targets for improvement and evaluate the impact of equality and diversity action.

Responsibilities

Overall responsibility for the effective operation of this policy lies with Tempest Management Training and all employees, partners, clients and learners of the Company, have some measure of responsibility for ensuring its effective implementation. In this respect, everyone should ensure that:

- They cooperate with any measures introduced to develop equal opportunities;

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- They refrain from taking discriminatory actions or decisions which are contrary to either the letter or spirit of this policy;
- They do not harass, abuse or intimidate other employees, job applicants, learners, customers, providers of services or members of the public in a manner contrary to either the letter or the spirit of this policy;
- They do not instruct, induce or attempt to induce or pressurise others to act in breach of this policy.

Breaches of the Company's equal opportunities policy and procedures will result in the Company's disciplinary procedure being invoked against the individuals responsible or involved.

Monitoring

The Company will regularly monitor the effectiveness of its equal opportunities procedures to ensure that they are achieving our stated aim

Complaints and disciplinary action

Where a person feels he/she is being harassed, victimised or discriminated against contrary to the law or to the equal opportunities policy, he/she can invoke the complaints procedure, whether formal or informal, against the harasser or discriminator.

Every complaint will be investigated and dealt with sympathetically without bias and as quickly as is practicable.

Every effort will be made to ensure that individuals who make a complaint in good faith will not suffer any further detriment or be victimised because of making such a complaint. Any complaint of victimisation will be dealt with seriously, promptly and confidentially.

Informal Procedure

Prior to adopting the formal procedure set out below, an informal approach may be taken.

If a person feels that he/she is or has been subjected to harassment and/or discrimination or victimisation and considers that the informal procedure is appropriate he/she should, if possible, advise the harasser that the behaviour is unwelcome, must be stopped and is interpreted as harassment and/or discrimination and/or victimisation. If preferred, this may be in writing

If the behaviour does not cease or the employee finds approaching the harasser difficult, further informal assistance is available. A person, who wishes to discuss such a complaint in confidence, should contact the Managing Director.

Formal Procedure

Where the informal method fails or serious harassment or discrimination occurs or if the individual prefers, they are advised to bring a formal complaint against the alleged harasser or discriminator and to seek assistance as above in doing so.

The complaint should be made in writing and, where possible, state the following:

- the name of the alleged harasser/discriminator;
- the nature of the harassment/discrimination/victimization;

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- the date and time when the harassment/discrimination or victimisation occurred;
- the names of any witnesses to the harassment/discrimination or victimization; and
- details of any action, which may already have been taken by the complainant to stop the harassment/discrimination or victimization

The complaint should be sent or given to the Director where a complaint of harassment, discrimination or victimisation is received; consideration will be given to whether it would be helpful and/or practicable to separate the alleged harasser/discriminator from the complainant.

The Director will carry out a thorough investigation as quickly as possible, maintaining as much confidentiality as possible at all times.

All persons involved in the investigation are expected to respect the need for confidentiality. Failure to do so will be considered a disciplinary offence.

All parties involved in the complaint will be expected to attend a formal meeting to discuss the investigation. Witnesses will be encouraged to appear at any hearing if requested by either party.

The complainant may if he/she wishes, be supported throughout the meeting. The person accused of harassment or discrimination will have the right to be accompanied at the hearing in accordance with the Company's disciplinary procedure.

If the offence is proved the severity of the penalty imposed on the harasser will be consistent with those detailed in the disciplinary procedure. Serious harassment or acts of discrimination or victimization may result in summary dismissal. Where a lesser penalty is appropriate, for example, a written warning, this may be coupled with action to ensure that the complainant is able to continue working without embarrassment or anxiety.

After discussion with the complainant the Director may transfer the harasser to a different work area, or arrange for an amendment of working practices to minimise contact between the two parties.

The result of the meeting will be confirmed in writing to both parties.

If the complainant is not satisfied about the way his/her complaint has been handled he/she may appeal to the Managing Director. The appeal should be made in writing within 5 working days of the first meeting. The decision of this second hearing will be sent in writing to both parties and will be final.

Disciplinary

Any acts of discrimination or acts which contravene this policy will result in the disciplinary procedure being invoked against the individuals responsible or involved.

In severe cases, summary dismissal may be justified.

All persons are encouraged to use the procedure outlined in this Policy if they are harassed, discriminated or victimised. The Company takes all allegations seriously. However, if an allegation is made which the Company (after investigation) believes has been made dishonestly or maliciously, the Company may invoke the disciplinary procedure against the complainant.

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Reasonable Adjustments

A working definition of Reasonable Adjustment is any action which addresses and helps to reduce the effect of the disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

In the interest of an inclusive assessment process, the company will consider on the basis of legislation, regulation or good practice models, whether its procedures for Reasonable Adjustment should be applied where a request is received from an individual candidate for such Reasonable Adjustment.

Any such adjustment will ensure the integrity of its qualifications and assessment is maintained at all times. The rationale is to make appropriate Reasonable Adjustments to standardised assessment arrangements to enable access.

The company must meet our responsibilities to learners and comply with current disability and equal opportunity legislation as well as meeting regulatory requirements.

The company must also consider in advance any difficulties learners may have in accessing assessment. All staff will have training in relevant access issues.

The company will provide appropriate resources to make the necessary adjustment to assessment. The Awarding Organisation's procedures for requesting adjustments must be followed on each occasion such adjustment is required.

In the interest of Equal Opportunities and the avoidance of malpractice claims, only approved adjustments will be allowed and the approved level of assistance must not be exceeded.

Appropriate adjustments will be based on the specific assessment requirements of the particular qualifications, on the type of assessment and the particular needs and circumstances of the learner in question.

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Safeguarding Policy

Contents:

- General Policy Statement
- Designated Staff with Responsibility for Safeguarding
- Disclosure of Abuse and Procedure for Reporting Concerns
- Reporting and Dealing with Allegations of Abuse Against Members of Staff
- Recruitment and Selection Procedures

Other

Social Networking sites

Advice on avoiding allegations and maintaining professional boundaries

Policy Statement

Tempest Management Training (the company) has a statutory and moral duty to ensure that it functions with a view to safeguarding and promoting the welfare of children and young people receiving education and training at the Tempest Management Training.

Throughout these policies and procedures, reference is made to 'children and young people'. This term is used to mean 'those under the age of 18'.

The Company recognise that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults.

The Directors of Tempest Management Training are committed to ensuring that the company:

- Provides a safe environment for children and young people to learn in.
- Identifies children and young people who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that such children and young people are kept safe, both at home and in learning.

In pursuit of these aims, the company will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the Company.
- Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns.
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- The safe recruitment of staff

In developing the policies and procedures, the Company will consult with, and take account of, guidance issued by the Department for Children, Schools and Families, (DCSF) and other relevant bodies and groups.

The company will refer concerns that a child or person might be at risk of significant harm to Children's Services / the appropriate agencies as agreed with the Local Safeguarding Children's Board (LSCB).

All staff working with children will receive training adequate to familiarise them with safeguarding, child protection issues, responsibilities and the company procedures and policies, with refresher training at least every 3 every years.

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The Company recognises the following as definitions of abuse:

Physical Abuse

Physical abuse causes harm to a child or person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring.

Neglect

Neglect is the persistent or severe failure to meet a child or person's basic physical and/or psychological needs. It will result in serious impairment of the child or person's health or development.

Sexual Abuse

Sexual abuse involves a child or person being forced or coerced into participating in or watching sexual activity, looking at or being involved in the production of pornographic materials or encouraging them to behave in sexually inappropriate ways. It is not necessary for the child or person to be aware that the activity is sexual and the apparent consent of the child or person is irrelevant.

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child or person's behaviour and emotional development, resulting in low self worth. Some level of emotional abuse is present in all forms of abuse.

Designated Staff with Responsibility for Safeguarding

Senior Staff Member with Lead Responsibility

The designated senior member of staff with lead responsibility for child protection issues is **Monique Clements**, Director. She has a key duty to take lead responsibility for raising awareness within the company of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the company.

She has received training in safeguarding and will receive refresher training at least every 2 years.

Monique will keep up to date with developments in safeguarding and child and vulnerable adult protection issues.

The designated senior member of staff is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB.
- Providing advice and support to other staff on issues relating to safeguarding and child protection.
- Maintaining a proper record of any safeguarding and child protection referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of children and young people within the Company are aware of the Company's protection policy
- Liaising with Children's Services and LSCB and other appropriate agencies
- Liaising with employers to ensure that appropriate safeguards are put in place.
- Ensuring that staff receive basic training in safeguarding and child protection issues and are aware of the Company safeguarding and child protection procedures.

The designated senior member of staff is also responsible for reporting and acting upon deficiencies in procedure or policy identified by the LSCB (or others) at the earliest opportunity.

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In addition any designated member of staff will:

- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues relating to safeguarding and child protection
- Have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the company.
- Will deal with individual cases, including attending CAF meetings, case conferences and review meetings as appropriate.

Disclosure of Abuse and Procedure for Reporting

Concerns

The procedure will be determined primarily by the LSCB, which establishes the locally agreed inter-agency procedures.

If a child or person tells a member of staff about possible abuse:

- Listen carefully and stay calm.
- Do not interview the child or person, but question normally and without pressure, in order to be sure that you understand what the child or person is telling you.
- Do not put words into the child or person's mouth.
- Reassure the child or person that by telling you, they have done the right thing.
- Inform the child or person that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- Note the main points carefully.
- Make a detailed note of the date, time, place, what the child or person said, did and your questions.

Staff should not investigate concerns or allegations themselves, but should report them immediately to the Designated Person.

Reporting and Dealing with Allegations of Abuse Against Members of Staff

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

Introduction

The company recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that those investigations are thorough and not subject to delay.

The company recognises that the Children Act states that the welfare of the child or person is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the company will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation from a Child, Person or Vulnerable Adult

A member of staff who receives an allegation about another member of staff from a child or person should follow the guidelines in Section 3 above for dealing with disclosure.

The allegation should be reported immediately to the Designated Person, unless the he/she is the person against whom the allegation is made, in which case the report should be made to the Director.

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The Designated Person (or Managing Director, if the allegation is against the Designated Person) should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Managing Director (or designated person).
- Information about times, dates, locations and names of potential witnesses.

Initial Assessment by the designated person

The designated person should make an initial assessment of the allegation, consulting with the Managing Director and LSCB as appropriate.

Where the allegation is considered to be either a potential criminal act or indicates that the child or person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LSCB. This is a 24 hour responsibility.

It is important that the Managing Director or (designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child or person. The matter should be addressed in accordance with the Company disciplinary procedures.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations

Child protection enquiries by Children's Services, Social Services or the Police are not to be confused with internal, disciplinary enquiries by the company.

The company may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the Police, have no power to direct the company to act on a particular way; however, the company should assist the agencies with their enquiries.

The company shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the Managing Director (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions.

The Managing Director (or designated person) is responsible for ensuring that the company gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

The Managing Director (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the police or other investigating agency, the Managing Director (or designated person) shall:

- Inform the person or child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the child or person making the allegation have been informed that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

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The designated person shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic. In respect of staff other than the Managing Director, suspension can only be carried out by senior post holders.

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

- Where a child or vulnerable adult is at risk.
- Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- Where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff should be encouraged to seek advice.

Prior to making the decision to suspend, a Company Director should interview the member of staff. This should occur with the approval of the appropriate agency from the LSCB.

In particular, if the police are engaged in an investigation, the officer in charge of the case should be consulted.

The member of staff should be advised to seek the advice and/or assistance and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.

During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension.

The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.

If the Director considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

Where a member of staff is suspended, the Managing Director should address the following issues.

- The parents/carers of the child or person making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child or person making the allegation of the suspension.
- Senior staff who need to know of the reason for the suspension should be informed.
- Depending on the nature of the allegation, the Managing Director should consider whether a statement to the learners of the Company and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Managing Director shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LSCB and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

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The suspension should remain under review in accordance with the Company disciplinary procedures

Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.

The member of staff should be informed of:

- The disciplinary charge against him/her
- His/her entitlement to be accompanied or represented by a trade union representative or friend.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

The person, child or children making the allegation and/or their parents should be informed of the outcome of the investigation and the proceedings. This should occur prior to the return to Company of the member of staff (if suspended).

The Managing Director (or designated person) should give consideration to what information should be made available to the general population of the company.

Allegations without foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the LSCB in order that other agencies may act upon the information.

In consultation with the designated senior member of staff, the Managing Director shall:

- Inform the member of staff against whom the allegation is made verbally and in writing that no further disciplinary or safeguarding/child protection action will be taken. Consideration should be given to offering counselling/support.
- Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the company's statutory duty to inform the ISA (Independent Safeguarding Authority) and, in the case of teachers, the Institute for Learning.

Monitoring Effectiveness

Where an allegation has been made against a member of staff, the company will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the company's procedures and/or policies and/or which should be drawn to the attention of the LSCB.

Consideration should also be given to the training needs of staff.

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Recruitment and Selection Procedures

The company will already have recruitment and selection procedures. These should be reviewed in order to ensure that they take account of the following:

- They should apply to staff and volunteers who may work with children
- The post or role should be clearly defined
- The key selection criteria for the post or role should be identified
- Vacancies should be advertised widely in order to ensure a diversity of applicants
- Require documentary evidence of academic/vocational qualifications
- Obtain professional and character references
- Verify previous employment history
- Use a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).

Disclosure and Barring Service (DBS) formerly DBS

It is an Ofsted requirement for the company to obtain Enhanced DBS Checks for any staff working in a teaching or Assessing role where those staff will have contact with children or vulnerable adults.

In order to meet this requirement, the company requires all staff in these positions, whether employed, voluntary or working as associates to provide details of Criminal Records Bureau or Disclosure and Barring Service records.

Social Networking Sites

The following advice is offered in a positive, precautionary spirit and all staff are requested to read and consider it carefully.

The growth of the internet and the popularity of social networking sites such as Facebook and MySpace has raised new challenges for professional staff working with young people in education and other fields. For the first time, through the use of such websites, individuals are encouraged to post information of a personal and, sometimes, intimate nature which previously would have been considered private and only accessible to close confidants.

Anyone tempted to expose details of their private life in a way that is accessible to all must accept that this information will become public and will be available to the widest range of possible interested parties, including (in the case of colleagues working with young people) company students. It can no longer be valid to hold that, because this activity takes place outside the place of work, it is personal and private and nothing to do with third parties such as employers or the authorities.

Furthermore, many of those accessing this information will be naïve and may, should they see those they consider as role models in a different light through this exposure, act inappropriately.

The consequences will, of course, depend upon the nature of the material posted.

However, it is likely that, where the information is potentially compromising – for example, when it touches upon aspects of a person's private life in the areas of sexual behaviour, alcohol or drug misuse, activity that may be construed as being violent or illegal etc. – there is a real danger that it will become common knowledge and, as a result, seriously impact upon that colleague's professional standing.

Should such information become common knowledge, the essential characteristics of the professional relationship with learners (those of mutual respect, professional distance, acting as a role model etc) will be compromised. It is also possible that the publicity that ensues will be deemed to have brought the profession and/or the Company into disrepute and, as a serious disciplinary offence, threaten that colleague's continued employment at the Company or even in the profession itself.

All staff (whether or not their role involves direct contact with learners) must be aware that, should inappropriate personal material posted on a Social Networking site or in other public domains in such a

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way that it is accessible by the general public (rather than just by invited guests) come to light, it will be considered within the terms of the company's Disciplinary Procedures and, should it be deemed to have brought the company into disrepute, may result in disciplinary sanctions being imposed.

It may be considered that, for people working as we do in the front-line of public service, the best advice would be not to use such social networking websites at all.

Those who choose to do so should understand the potential ramifications and should ensure that they are highly circumspect in deciding upon the nature and detail of any information about themselves that they post in public view. Staff who do maintain social networking sites are advised that, other than in exceptional circumstances, they should not invite learners to be a "friend" on such a site or to visit their site.

Advice on avoiding allegations and maintaining professional boundaries

Staff have an important role in the lives of young people. We are seeking to ensure that staff establish the safest possible learning environments, safeguard young people and reduce the risk of company staff being falsely accused of improper or unprofessional conduct. These apply to all company staff whatever their position, job role or responsibilities.

Staff are responsible and accountable for the way they exercise authority, manage and assess risk. It is our staff's responsibility to protect our learners from discrimination and avoidable harm. Staff should understand their responsibilities and must always act in the best interest of learners and avoid any conduct which would lead a reasonable person to question their motivation or intentions.

There may be situations when staff have to make a decision or use their professional judgement if it is not possible to seek advice from a senior colleague or the Safeguarding Officers. If staff act in the best interest of the welfare of learners and undertake responsibility for the duty of care we have, they will be seen to acting reasonably. Where no specific guidance exists, staff should discuss the situation with a manager or seek advice from the Safeguarding Officers. Staff at all levels should ensure that they record in writing any significant event that might involve our duty of care or safeguarding duties.

Staff should avoid any behaviour which might be misinterpreted or misconstrued. This includes the following but this is not an exhaustive list.

Communications

Staff must not give learners their personal email address as the company supplies a business email address for all staff. Staff working with learners on work placements, work experience or other placements should ensure that learners are not exchanging telephone numbers or email addresses with employers or supervisors.

Professional behaviour

Staff should not discuss their own sexual relationships or their sexual orientation with learners. Staff must behave in a reasonable professional manner at all times. Staff must not make or encourage others to make unprofessional personal comments which harass, scapegoat, demean or humiliate others and should challenge any contraventions of the company's Equality and Diversity policy with colleagues, learners or other partners.

Money and gifts

Staff should never lend or give money to learners nor give or accept gifts.

Infatuation

Staff should be aware that some learners may develop infatuations with staff and any indications of this should be reported to managers or the Safeguarding Officers.

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Dress and appearance

Staff must be aware that dress and appearance are matters of personal choice but should consider the manner of dress and appearance to ensure they dress decently and safely. Staff whose dress or manner could be considered inappropriate could become vulnerable to criticism or allegation. Clothing worn by staff should not distract, cause embarrassment or give rise to misunderstanding. This would also include wearing of messages, logos or symbols which would be discriminatory or give offence.

Social contact

Staff should not establish or seek to establish social contact with learners for the purpose of securing a friendship or to pursue or strengthen a relationship. Staff should be aware that social contact instigated by a learners may be misconstrued. Staff should seek management approval of any planned social events or advise senior staff if they have regular social contact with a learner which may give rise to concern.

Physical contact

In a vocational setting, it is entirely appropriate in some teaching and learning activities for staff to have physical contact with learners. Staff must be aware that even well-intentioned physical contact may be misconstrued by the learners or others or to someone to whom the action is described. Staff must not indulge in horseplay, fun fighting, tickling or cuddling learners and should always be aware of the need to explain their actions and accept that physical contact may be open to scrutiny. Staff must also be aware of the implications of physical contact when they are alone with a learners. There is a genuine reason for staff to speak to learners in a 1:1 setting but staff should exercise caution. If staff feel that an incident or behaviour may be misconstrued or misinterpreted, they should record the incident and discuss it immediately with their line manager.

Confidentiality

Staff must consider their responsibilities under the Data Protection Act and remember there is no lower age limit for protecting personal data and the law applies to people of all ages. The company will have written data sharing protocols or information exchange agreements with appropriate agencies but staff must also consider that if they discuss people by name out of company (staff or learners), they risk being overheard and this action would be deemed a breach of confidentiality and Data Protection duties. Staff are also advised that internet, email and other recording systems (both paper and electronic) should only be used in accordance with company policy and they should avoid making subjective or damaging comments about an individual member of staff or learners. Staff have access to confidential information in order to undertake their responsibilities but must never use confidential or personal information about a colleague, learner or their family for their own or other's advantage. Information must never be used to intimidate, embarrass or humiliate a learner. Staff must be vigilant that they do not betray confidences in casual conversations with colleagues in staff rooms and should be cautious about passing information to others about a learner. **See also, Data Protection and confidentiality policy.**

Medication

Staff should never give learners any medication. This includes prescription medication and over the counter remedies such as pain killers.

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Prevent Policy

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Privacy Policy

Tempest Management Training Ltd is committed to protecting your personal data. This policy explains how and why we use your personal data to make sure you remain informed and in control of your information.

Tempest Management Training will ask its employers and learners or potential learners to 'opt-in' to receive information about our products and courses. This means you'll have the choice as to whether you want to receive these messages.

You can choose not to receive information or change how we contact you at any time. If you would like to, please let us know by:

Emailing: contactus@tempesttraining.com

Writing to us at our company address:

Tempest Management Training Ltd
I-Centre
Hamilton Way
Mansfield
Nottinghamshire
NG18 5BR

Telephone: [01623 600810](tel:01623600810) (Mon to Fri: 8.30am-5.00pm)

We will **never** sell your personal data. We may share personal data with other organisations who we work with to provide the service to you. However, these activities will be carried out under contracts which have strict requirements to keep your information confidential and secure.

Questions

Any questions you have about this policy or how we use your personal data should be sent to: The Data Protection Officer at the postal address given above.

About Us

Your personal data (i.e. any information which identifies you, or which can be identified as relating to you) will be collected and used by **Tempest Management Training** which is a private limited company with Company No: 04004018 and data controller number Z920136X.

For the purposes of data protection law, **Tempest Management Training** will be the Data Controller.

What information do we collect?

Personal data you give to us

We collect data you give to us. For example:

- Personal details (name, date of birth, email, address, telephone, education details etc.) when you sign up to an learning agreement and/or apprenticeship agreement

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- Data known as sensitive personal data (ethnicity, additional learning needs)
- Financial information (payment information such as credit/debit card or direct debit details).

Information created by your involvement with Tempest Management Training

Your activities and involvement with Tempest Management Training create additional personal data, for example, information about your education progress and qualifications.

We may analyse your personal data to build a profile which helps us decide which of our communications you might be interested in.

Information from other organisations

We sometimes receive personal data from other organisations, for example, where they have passed us information about people who are interested in our apprenticeships and training courses.

We may collect information from social media where you have given us permission to do so, or if you post on one of our social media pages.

We may also use other organisations to help us conduct research and analysis on personal data and this can result in new personal data being created.

Sensitive personal data

We may collect or store data known as sensitive personal data (such as information relating to additional learning needs or ethnicity). We will do this where we have been asked to do so by official Government agencies or where the information is needed for the assessment of additional educational support needs.

If we do this, we'll take extra care to ensure your personal data is protected.

Accidents or incidents

If an accident or incident occurs in one of our training centres or involving one of our employees then we'll keep a record of this, which may include personal data and sensitive personal data.

How do we use personal information?

We only ever use your personal data with your consent, or where it is necessary:

- To enter into, or perform, a contract with you
- To comply with a legal duty
- To protect your vital interests; this means, for example, keeping you safe from harm
- For our own (or a third party's) lawful interests, provided your rights are not affected

We will only use your information for the purpose(s) it was collected for.

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Administration

We use personal data for administrative purposes. This includes:

- Receiving payment (e.g. direct debits or payment card details)
- Maintaining databases of our employers and learners and their educational progress
- Performing our obligations under apprenticeship or training contracts
- Helping us respect your choices and preferences (e.g. if you ask not to receive marketing material, we'll keep a record of this).

Marketing

We use personal data to communicate with people and to promote Tempest Management Training. This includes keeping you up to date with our news and offerings.

Research and Analysis

We may carry out research and analysis on the data we hold to understand behaviour and responses and identify patterns and trends.

We evaluate, categorise and profile personal data to tailor services and communications we send out (including targeted advertising) and to prevent unwanted material from being sent to you.

Anonymised data

We may combine sets of personal data and change the personal data so that it can no longer be linked to any particular person. This information may then be used to monitor Tempest Management Training's business performance or to identify trends or patterns within our existing employer and learner databases.

Disclosing and sharing data

We will **never** sell your personal data. If you have opted-in to marketing, we may contact you with information about further opportunities in training and education.

We may share personal data with other organisations who provide us with services. For example, we may use an IT supplier to process personal data. However, these activities will be carried out under contracts which have strict requirements to keep your information confidential and secure.

Marketing

Tempest Management Training will ask its employers and learners and contacts to "opt-in" for marketing communications. This means you'll have the choice as to whether you want to receive these messages.

Young people

As an education provider, we regularly process the personal data relating to young people who enquire about courses and training opportunities.

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How do we protect personal data?

We use a variety of physical and technical methods to keep your data safe and to prevent unauthorised access or sharing of your personal information.

Electronic data and databases are stored on secure computer systems and we control who has access to information using both physical and electronic means.

Our employees receive data protection training and we have a set of detailed data protection procedures which personnel are required to follow when handling personal data.

Payment security

All electronic forms that request financial data will use secure web technology to encrypt the data between your web browsers and our computers.

If you use a credit card we will pass your credit card details securely to our payment provider. **Tempest Management Training** complies with the payment card industry data security standard (PCI-DSS) published by the PCI Security Standards Council, and will never store card details.

CCTV

Our office premises have CCTV and you may be recorded when you visit them. CCTV is there to help provide security and to protect both you and **Tempest Management Training**. CCTV will only be viewed when necessary (e.g. to detect or prevent crime) and footage is only stored temporarily. Unless it is flagged for review CCTV will be recorded over.

Tempest Management Training complies with the Information Commissioner's Office CCTV Code of Practice and notices are visible so you know when CCTV is in use.

Storage of personal data

Where **Tempest Management Training** information is stored

Tempest Management Training's operations are based in the UK and we store our data within the European Economic Area (EEA).

We will never process or store personal information outside of the EEA.

How long does **Tempest Management Training** Keep information for?

We will only use and store information for as long as it is needed for the purposes it was collected for. How long we keep information depends on the information and what it's used for. For example, if you ask us not to send you marketing emails, we will stop storing your emails for marketing purposes (though we'll keep a record of your preference not to be emailed).

We continually review what information we hold and delete what is no longer required. We never store payment card information.

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How do we ensure that you remain in control of your data?

We want to ensure you remain in control of your personal data and that you understand your legal rights which include:

- The right to ask and be told whether or not we have your personal data and, if we do to obtain a copy of the personal data we hold (this is known as a subject access request)
- The right to have your data deleted (though this will not apply where it is necessary for us to continue to use the data to administer your training course or apprenticeship.
- The right to have incorrect data amended
- The right to object to your data being used for marketing purposes or profiling

Please note that there are some exceptions to the rights above and, although we will always try to respond to your satisfaction, there may be situations where we are unable to do so.

If you would like further information on your rights please write to or email our Data Protection Officer at the addresses given in section 1.

We can provide you with a subject access form template which includes guidance on how to make your request and will help us respond more quickly. Please contact us for a copy of this.

Complaints

You can complain to **Tempest Management Training** directly by contacting our Data Protection Officer using the contact details set out above. If you would like to make a complaint which does not directly relate to your data protection and privacy rights please see **Tempest Management Training's** complaints policy.

If you are not happy with our response, or you believe that your data protection or privacy rights have been infringed, you can complain to the UK Information Commissioner's Office which regulates and enforces data protection law in the UK. Details of how to do this can be found at www.ico.org.uk

Cookies and links to other sites

Cookies

A cookie is a small file which asks permission to be placed on your computer's hard drive. Once you agree, the file is added and the cookie helps analyse web traffic or lets you know when you visit a particular site. Cookies allow web applications to respond to you as an individual. The web application can tailor its operations to your needs, likes and dislikes by gathering and remembering information about your preferences.

We use traffic log cookies to identify which pages are being used. This helps us analyse data about web page traffic and improve our website in order to tailor it to customer needs. We only use this information for statistical analysis purposes and then the data is removed from the system.

Overall, cookies help us provide you with a better website, by enabling us to monitor which pages you find useful and which you do not. A cookie in no way gives us access to your computer or any information about you, other than the data you choose to share with us.

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You can choose to accept or decline cookies. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. This may prevent you from taking full advantage of the website.

Links to other websites

Our website contains hyperlinks to many other websites. We are not responsible for the content or functionality of any of those external websites but please let us know if a link is not working by using the 'Contact us' link at the top of the web page.

If an external website requests personal information from you, the information you provide will not be covered by the **Tempest Management Training's** privacy policy. We suggest you read the privacy policy of any website before providing any personal information.

When purchasing goods or services from any of the businesses that our site links to, you will be entering into a contract with them (agreeing to their terms and conditions) and not with **Tempest Management Training**.

Changes to this privacy policy

We'll amend this Privacy Policy from time to time to ensure it remains up-to-date and accurately reflects how and why we use your personal data and it will be reviewed as part of the Company's monitoring cycle by the Company Director.

The current version of our Privacy Policy will always be posted on our website.

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Health and Safety Policy

Policy Statement

Tempest Management Training (The Company) recognises the importance of providing a working environment that is safe and healthy for all employees, trainees, contractors and members of the public who may be associated or involved with its business activities.

The Company undertakes to comply with all Health and Safety legislation; adopting & supporting approved codes of practice when appropriate.

To meet the obligation of the Health and Safety at Work Act and the Management of Health and Safety at Work Regulations the Company will:

- Make arrangements to ensure suitable and sufficient assessment of risk to safety and health of employees and other persons affected by the Company's activities.
- Identify measures and undertake as necessary to comply with all statutory provisions for employees and other persons affected by the Company's activities including the need to train, inform and advise.
- Put into effect appropriate arrangements for the effective planning, organisation, monitoring and review of preventative and protective measures implemented to control risk.
- Employ competent persons to provide health and safety support and advice in order to establish and monitor the appropriate preventative measures necessary to control risk.
- Establish and give effect to appropriate procedures to be followed in the event of serious imminent danger arising from work activities.

The Company will endeavour always to provide safe premises, plant and equipment but acknowledges that this must be supported by safe methods of work. The Company will therefore encourage employees to set the highest possible standard of personal safety, to develop safe attitudes of mind and integrate health and safety into their daily activities.

A policy document detailing specific duties, responsibilities, codes of practice and guidance on all aspects of the Company's Health and Safety Management procedures will be made available to all interested parties and provides the focus for achieving this policy's aims and objectives.

Contents:

1. Statement of Intent
2. Duties of the Company
3. Aims of the Policy
4. Roles and Responsibilities
5. Reporting of Accidents or Ill Health and Dangerous Occurrences
6. Risk Assessments
7. Electrical Safety
8. Dangerous chemicals
9. Manual Handling
10. Safe Office Practice and Display Screen Equipment

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Statement of Intent

The Company recognises the importance of providing a safe working environment for employees, contractors and any visitors or members of the public who may be involved with its work activities. In this regard the Company undertakes to comply with all relevant legal requirements.

A Health and Safety Policy is a Statutory requirement of the Health and Safety at Work Act 1974, and it is the duty of ALL recipients to familiarise themselves with the contents of this document, and acknowledge the receipt in writing to his/her appropriate line manager.

It is the responsibility of ALL Employees to take such action as applies to their own duties and circumstances, to ensure that they work in a safe and effective manner. The Company will encourage employees to set the highest possible standard of personal safety and to develop safe attitudes, adopt safe work methods and integrate this into their daily activities.

The primary objective of this Health and Safety Manual is to promote the co-operation between Management and other Employees in developing, instigating and monitoring, as far as is reasonable and practicable, safe and healthy practices at work to ensure that all statutory obligations are met.

Each Employee is encouraged to have a positive attitude to Health and Safety and to work in cooperation with Management to ensure the above objectives can be achieved.

Duties of the Company

The Directors of Tempest Management Training Ltd recognise their duties as an Employer under the provisions of the Health and Safety at Work Act 1974 to ensure, so far as it is reasonable practicable, the health, safety and welfare at work of all their Employees, and of any other persons who may be affected by the Company's activities.

Concern for Health and Safety ranks equally with the Management responsibilities and is viewed to be an indication of effective working.

The Company hereby states its policy as required by Section 2 (3) of the said act, and in pursuance of this policy has taken steps to ensure, as far as is possible, that its work premises and site works are safe and without risk to health. The Company will further arrange, where appropriate, for the provision of instruction and training in health and safety matters, to ensure that this policy is understood and effective.

In acknowledgement of the obligations of the Health and Safety at Work Act and Management of Health and Safety at Work Regulations, the Company will:

- Make arrangements to ensure suitable and sufficient assessment of risk for the Health and Safety of employees and other persons affected by the Company's activities to identify measures necessary to comply with all statutory measures.
- Having regard to the nature of the Company's activities put into effect appropriate arrangements for effective planning, organisation, monitoring and review of preventative and protective measures necessary to control risk.
- Employ competent persons to provide Health and Safety advice and assistance to establish and monitor measures necessary to control risk.
- Establish and give effect to appropriate procedures to be followed in the event of serious and imminent danger arising from work activities.

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The Aims of the Policy

The aims of this policy are to achieve the following:-

- The prevention of injury to all persons affected by the Company operations.
- Compliance with the H&S at Work Act 1974, and other relevant H&S regulations or codes of practice that apply to the Company's activities.
- To seek to reduce accidents by analysing causes and trends, established from proper reporting procedures and/or investigations.
- To ensure the provision and maintenance of safe plant and working conditions.

This policy will be updated periodically, particularly as the nature of the work carried out by the business changes.

Roles and Responsibilities

The Directors of Tempest Management Training Ltd are ultimately responsible for all matters relating to Health & Safety.

All Employees working at or visiting the premises have the responsibility to co-operate with the Management Team to achieve a safe place of work, and to take reasonable care of themselves and others.

Whenever an Employee notices a Health and Safety problem, which they are unable to address, they must immediately refer the matter to their individual Departmental Manager.

Responsibilities of employees at company premises

All employees should read and understand the Company's Health and Safety Policy, and carry out work in accordance with the requirements outlined in the policy. Detailed guidance and codes of practice are included in the safety policy but the responsibilities of all operatives can be summarised as follows:

- Always use the correct tools for the activity being performed.
- Plant or equipment must not be used for work for which it was not intended, or if the person using the plant or equipment is not trained or experienced to use it.
- Wear safety footwear and all other personal protective equipment provided, e.g. gloves, goggles, facemasks etc. during activities where they have been selected as being appropriate.
- Maintain equipment in good condition, and check extension leads etc. to ensure that they are in a safe working condition.
- Report any defects in plant or equipment immediately to the Management Team.
- Warn other employees, particularly new employees and young people of any known hazards, and ensure that they do not indulge in practical jokes or 'horse-play' whilst on site.
- Work in a safe manner at all times. Do not take unnecessary risks that could endanger yourself or others. If possible remove any site hazards e.g. remove or flatten down any nails sticking out of timber, tie unsecured ladders and ask for help if lifting heavy objects etc.
- Report any injury no matter how small, which results from an accident at work, even if the injury does not stop you from working, to the Management Team.
- If possible suggest safer working methods to the Management, or alternative equipment that may be used.
- Ensure that all electrical connections are isolated if carrying out any repairs or modifications to control panels.
- Always endeavour to keep trailing leads protected from walkways.
- Keep access to fire equipment free and avoid covering over safety signs.
- First Aid boxes issued must not be abused and are for minor cuts and bruises etc that may occur in carrying out your duties. Management are responsible for keeping the first aid box stock up to date.

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Any serious injuries that may occur must be treated by professional personnel and this could entail a visit to the nearest Hospital, or local GP and may require someone to take you there. DO NOT DELAY this activity as serious consequences could result later.

In either instance the incident MUST be reported to your Departmental Manager as soon as possible for the accident and/or injury to be recorded.

Reporting of Accidents, Incidents and Dangerous Occurrences

It is the responsibility of all employees to ensure that all accidents requiring first aid treatment and incidents (near misses and dangerous occurrences) are reported to your Departmental Manager for recording into the accident book.

All fatal and major injuries/accidents resulting in a person being away from work, or unable to perform their normal work duties, for more than 7 consecutive days as a result of their injury will be reported to the Health and Safety Executive Area Office using the report form F2508 by the Management Team within 15 working days of the incident, as well as being entered in the accident record book.

All dangerous occurrences must be reported to the relevant Departmental Manager whether injury occurs or not.

The First Aid Box is kept in the Office Area and the trained First Aider is responsible for the upkeep of the First Aid Box and the purchase of First Aid supplies. In addition the Accident/Dangerous Occurrence Form must be completed as soon as possible.

Risk Assessments

Premises activities

Risk Assessments for all activities/operations undertaken at own and customer's premises will be undertaken by the Management Team documented in the established format and will be reviewed annually.

Dangerous chemicals

Housekeeping and premises

Cleanliness:

It is the responsibility of all staff to ensure that their workplace is kept reasonably clean and tidy.

No substances etc should be left on the floor or allowed to accumulate in a way that would present a hazard to anyone within that area.

The workplace manager is responsible for ensuring that the contents of the cleaning schedule are adhered to and that the standard of cleanliness and hygiene are maintained at a reasonable level.

Waste disposal

Waste should not be allowed to accumulate and should either be placed in plastic sacks, suitably sealed or placed in the refuse bins provided.

Cardboard waste and shredded paper waste should be disposed of and recycled accordingly.

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Manual handling

The obligations under the Manual Handling and Lifting Regulations are aimed at reducing accidents and reports of ill-health associated with the manual transporting and lifting of loads – the main requirements of the regulations are: -

- That hazardous manual handling operation should be avoided by redesigning the task or automating/mechanising the process.
- A suitable assessment of any unavoidable handling operation should be made and the concluded risk of injury should be reduced as far as is reasonably practicable.

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Lone Working Policy

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Use of Equipment

Provision and Use of Work Equipment Regulations 1998 (PUWER)

Under these regulations the company must ensure that the work equipment provided is:

- suitable for use, and for the purpose and conditions in which it is to be used;
- maintained in a safe condition for use so that people's health and safety is not at risk; and
- inspected, in certain circumstances, to ensure that it is and continues to be safe for use

The Electricity at Work Regulations 1989

The legislation covers all places of work.

If electricity is treated with the respect it demands, it is perfectly safe.

The Company has a duty to comply with the provisions of the legislation.

Employees also have legal responsibilities under the regulations. Employees must comply with the regulations as they relate to matters within their control. We are all responsible for the safe and proper use of electrical equipment.

The management are responsible for ensuring that the supply and equipment is safe by organising periodic inspections by competent persons

Guidance

All employees and management must always:

1. Follow manufacturers' instructions when using electrical equipment.
2. Position sockets, leads and plugs in such a manner as to protect them from damage from pedestrians etc.
3. Ensure that new appliances are fitted with an undamaged plug with a fuse of the correct amperage.
4. Replace blown fuses with new fuses of the correct amperage.
5. If a fault of any type is suspected on any piece of electrical equipment it should be switched off, unplugged and isolated in order that it cannot be used and the appointed person informed.

Never:

- Carry out any repairs beyond replacement of bulb or fuse. (Always switch off and unplug when replacing).
- Put electrician's tape etc on a damage cable (see 5 above).

Routine for inspecting plugs and cables for loose connections and faults:

- Switch off and unplug the equipment.
- Run your hand along the length of the cable, can you feel a fault?
- Is the cable gripped correctly? Examine closely.
- Is the plug intact or is it damaged in any way?

If a fault of any type is suspected on any piece of electrical equipment it should be switched off, unplugged and isolated to prevent it from being used.

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Rules for use of extension leads and portable equipment:

- Ensure that extension lead has a current in date inspection sticker in place
- Ensure that the amperage of the extension lead is equal to or greater than that of the appliance or, in the case of more than one appliance being plugged into the same extension, the total of those appliances.
- Follow the manufacturer's instructions
- If not otherwise stated in the manufacturer's instructions, fully unwind the extension cable.
- Ensure that tripping hazards etc are not created by your positioning of the cable.
- Carry out checks outlined above.

If a fault of any type is suspected on any piece of electrical equipment it should be switched off, unplugged and isolated in order that it cannot be used.

All portable electrical equipment, including extension leads, shall be inspected by a suitably competent person annually.

Safe Office Practice and Display Screen Equipment (DSE)

The Display Screen Equipment Regulations are aimed at the protection of employees who habitually use display screen equipment.

The Management Team will identify habitual users (as outlined in the Regulations).

Analysis of the workstations used by habitual users will be made by the Office Manager and deficiencies identified (in comparison with the minimum requirements outlined in the regulations).

The Office Manager on a prioritised risk basis will rectify deficiencies.

The Office Manager will give information advice and training to habitual users

This will include how to arrange work routines such that breaks/changes of activity reduce long periods of intensive work at the screen.

Habitual users will be provided (at their request) with appropriate eye tests that may identify the need for corrective appliances for DSE work.

Information and advice on good ergonomic practice for DSE work can be found at

<http://www.openenerg.com> that will be used as reference material in implementing obligations under the DSE Regulations.

Laminator

The laminator must be used in accordance with the manufacturer's instructions, copies of which will be maintained and suitably located as to be reasonably accessible to any person using it.

The company is responsible for:

- checking that these copies of the instructions are available and suitably located;
- that the laminator is used in accordance with the instructions;
- that staff are suitably trained where appropriate

A suitable electrical test should be carried out on the laminator every 2 years and the result recorded.

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Knives

Whilst opening packaging or cutting open cardboard boxes, only safety knives or scissors shall be used. Craft knives or penknives should not be used.

If scissors or safety knives are damaged or lost etc it is the employee's responsibility to report this matter to a member of management in order to arrange its replacement.

Shredders

The Shredders must be used in accordance with the manufacturer's instructions, copies of which will be suitably located as to be reasonably accessible to any person using it.

The company is responsible for:

- checking that copies of the instructions are available and suitably located;
- that the shredders are used in accordance with the instructions;
- that staff are suitably trained where appropriate

A suitable electrical test should be carried out on the shredders every 2 years and the result recorded

Travel

To drive any vehicle in connection with work all employees must have taken a driving test and hold a full driving licence.

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IT Policy