



Learner Handbook 2025-2026

ACHIEVEMENT  **UNLOCKED**

where education meets adventure

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Meet the team

Your Team Leader and Assistant Team Leader will be your daily points of contact but when you are around the IAF Hub, you may also encounter other teaching staff, mentors, and visiting professionals.

Key contacts:



Pippa Carter, Director of The Inspire and Achieve Foundation
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Jaye Crew, Alternative Provision Manager and Designated Safeguarding Lead
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To view our full and up to date staff list, please visit our website: achievementunlockedap.co.uk/about or check out the information board by Hub reception.

TERM DATES 2025-2026

August 2025						
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Curriculum

Our curriculum is designed to build confidence, develop skills and promote positive pathways into education, employment or training. With 15 guided learning hours per week, our learners co-design their educational journey around personal interests, choosing from modules such as Personal Development, Teamwork, Digital Skills, Career Planning, and more. This approach fosters autonomy, creativity, and practical learning to help you engage more deeply while developing vital life and employability skills.

Our provision is structured around five core themes which are scheduled over the course of a week. These are:

- Project based learning
- Employability
- Personal development
- Enrichment
- Wellbeing & Life Skills

Each day offers our learners an opportunity to explore these themes in greater detail, as we develop new skills and reflect on how our learning can be applied to real world scenarios.

Structure of the day

At Achievement Unlocked, we offer both morning and afternoon sessions which each last 3.5 hours. Your session will be divided by a 30 minute break where you will be able to use the communal Hub facilities including social areas, employability lounge, kitchen and garden.

As a community based provision, we do frequently hold sessions out in community venues. Your day will always begin and end at the IAF hub and you are welcome to participate in extra-curricular activities wrapping around your guided learning hours.

For more information on our activities programme, please see page 6.

Functional skills

All learners who attend the Inspire and Achieve Foundation will have access to an online functional skills qualification. We feel this approach offers more flexibility for learners with additional needs, enabling young people to learn and sit their exams in environments they feel most comfortable and do so at their own pace.

Within a learner's 15 hours on site, self-study time is set aside for progressing against functional skills activities and we have a former functional skills teacher should any student require one to one tuition. Parents will also have access to log in details for the online platform so they can easily monitor progress and support their child's learning journey.

Level up with XP

We support a varied curriculum with wrap-around activities accessible through our vibrant youth hub. Participation is encouraged for all learners as you compete to earn experience points through side quests designed to expand your horizons.

WHAT IS XP?

Experience points (XP) is a common gaming term that we applied our youth activities programme to incentivise young people to try new things. We want our learners to think strategically about developing their skills and recognise that learning outside the classroom can be as rich and mobilising as lessons taught at a desk. XP offers a whole host of wrap around activities which give young people the chance to explore new interests and apply transferable skills. Activities currently include;

- Five-a-side football
- Gaming & Dungeons & Dragons
- Pool & darts tournaments
- Rock climbing & outdoor pursuits
- Reading groups
- Creative crafts
- Lego design challenges
- Wellbeing walks

Learner voice

We encourage our service users to play an active role in shaping the development of our facilities and programmes. Our learner voice panel provides a space for young people to share their opinions on their experiences with IAF and discuss ways to improve what we do so that other young people may benefit from their unique perspectives.

Our learner voice panels are open to all learners at the Hub and take place termly. Look out for details of the next event in our what's on listings.

Transport to and from the site

The majority of our learners travel to and from our site via taxi or the Local Authority Transport Scheme. Some travel independently and others are transported by family.

Address: 159 Yorke Street, Mansfield Woodhouse, Mansfield, Notts, NG19 9NJ.

What three words: table.rocket.claps

The taxi and transport scheme will contact you to arrange your collection time. They will arrive at your home at an agreed time and you may share your transport with other learners or travel alone. You may also have a chaperone (someone in the car with you) to support your journey.

Travelling by bus? The Stagecoach 1 bus from Alfreton-Mansfield Woodhouse stops right outside our front door.

All arrivals will be greeted by a member of the IAF team to ensure you enter the premises safely. Please note, if you arrive at the Hub before 9am, you may need to wait until the doors are unlocked and staff are available to greet you.

At the end of your session, your transport will arrive to collect you at the Taxi parking bay outside. Again, this will be overseen by a member of the IAF team who will ensure you are safely in the correct vehicle to travel home.

Signing in and out

When you arrive at the Hub, you will need to use your Learner ID card to securely access our premises. This site management system is not used to register your attendance and instead allows us to quickly identify site users in the case of an emergency such as a fire evacuation. When you leave the site, you will need to scan out again.

If you lose your learner ID Card, please speak to your Team Leader as soon as possible to arrange for a replacement card to be issued.

If you are bringing a visitor with you, e.g. a parent/carer, please ensure they sign in and out separately at the reception desk.

Health & Safety

IAF are committed to helping to ensure your health and safety whilst you are on the Achieve Programme. The responsibility for health and safety lies with each individual, with no one putting themselves or others at unnecessary risk of harm. Your Team Leader will talk to you about health and safety on a regular basis, and will shortly introduce you to the following six Stay Safe Rules:

- Be Responsible
- Be Yourself
- Be Risk Aware
- Stay with your Group
- Stay Sober
- Follow Instructions

If you have any questions or concerns about health and safety, please speak to your Team Leader. If any health and safety Incidents occur during the Team programme your Team Leader will fill in the relevant paperwork and forward it to the Health and Safety Lead.

Welfare facilities

On your first day, you will be given a full tour of the IAF Hub and the person showing you round the site will point out key welfare facilities. At the IAF Hub, this includes the first aid room, kitchen, toilets/shower rooms and sensory room.

First aid: Should you need medical assistance, if you feel unwell or have an accident, you must inform a member of staff as soon as you can. Your Team Leader and Assistant Team Leader are both first aid trained and there will always be at least one first aider on site within the hub premises who can assist you. When out in the community, IAF staff will always carry a first aid kit with them.

Kitchen: Our onsite kitchen is free for all hub visitors to access. We encourage learners to take what they need from our free breakfast supplies and to drink plenty of water during the day as part of a healthy balanced diet.

Toilets/Shower rooms: Gender neutral toilets and shower rooms are located just outside the classrooms and are frequently stocked with free to access hygiene supplies. A disabled toilet is also accessible via the Hub lounge.

Sensory room: The sensory room is equipped with a variety of tools and resources to promote emotional regulation. Individual sensory pods can also be found to the rear of the premises.

Disability Access statement

The Hub on Yorke Street is split across two floors with most youth facing services accessible via the ground floor and IAF staff offices located upstairs.

Many of our service users have learning difficulties and poor mental health so there are a range of high and low sensory spaces and breakout areas across the site. Sensory aids such as ear defenders and fidget toys are also readily available and free to access. We are also proud to have a registered Pets as Therapy dog, Boomer, on site to help those struggling with anxiety.

Please note, we are currently applying for funding to install a lift within the youth hub which will connect areas of the venue for wheelchair use. Visitors should also be aware that for the safety and security of our young people and staff, some doors across the site are accessible via key card only. If you have not visited the site before, please press the intercom on the main door and a member of the team will assist you.

If you have any access requirements or questions regarding our activities or programmes, please reach out to a member of the IAF team.

Communication with home

To ensure your parents/carers can support you in your learning journey, we will provide regular communication with home about your activities and progress. A termly newsletter is produced via email, summarising our activities and we regularly share blogs about our curriculum, events and more.

To avoid disruptions to our teaching staff, parents/carers should call the Assistant Team Leader in the first instance for any day time enquiries. You may also contact the Provision Manager with any questions or concerns on 07932 649756.

Authorised or Unauthorised Absence

Regular attendance is not only a course requirement but also the way to ensure that you obtain the best possible results and can progress with your future. You must call your team leader if you are going to be absent or late.

Authorised absences are subject to the discretion of your Team Leader and will often require written evidence. Failure to notify your team leader of absence before the start of a session will result in unauthorised absence.

Authorised	Unauthorised
<p>A medical appointment which cannot be arranged outside of programme hours, such as a hospital appointment – a letter or appointment card must be presented to your team leader.</p>	<p>Routine doctors' or dentists' appointments.</p>
<p>Sickness – you are allowed one isolated period of sickness. Additional time off may be authorised under special circumstances, but may require a letter from your doctor</p>	<p>Sickness is not automatically accepted as a reason for authorised absence.</p>
<p>Caring responsibilities – for example, if <u>you</u> have a child that is ill.</p>	<p>Babysitting younger brothers or sisters, or taking them to school, or helping out at home is not acceptable.</p>
<p>Religious reasons – leave may be granted for religious festivals such as Eid, Diwali, Baisakhi etc. You should notify your team leader one week in advance of any intended absence.</p>	<p>If the absence is not notified in advance, it will be considered unauthorised.</p>
<p>A career or job interview are acceptable reasons for absence. Notification should be made in advance and evidence, such as an appointment letter or card should be produced.</p>	<p>It is not acceptable for you to take time off without giving prior notification to your team leader.</p>
<p>Job Centre meeting or sign on, where the appointment time is either before 10am or after 4pm.</p>	<p>Signing on in the middle of the day will cause a lot of disruption to your working day, and will not be authorised by your team leader from week 3 onwards.</p>
<p>Bereavement</p> <ul style="list-style-type: none"> · Attendance at a funeral is acceptable absence if your team leader is notified in advance · Death of a family member – this will depend on your closeness to the family member. 	<p>If you experience a bereavement please discuss this with your team leader as soon as possible.</p>
<p>Travel Problems – major disruption to transport caused by a bus or rail strike or severe weather conditions would normally be an acceptable reason for absence where there is no practical alternative means of getting to the team room. Where this is the case, absence will only be authorised if you contact your team leader.</p>	<p>Not having money for public transport is not an adequate reason for absence. It is important that you plan ahead and budget appropriately. In cases of severe financial difficulty, please speak to your team leader before you run out of travel money.</p>

Personal belongings

IAF cannot be accountable for personal belongings brought on site and we strongly advise that anything valuable not be brought into the Hub for this reason. When onsite, learners will be shown where they can leave their coats/bags.

When you begin your adventure with us, you will be issued with one of IAF's student laptops to use for the duration of your studies. This will remain in the classroom and should be returned to the laptop charging trolley after use. Basic stationary supplies are also provided (although you may bring your own if you wish to do so).

Mobile phones: We realise that most site users will have a mobile phone with them when attending the Hub. In the interests of reducing disruption to the classroom, please ensure your phone is on silent and stored away appropriately.

Dress code: Many of our activities involve an element of movement so we encourage our learners to wear what feels most comfortable. If participating in an outdoor activity, all appropriate clothing and safety equipment (e.g. overalls/steel capped boots/high visibility jackets) will be provided.

Lost property: A lost property box is held at the Hub reception and any items left behind at the premises will be transferred here for safe keeping. In the event that an item is found, or you wish to check the box for a lost item, please speak to a member of the IAF team who will be happy to assist you.

Smoking and vaping

Smoking and vaping is not permitted anywhere in the IAF Hub building. A designated smoking and vaping area is provided within our enclosed garden.

CCTV

CCTV is recorded across our Hub premises for the safety and security of all site users. CCTV footage is captured within all communal spaces and around the exterior of the property. All areas covered by CCTV have clear signage on display and any questions or concerns regarding the data captured through our CCTV cameras, can be directed to Craig Stevens on craig.stevens@inspireachieve.co.uk.



ICT use

On your first day, you will be issued with a student laptop to help you complete work and evidence your activities within the Achieve programme. Your laptop will remain in the classroom and we encourage all devices to be returned to the charging unit at the end of each session. On receipt of your laptop, you will need to complete an acceptable use agreement which will outline:

- Your log in details for your student email address and Google classroom account.
- How your device can be used to aid your learning
- How to access our student WIFI when in the Hub
- Expectations for the usage and care of your device.

Work collated through the year will be stored via Google Education. This means any documents you save will be on your Drive and can be accessed from any device you log in to. This means you can participate in remote learning or access files in the event that your laptop needs replacing or updating.

The Inspire and Achieve Foundation recognises the opportunities that technology offers to teaching, learning, engagement and communication. However, the accessible and global nature of the internet and the variety of technologies available mean that we are also aware of potential risks and challenges associated with such use. Our approach is to implement safeguards to support staff and learners to identify and manage risks independently. We believe this can be achieved through a combination of security measures, training and guidance and the implementation of our associated policies.

The bullet points below offer some guidance for students in their online communications:

- Do not create, store, exchange, display, print or circulate any message or media which may cause offense to others.
- Do not post or circulate any message which may be considered harassment
- Do not send messages at random or excessively, also referred to as "spamming", consider carefully the reply all function in email
- Do not open files or emails from people you do not know. They may contain viruses or offensive material.
- If you see something abusive or upsetting online, you report it to a member of staff and/or the safeguarding team.
- Do not save your log-on details on shared computers as some people may use your name to cause harm to others.
- Make sure that your computer is locked when not in use so that others cannot act inappropriately using your profile.

- Do not post any confidential information to any online platform.
- Students should not send friend requests to members of staff, they are unable to accept them. Similarly staff should not seek to add students as friends on their personal social media accounts. Social media presences established in the interests of teaching and learning must be established in line with IAF's social media policy.

Online Behaviour

Communications by students should be courteous and respectful at all times whether offline or online. Any reported incident of bullying or harassment or other unacceptable conduct will be treated seriously. Cyber bullying is a form of bullying. As it takes place online, it is not confined to IAF buildings or hours. Cyber bullies can communicate their messages to a wide audience with speed and often remain anonymous or unidentifiable.

Cyber bullying includes bullying via:

- Text message and messaging apps e.g. sending unwelcome texts or messages that are threatening or cause distress.
- Picture/video-clips e.g. using mobile device cameras to bully someone, with images usually sent to other people, social media sites/apps or websites.
- Phone call e.g. silent calls or abusive messages. The bully often disguises their number.
- Email e.g. emailing upsetting messages, often using a different name for anonymity or using someone else's name to deflect the blame on them.
- Chat room e.g. sending upsetting responses to people when they are in a web-based chat room.
- Instant Messaging (IM) e.g. sending unpleasant messages in real-time conversations online.
- Websites e.g. insulting blogs, personal websites, social networking sites and online personal polling sites.

Relational Approach to Behaviour Policy and Young Person Code of Conduct

At IAF, we are committed to equipping the young people we work with the skills, confidence, and resilience they need to succeed in life and in the workplace. We value and respect every member of our IAF community, both young people and staff, and strive to foster positive, professional, and trusting relationships with learners and, where appropriate, their parents and carers.

We believe that people learn and perform best when they feel safe, welcomed, valued, and supported. Our commitment is to create an environment that upholds these principles for all. We recognise that past experiences can influence behaviour, and we are dedicated to providing the understanding, guidance, and support young people need to overcome challenges and achieve success, through a trauma informed and relational approach.

Our provision promotes a positive and restorative approach to behaviour management, built on mutual respect, clear boundaries, and consistent expectations. We believe that all young people are capable of success when they are valued, understood, and guided effectively. We maintain high expectations for every young person, encouraging them to take responsibility for their actions and to develop the social, emotional, and employability skills needed for adulthood.

Our staff are guided by the same values and expectations we ask of you. They are here to support your learning and model positive behaviour. You can expect them to:

- **Recognise your achievements** – You will be praised and rewarded when you do well.
- **Listen and respect you** – Your opinions and ideas will be taken seriously.
- **Support your growth** – Staff will help you meet expectations and overcome challenges.
- **Provide the right resources** – You will have the tools and guidance needed to learn effectively.
- **Give helpful feedback** – Staff will provide regular, constructive feedback to help you improve.
- **Consider individual needs** – Your personal circumstances will be acknowledged, and adjustments made where necessary.

IAF staff work proactively to build trusting, supportive relationships with learners, using a trauma-informed and person-centred approach to identify underlying needs and remove barriers to engagement. Our goal is to create an environment where every young person feels safe, respected, and motivated to reach their full potential.

Our expectations of learners

As a valued member of the IAF community, you are expected to uphold our shared values and contribute to a respectful, safe, and positive learning environment.

All young people are expected to:

- **Show respect to peers, staff, and visitors** at all times. Avoid offensive, abusive, or discriminatory language or behaviour, both in person and online.
- **Care for property** by looking after IAF facilities, equipment, and the belongings of others. Avoid vandalism, littering, or damage to property.
- **Promote a positive environment** by avoiding disruptive or aggressive behaviour and reporting any concerns about safety or wellbeing to a staff member.
- **Attend fully by being present** and on time for all scheduled classes, mentoring appointments and other youth related activities.
- **Engage actively in your learning**, including participation in work experience, enrichment, and support sessions as required.
- **Follow safety procedures**, including wearing protective clothing when necessary and using facilities only in designated areas.
- **Stay substance-free**. Do not bring, use, or be under the influence of drugs or alcohol while on any IAF site or during IAF activities.
- **Use technology responsibly**, accessing IAF computers, internet, and systems only for authorised and educational/employability purposes.
- **Comply with all IAF policies**, including those related to health and safety, equality, safeguarding, and online conduct.
- **Wear your ID** and lanyard visibly at all times while on site – this helps us quickly identify anyone that shouldn't be here.
- **Represent IAF positively** during all work experience, placements, and employer engagement activities

How we support with behaviour and regulation

IAF's relational behaviour policy is founded on the understanding that behaviour is a communication of unmet need. The focus is on understanding, supporting, and guiding young people to develop self-regulation, resilience, and positive social and emotional skills, rather than purely on punitive measures.

1. We understand behaviour communicates unmet needs and can separate the young person from their behaviour. We accurately assess and understand the young person's needs by referring back to their initial assessments, EHCPs, action plans and teaching, learning and inclusion plans.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
5. We use restorative approaches to help everyone take responsibility for their behaviour. This starts with a restorative enquiry when conflicts arise, i.e. over low-level issues like friendship breakups or not responding to reasonable requests. All incidents are followed up with a restorative conversation between the staff member and other learners involved. This step is important for maintaining positive and respectful relationships,
6. Supporting young people to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All staff can learn strategies to support young people to improve their behaviour. Most staff have evolved ways of responding to a young person's behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other IAF staff must be given the opportunity to learn, understand and have insight into why our young people become dysregulated, and reflect on how/why it impacts on their behaviour.
7. In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.
8. ELSA-trained staff members effectively use emotion coaching approaches to support learners through challenging and emotionally difficult times.

Disciplinary process and procedures

Though a relational approach focuses on understanding behaviour as communication and supporting emotional development, sometimes a formal process is essential for consistency, safety, and clarity. This ensures that repeated or serious behaviours are addressed fairly, supports staff in responding predictably, and provides pupils with clear expectations and structured opportunities to learn and repair relationships

Verbal Warning

- You will receive a verbal warning and discuss what needs to improve.
- Staff will try to understand your situation and offer support.

Stage 2 – Written Warning

- A meeting with your provision manager may be held.
- An action plan will outline support to help you meet expectations.
- We will continue to consider your circumstances and offer guidance to help you stay at IAF

Stage 3 – Disciplinary Panel Hearing

- This is a formal hearing, chaired by IAF Director, and only happens in very serious or exceptional cases.
- Stage 3 may occur if:
 - o Behaviour has not improved despite support and warnings.
 - o Actions significantly affect others.
 - o There is an extremely serious breach

You can bring a friend or family member to the panel to support you. If you cannot attend, you must notify us; otherwise, the panel will make a decision in your absence. If Stage 3 is necessary, you may be suspended until the panel meets. The panel may uphold the recommendation for exclusion or provide a final opportunity to improve.

Examples of Serious Breaches

- Persistently poor behaviour despite support.
- Bullying, harassment or discrimination
- Possession, use, or dealing of drugs on campus.
- Violent or aggressive behaviour.
- Theft or vandalism.
- Possession of weapons.
- Putting others' safety at serious risk.

The Disciplinary Process

Cause for concern	Any member of staff	Verbally when an incident is seen by a staff member	As and when something happens	A note will be put on your record. Several cause for concerns may lead to formal action	Speak to your main staff member
Verbal warning	Your teacher or mentor	In your 1:1 review or in a meeting arranged to discuss your behaviour	In person	You will be clear of the improvement expected of you. A note will be placed on your record and improvement will be logged.	Speak to your provision manager
Written warning	Provision manager	in a formal meeting - you can bring a parent/carer or friend to the meeting	By letter – you will be given 5 working days' notice	Formal written warning and in some cases a final written warning - a behaviour management plan will be put in place and will be monitored for a period agreed at the meeting.	Speak to or write to the IAF Director
Disciplinary hearing panel	Chaired by IAF Director	in a formal meeting - you can bring a parent/carer or friend to the meeting	By letter – you will be given 5 working days' notice.	Exclusion OR final chance to improve.	Write to the Chair of Trustees within 10 working days of decision

Cooling off, suspension and exclusion

Sometimes, you may be asked to leave IAF for up to two days to “cool off.” This can be arranged by a Provision Manager or the Director and is designed to give you time to regulate and reflect on the incident that led to this period. Cooling off will also give staff time to decide whether the issue is serious enough to move to a disciplinary panel. You may be suspended if a recommendation for exclusion is made and a disciplinary panel is arranged. Suspension is not a final decision; it simply allows time to review the situation. A Provision Manager can arrange a suspension with authorisation from the Director.

Exclusion means you are asked to leave IAF and will be unable to return for at least one year, although the exact period is decided on a case-by-case basis by the Senior Leadership Team. In some cases, you may be allowed to complete your course but not attend site. Exclusion is always a last resort and is only used for extremely serious breaches of our expectations and code of conduct.

Raising Concerns

If you have concerns or do not agree with decisions made at any stage of the disciplinary process, you can speak to the relevant staff member.

At Stage 1, the Verbal Warning stage, you should speak to your Provision Manager – Jaye Crew, Craig Stevens, or Edina Baines-Krawczyk.

At Stage 2, the Written Warning stage, you should raise your concerns with the Director, Pippa Carter.

At Stage 3, the Disciplinary Panel stage, you can speak to the Chair of Trustees, Alex Peace-Gadsby.

Equality, Diversity & Inclusion

IAF are committed to providing excellent services and becoming a provision of choice by ensuring that embedding equality and inclusion are at the heart of everything it does. We will work to eliminate discrimination, advance equality of opportunity and foster good relations with the communities that we serve.

We will speak with you to ensure that we provide services which meet your needs, and that you have equal access to them. Any inappropriate language or behaviour will be dealt with instantly by your Team Leader, if you have any concerns about The Team Leaders behaviour you should report it to the Provision Manager.

We want our learners to leave us equipped with the skills to be successful in the workplace and in life. We know that part of being successful is being able to work, live and thrive in diverse communities and workplaces so we are an organisation where:

- Students are encouraged to be themselves and be accepted for who they are without judgement.
- Students who need a little extra help are given it so they don't get left behind.
- We are interested in who our students are and how their backgrounds may affect their learning.
- Diversity is celebrated, understood and diversity of thought encouraged.
- Respect is rooted in our culture.
- Harassment and bullying are not tolerated – face-face, online or behind 'someone's back' – we will not accept that 'jokes or banter' excuse this type of behaviour.
- All students can take part in all aspects of their journey with us, with dignity and ease.

Policies

We are committed to operating with the highest standards of professionalism, transparency, and accountability. Our policies reflect our dedication to safeguarding young people, protecting their privacy, and responsibly delivering services with integrity. These documents outline the principles and procedures that guide our work, ensuring we remain compliant with legal requirements and aligned with best practice at all times. Copies of all of our policies can be found on our alternative provision website at: <https://www.achievementunlockedap.co.uk/about/policies>

Paper copies of all our policies and procedures are available upon request, feel free to email: info@inspireachieve.co.uk or call: 01623 613906.

Safeguarding

Safeguarding is the term used to describe the activities that help make our students safe and free from harm whilst at IAF and in their lives outside of Achieve programme. This includes the following:

- Protecting young people and vulnerable adults from abuse whether physical, sexual, emotional or neglectful.
- Making sure that the IAF environment is free from bullying and harassment whether in person or by electronic communication.
- Making sure that our students are aware of their own safety when using the internet, particularly when using social media sites and email.
- Making sure we provide an environment that is safe and protects students from unnecessary accidents.
- Providing students with information, advice and guidance about their own personal health and safety, whether this is information about smoking cessation, drug abuse or sexual health.
- Involving our students in discussions on all of the above.

Our safeguarding practices: All staff have a responsibility for safeguarding; this means that they all need to have an awareness of health and safety, and the ability to identify and report concerns about students if they feel they are subject to abuse. Our staff all do the following:

- Attend the mandatory health and safety, equality and diversity and safeguarding training.
- Work with students through classes and tutorials to explore some of the subjects covered by safeguarding.
- Become familiar with IAF's policies and procedures linked to safeguarding; including the safeguarding policy statement, email and internet policy and procedure, social media guidelines, data protection policy and procedures, safer recruitment procedures, incident reporting procedures, staff code of conduct and health and safety policy and procedures.
- Report safeguarding concerns or disclosures to the Designated Safeguarding Lead within 2 hours.
- All staff are required to wear an ID badge and a lanyard.
- We have a series of mandatory training sessions for all staff, which includes equality and diversity, safeguarding and health and safety.

If you have any concerns or worries about you or another Team member's safety or wellbeing, please speak to your Team Leader in the first instance. Alternatively, you can contact our safeguarding lead Jaye Crew on 07932 649756. For more information about IAF Safeguarding, please read our full policy.

Counter Terrorism & Prevent

Prevent is a Government led safeguarding strategy which aims to provide training and guidance to all care providers including those in the education sector. Prevent is one of the four elements of the Government's counter-terrorism strategy to protect those who are vulnerable and manage the threat of extremist activity. The Home Office works with a wide range of organisations to deliver the Prevent strategy which aims to respond to the ideological challenge. The strategy provides guidance at multiple levels; from individual care providers to wider systemic actions which can be taken to minimise risk whilst also ensuring a compassionate approach which does not lead to discrimination or social exclusion. The Prevent strategy has three main objectives. These are to:

1. Challenge the ideology that supports terrorism and those who promote it.
2. Protect vulnerable people.
3. Support sectors and institutions where there are risks of radicalisation.

During King's Trust Achieve programme, it is important to create a safe space where views can be expressed and explored without fear of persecution or judgement, whilst at the same time establishing the boundaries of acceptable ideals. At IAF we will do this by:

- Encouraging open discussion around ideological issues and discussing the pros and cons of different points of view.
- Allowing for critical discussion whilst keeping an open mind; supporting curiosity and acceptance.
- Reinforcing the narrative that whilst a range of different belief systems are normal and accepted within society, there are certain core values which underpin the safety and welfare of others.
- Promoting fundamental British values such as democracy, individual liberty and respect for the law.
- Educating young people on how extremist groups radicalise and the signs to look out for that this is happening to one of your classmates
- How to report concerns around extremist views and radicalisation

For schools in the UK, British values refers to a set of values that the Government believes are important for young people to learn. They are sometimes referred to as Fundamental British Values or Core British Values and they include respect for the rule of law, individual liberty, democracy, and mutual respect for and tolerance of different faiths and beliefs. The promotion of these values in schools is part of the government's efforts to create a more cohesive and integrated society, as well as a way to protect young people from extremist ideologies. The promotion of British values began after the terrorist attacks in London in 2005. After the attacks, the Government introduced a number of policies and initiatives aimed at promoting British values in schools, including the PREVENT program, designed to prevent radicalization and extremism.

Quality Assurance

In addition to adhering to the quality assurance requirements for Nottinghamshire County Council, IAF also has an internal quality assurance system to ensure that your views are heard and the Achieve programme remains a high quality provision for the young people it supports. This includes:

- Quality Audits – this includes a ‘Team Review’ with a King’s Trust Achieve Exec during the programme.
- Lesson observations/visits from the Quality and Compliance Manager
- Reviewing evidence of your activities and learning referenced in your entries through Google classroom, for example:
 - Letters
 - E-mails
 - Photographs
 - Application forms
 - CVs
 - Action plans
 - Diaries
 - Leaflets
 - PowerPoint presentations
 - Leaflets
 - Screen shots / computer printouts
 - Completing your My Learning Plan record

Comments, Appeals and Complaints

IAF strives to offer as high a quality of service as possible. We understand that sometimes you may be frustrated or disappointed with a part of the service that you receive. IAF are keen to resolve any complaints you may have quickly, so that you can concentrate on your studies without undue frustration.

In the first instance, you should discuss any issues with your Team Leader or Assistant Team Leader. Alternatively, if you do not feel comfortable doing this, you can contact the Provision Manager, Jaye Crew, on 07932 649756.

If at this stage you are not satisfied with the outcome and would like to make a formal complaint, you can submit this to the Inspire and Achieve Foundation’s Director, Pippa Carter, via pippa.carter@inspireachieve.co.uk . Please be aware for a complaint to be actioned it must be in writing. The written grievance should contain a brief description of the reasons for your complaint, including any relevant facts, dates, and names of individuals involved so that we may investigate it if necessary. The IAF complaints procedure is available upon request.

If you are unhappy with an assessment decision and wish to appeal, then you should discuss this with your Team Leader, or whoever has assessed your work.

Careers & Employability

At Achievement Unlocked, we benefit from having our own careers lead based on site. Every learner, over the journey with us, will have the opportunity to access skills development sessions such as 1:1 guidance appointments, mock interviews and practical careers workshops. Our careers education is fully embedded within an ongoing careers programme aligned to the eight Gatsby Benchmarks, providing every young person with personalised, timely, and effective guidance. High-quality guidance must be:

- **Person-centred:** Focused on the unique strengths, challenges, and aspirations of each individual.
- **Accessible:** Available to all young people, regardless of their location, background, or ability.
- **Personalised:** Adapted to the specific situation and readiness of the young person.
- **Responsive:** Designed to evolve as the young person's needs and circumstances change.

Through this approach, we empower learners to make informed decisions about their futures, re-engage with education, access meaningful training opportunities, and ultimately pursue fulfilling employment. We are committed to ensuring that by the time each learner leaves IAF, they will have had the opportunity to:

- Participate in at least one high-quality, impartial careers guidance intervention
- Engage in meaningful encounters with employers and education providers
- Take part in workplace experiences to explore different career paths
- Access up-to-date labour market information to inform their decisions
- Receive support in developing career management, employability, and personal development skills

This flexible and personalised approach ensures that every learner is well-prepared for their next steps and can make informed decisions about their future education, training, and employment pathways regardless of when they join our programme. To download the full careers programme guide, which maps each of the Gatsby Benchmarks to specific activities in the curriculum, please visit <https://www.achievementunlockedap.co.uk/about/careers-programme>.

If you would like to have a conversation about any aspect of the careers programme, please reach out to our Careers Lead, Edina Baines-Krawczyk, by calling 07805 787428 or emailing edina.baines-krawczyk@inspireachieve.co.uk.

Frequently Asked Questions

What qualification will I get?

You will work towards a Kings Trust Level 1 or Level 2 Certificate or Award in Personal Development and Employability.

What are the group sizes?

Our class sizes have ~ 10 learners in each of them and it is this small group size that helps to create the relaxed and nurturing environment we pride ourselves on.

What makes Achievement Unlocked different to other alternative provisions?

Our trauma-informed approach draws on the tried and tested methods of our youth charity, The Inspire and Achieve Foundation, and pairs with our belief that education should feel like an adventure. Here, we explore the world around us, discover new fields of interest and create pathways for your future.

How do I get my qualification?

You will take part in a lot of different activities on the Achieve programme which will give you the evidence that you need to collect for your qualification, to show that you have gained the knowledge skills and behaviours required to achieve the assessment criteria. This will then be marked (assessed) by your Team Leader or Assistant Team Leader. They will then give you feedback on what went well and developments you may need to consider.

What if I don't agree with how my portfolio (or a part of it) has been marked?

You can appeal any decision made about the marking (assessment) of your folder. The first thing you should do is talk to the person who is marking your work. If you still don't agree with their answer then you should talk to the Quality and Compliance Manager, Craig Stevens, whose details are in the front of this handbook.

Can I get involved with XP activities?

Of course! We are continuously learning through our actions so if you want to stay for our scheduled activities we encourage you to do so. XP not only offers the chance to try new things but also lets you earn points for participating and opportunities to win exciting prizes along the way! Check out the what's on board in the Hub or access our discord server to learn more.

Induction Check List

This checklist forms the basis of your induction onto the King's Trust Achieve Programme. This induction aims to outline the expectations that Inspire and Achieve Foundation and the King's Trust have of you whilst you are on the team programme. This document also aims to outline what you can expect from us.

Please review each of the items in this check list and tick the box to acknowledge your understanding of each.

- Initial Interview: Information, Advice and Guidance**
- Building – available facilities and out of bounds areas**
- Fire drill procedures, including, fire extinguisher and fire exit locations**
- Location and contents of first aid kit**
- Health and Safety / Accident and Incident Reporting**
- Safeguarding**
- Team contract**
- Bullying and Harassment**
- Prevent**
- British Values and standards**
- Equal opportunities**
- Housekeeping**
- Accident/ sickness reporting procedure**
- Reporting absence or lateness**
- Programme content and hours, learner objectives, outcomes and qualifications**
- Alcohol/drugs/legal highs and weapons policies**
- The use of Mobiles, ICT and Internet whilst on the Achieve programme**
- Disciplinary procedure / Complaints Procedure**
- Confidentiality...what we can and can't do**
- Work placement procedures**
- Travel refund(s)**
- Initial assessment of Maths and English**
- Structure and contact details of IAF King's Trust Achieve Staff**

I have completed and ticked to acknowledge my understanding of ALL the above categories and I am satisfied that all relevant information has been brought to my attention.

Name:

Date:

Signature:

PART OF THE
Inspire & Achieve
FOUNDATION 



**DELIVERY
PARTNER**

Achievement Unlocked is part of The Inspire and Achieve Foundation, a registered charity no.1129402 based at 159 Yorke Street, Mansfield, Nottinghamshire, NG19 9NJ.