



Oxford Energy Academy

EMPLOYER HANDBOOK

Contents

Welcome	3
Where are we situated?	4
Oxford Energy Academy	5
What is an Apprenticeship	6
Who are Apprenticeships for?	7
What does an Apprenticeship consist of?	7
Qualification Credit Framework	7
Technical Certificate	7
Functional Skills	7
How long do they take?	8
What are the entry criteria for an Apprenticeship?	8
Jargon busting	8
How is a QCF work related?	8
How do QCFs measure up?	9
The role of Oxford Energy Academy	9
Role of the Employer	9
Wages and Allowances	11
Time off for Learning	11
Employer's Training	12
Trainees Responsibilities	13
Health and Safety	13
Working conditions for learners	14
The Training Programme for Work Based Trainees	14
APPENDIX	
1 – Equal Opportunities Policy Statement	17
2 – Equality and Diversity Statement	19
3 – Safeguarding Statement	20
4 – Harassment and Bullying Policy	21
5 – Ensuring Student Success and the Student Disciplinary Policy	23
Useful Names and Addresses	25
Information Advice & Guidance	26

Welcome

Thank you for employing an Apprentice and investing in their future. This will give your apprentice a much needed boost, and help to address the skills shortage whilst developing the employees you need for the future to run a successful business.

Our role involves providing quality training that is relevant to your business, and helping your apprentice make good progress in completing their apprenticeship.

The apprenticeship training programme will be demanding, and you can support your apprentice through taking an active interest in their programme as well as providing the experience, facilities and on the job training necessary to complete the apprenticeship.

Oxford Energy Academy staff will work with you to help ensure the Apprenticeship programme is successful, and visit you and your Apprentice every 10 to 12 weeks to review progress and agree any changes to the training plan.

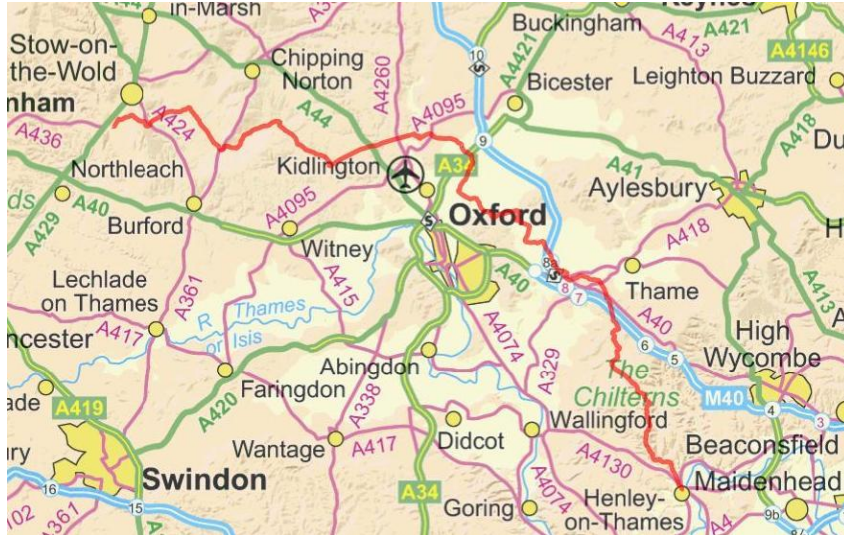
I look forward to following your Apprentice's success and completing the Apprenticeship programme. Please contact me or any member of Oxford Energy Academy staff if you wish to discuss your Apprentices training or progress.

Angy Irvin
Oxford Energy Academy

angy@oxford-energy-academy.co.uk

Where are we situated?

Oxford Energy Academy
Units C&D Swain Court,
Avenue 2, Station Lane,
Witney. OX28 4YB






Telephone: 01993 771155

Email: info@oxford-energy-academy.co.uk

Oxford Energy Academy are a BPEC Approved Training Centre who specialise in training gas and heating engineers. We now provide QCF Level 2&3 Apprenticeship programmes for young people aged 16 – 24+.

The following courses are available for young people:

-  **Pre-Apprenticeship QCF Level 1 Plumbing and Heating – for those without employment**
-  **Apprenticeship QCF Level 2 Plumbing and Heating – for those in employment**
-  **Advanced Apprenticeship QCF Level 3 Plumbing and Heating – for those in employment**

Support

Students who feel they need any additional help in class can access one to one help with their basic and key skills or any other area of their learning.

What is an Apprenticeship?

An Apprenticeship allows the trainee to receive job related training, building up his/her knowledge and skills, gaining qualifications whilst getting paid.

Apprenticeships are a flexible alternative to classroom-based learning. Trainees earn money whilst gaining skills and experience. The trainee doesn't need any formal qualifications but must demonstrate that she/he can cope with the demands of studying and working at the same time. Balancing work, Training Centre and studying at home to complete the apprenticeship is one of the keys to success together with support from the employer and our expert staff.

In order to do an Apprenticeship the trainee needs a full time job with an employer in his/her chosen profession, who will support the training and allow him/her to attend the Training Centre. The trainee usually works with you for four days a week to develop his/her skills and experience. For one day a week she/he attends Training Centre to gain qualification for their Apprenticeship.

Apprenticeships are a 'win-win' for employers and young people. Trainees get a real job, receive training towards nationally recognised qualifications and earn a wage whilst employers may receive financial assistance towards the training costs, whilst gaining skilled staff who make a real contribution to their business. The cost of training is funded by the Skills Funding Agency through Oxford Energy Academy subject to the age of the trainee when they start.

If your employee is aged 19 or over at the start of the course then the skills funding agency reduce the funding so therefore there is a fee payable of £750+VAT to Oxford Energy Academy to cover registration and exam costs incurred by ourselves.

Apprenticeships are designed to meet the needs of industry and allow trainees to learn, work, earn and get qualified at the same time in their chosen occupation. They provide opportunities for trainees to progress further in their chosen occupation or transfer into technical, supervisory or management or professional careers of further or higher education with their chosen occupation.

There are two levels of apprenticeships: An Apprenticeship and an Advanced Apprenticeship. The Apprenticeship is equivalent of five GCSEs at grades A to C, and the Advanced Apprenticeship is equivalent to two A levels. A training agreement is signed by the employer, trainee and training provider to clearly state the framework of the course.

Who are Apprenticeships for?

Apprenticeships cover a wide range of occupational areas and provide work based vocational training for young people aged between 16 and 24+ year olds regardless of race, gender and disability. They have different entry levels and acceptance onto an Apprenticeship depends on:

- 🔥 Having a full time job
- 🔥 The trainees ability to achieve the requirements of the programme
- 🔥 An employer who will support the Apprenticeship, allow the trainee to attend Training Centre, and has all the facilities to provide a wide range of activities in the workplace to complete the programme

What does an Apprenticeship consist of?

An Apprenticeship generally includes three types of qualifications that are needed to be completed over a period of time:

- 🔥 Qualification Credit Framework
- 🔥 Technical Certificate
- 🔥 Functional Skills

Qualification Credit Framework

These are nationally recognised qualifications which are work based and gained over a period of time by proving how competent the trainee is at the job. Trainees work at their own pace within a timetable putting together a portfolio of evidence that demonstrates the knowledge of the various aspects of the job, with support from a qualified assessor, the employer and our staff.

Technical Certificate

Depending on the Apprenticeship trainees will gain these qualifications over a period of time to provide them with the technical skills of how to do a job in different situations to support the QCF. The Technical Certificate is generally assessed by short tests at Training Centre.

Functional Skills

Changes in work and technology mean that young people need more than just the technical skills needed for the job. Increasingly employers are looking for apprentices who can:

- 🔥 Communicate effectively in speaking and writing
- 🔥 Use numbers to do calculations, pricing and measurements
- 🔥 Use new technology
- 🔥 Get on with other people and work as part of a team
- 🔥 Manage their own work, look for how they can improve and are keen to learn
- 🔥 Show initiative and recognise and solve problems

How long do they take?






Generally an Apprenticeship will take approximately 18 months for each level.

What are the entry criteria for an Apprenticeship?







The entry criteria and qualifications vary in accordance to the type of apprenticeship and employer's requirements. Trainees are required to attend an interview and an initial assessment to determine their training needs and ability to complete the apprenticeship, and where any additional support is identified this will be provided.

All trainees need a full time job with a suitable employer who supports the training, gives time for training and assessment commitments and has all the resources to help them succeed.

Jargon busting

-  **Units of Competence** – describes in broad terms what is expected in particular aspects of the job
-  **Elements of Competence** – elements which reflect the skills, knowledge and abilities required
-  **Performance Criteria** – a series of performance objectives on which competence is assessed
-  **Range Indicators** – describe the circumstances and situations under which the performance criteria must be met
-  **Evidence Requirements** – a detailed specification outlines the documentary requirements for proof of competence in each element

How is a QCF work related?

-  **The standards** are set by the industry Lead Body
-  **All evidence** or proof of competence is produced during the course of normal work activities
-  **Performance measurement** relates directly to actual work activities
-  **Training/development** areas are highlighted and work performance improved
-  **The QCF Standard** provides a benchmark against which organisational systems and procedures can be measured
-  **It encourages** continuous improvement in the workplace

- 🔥 **It builds confidence** and enables the job to be done more efficiently
- 🔥 **Who assesses this?** An External Verifier (E.V) & An Internal Verifier (I.V)

How do QCFs measure up?

- 🔥 **QCF LEVEL 2** (Basic Craft) is equivalent to 4 GCSEs at Grade C or above or a BTEC First Diploma
- 🔥 **QCF LEVEL 3** (Technician, Advanced) is equivalent to 2 A Levels or a BTEC National Diploma

The role of Oxford Energy Academy

Oxford Energy Academy play a key role in the success of the Apprenticeship.

Planning – developing a learning plan for the apprentice

Review – regularly reviewing apprentice's progress towards achievement of the programme and revising the learning plan and imparting this information to employers.

Administration – drawing up agreements between the apprentice, the employer and Oxford Energy Academy, monitoring progress and funding

Completion certificate – making arrangements for obtaining completion certificates for Apprentices who successfully complete their programme

Check - that the contents of the Apprenticeship Plan fulfil the nationally and industry/sector agreed criteria for the Apprenticeship.

Ensure - that the training meets the requirements set out in the Contract between the Training Provider and the Skills Funding Agency in particular relation to Quality Assurance process including Health and Safety obligations.

If the Employer is unable to complete the Apprenticeship, then the Training Provider shall use its best endeavours to ensure that the Apprentice is offered the opportunity to transfer to another organisation who will be able to provide an Apprenticeship Plan substantially similar to the existing Apprenticeship Plan.

Role of the Employer

- 🔥 To employ, or sponsor, and pay the Apprentice in accordance with agreed terms and conditions for a minimum of 16hrs a week
- 🔥 To agree jointly with the Training Provider and Apprentice Plan ensuring that satisfactory progress is maintained. Any changes to the plan to be agreed at review stages.

- 💧 To provide, as far as is reasonably practical, the experience, facilities and training necessary to achieve the training objectives specified in the Apprenticeship Plan without loss of wages and to treat the Apprentice fairly and reasonably as an employee would be treated.
- 💧 If the Apprenticeship is terminated due to redundancy, to attempt, with the assistance of relevant organisations, to arrange employment for the Apprentice, for the duration of the Apprenticeship, with another company.
- 💧 To undertake legal and contractual responsibilities for the Health and Safety of the Apprentice.
- 💧 To ensure conformity with the employer's equal opportunities policy.

All parties will be required to sign a training agreement as part of the Apprenticeship Scheme

Wages and Allowances

Wage rates are a matter for your apprentice with their parent or guardian (if they are under 18) and you to agree. Many industry organisations have rates of pay applicable to apprentices and can advise employers on such matters. You should be aware of the National Minimum Wage (NMW) regulations that apply to employee. If you are unsure you should contact the Pay & Work Rights Helpline on 0800 917 2368 or go to www.directgov.uk (the website tailored interactive guidance on employment rights) or you can contact your apprentice's Training Co-ordinator who will be pleased to help.



From **1 October 2015** the National Minimum Wage for apprentices is £3.30 per hour. This rate will apply to those apprentices who are under 19 or those that are aged 19 and over but in the first year of their apprenticeship. If over 19 and past the first year they will get the rate that applies to their age.

Time off for learning

The Time Off for Study and Training Regulations (TfST) 1999 were introduced to ensure that the educational standards of all young people reach level 2 standard by the time that they are 18 years old. The requirements and criteria have been interpreted to fit the work based learning programme.

Trainees that fulfil the relevant criteria are legally entitled to time off for study and training, with pay, in accordance with the Regulations. The time off does not have to be a full day but sufficient to allow them to complete the relevant qualification. Providers must ensure that employers are aware of this legal requirement. Employers must also be aware that this entitlement does not affect the duty to provide the required rest breaks and time off for adolescents required by the Working Time Regulations 1998.

A trainee that fulfils all of the following criteria is legally entitled to TfST:

- a. The trainee is employed status
 - b. The trainee is 16 or 17 years old, or an 18 year old still undertaking training to raise their education standard to level 2
 - c. The trainee has not achieved a level 2 or higher, education standard
 - d. Is undertaking a course of training approved by the regulations. (For QCF2/Apprenticeship that is to a QCF level 2 or equivalent).
-  The training may be in house or at a place of further education or a recognised place of training.
 -  Trainees are allowed time off (with pay) to sit examinations or tests of competence that are complementary to their programme of training.

Employers Training

You must ensure that your apprentice receives training in the following areas:

Level 2:

- ▶ Apply safe working practices in a building services engineering working environment, for example:
 - 🔧 Checking tools
 - 🔧 Working in a safe manner
 - 🔧 PPE
 - 🔧 Protecting customer property
 - 🔧 Carrying out preparation work such as lifting timber floors & cutting holes
- ▶ Install and maintain domestic plumbing and heating systems for example:
 - 🔧 Carrying out installation work including preparation, measuring, clipping
 - 🔧 Installation of copper and plastic pipework including connections to cold water, hot water, central heating, gravity and rainwater systems
 - 🔧 Soundness testing
 - 🔧 Checking for leaks and flushing systems
 - 🔧 Rectify problems
 - 🔧 Safe isolation of electrical, plumbing and sanitation systems.

Level 3:

- ▶ Apply safe working practices in a building services engineering working environment:
 - 🔧 Checking tools
 - 🔧 Working in a safe manner
 - 🔧 PPE
 - 🔧 Protecting customer property
 - 🔧 Carrying out preparation work eg. lifting timber floors, cutting holes
- ▶ Install, commission, service and maintain domestic plumbing & heating systems:
 - 🔧 Planning, sizing and design of system, (including calculations)
 - 🔧 Liaising with customer
 - 🔧 Carrying out installation work including preparation, measuring, clipping
 - 🔧 Installation of copper and plastic pipework including connections to cold water, hot water, central heating, gravity and rainwater systems
 - 🔧 Soundness testing,
 - 🔧 Checking for leaks and flushing systems
 - 🔧 Rectify problems
 - 🔧 Safe isolation of electrical, plumbing and sanitation systems.
 - 🔧 Visual inspections
 - 🔧 Charge system
 - 🔧 Flush system
 - 🔧 Rectify problems
 - 🔧 Operate system and compare to design specifications
 - 🔧 Adjustments and remedial work
 - 🔧 Prepare commissioning records
 - 🔧 Instruct the customer in the efficient and effective operation of the system
 - 🔧 Diagnose faults
 - 🔧 Rectify faults
 - 🔧 Discuss remedial action with customer
 - 🔧 Isolate unsafe components
 - 🔧 Rectify or replace components
 - 🔧 Complete maintenance record for system

Trainee's responsibilities

- 💧 To work for the Employers to the best of their ability and in accordance with the Employer's policies and procedures.
- 💧 To observe the Employer's terms and conditions of employment.
- 💧 In both working and training, to be diligent and punctual and to attend course, keep records, take part in and contribute to the review process, undertake assessment in order to achieve Apprenticeship Plan objectives and keep the employer informed of progress towards those objectives.
- 💧 Behave in a safe and responsible manner at all times and in accordance with the requirements of Health and Safety legislation relating to the individual's responsibilities and to promote and act in the Employer's best interests.

Health and Safety

The Employer owes a duty of care to employees, trainees and other non-employees.

The Employer (or Work Provider) is required to provide the young person with Personal Protective Equipment necessary for the work being undertaken.

Under the Health and Safety (Training for Employment) Regulations 1990 all learners (on work experience) (whether paid or not by the Training Centre or Work Provider) have the same status as employees under the **Health and Safety at Work Act 1974**.

Employers/Work Providers will therefore have a general duty to ensure trainee's health, safety and welfare during their placement. Before a student is placed on work placement, or an employee is accepted on a training programme, Oxford Energy Academy has the responsibility of carrying out a Health and Safety Audit at the placement. This procedure takes approximately one hour to complete. During this time the Employer/Work Provider will be asked for the following documentation and/or details.





- 💧 Details of the current Employers Liability and Public Liability Insurance.
- 💧 Details of a written Health & Safety Policy, (if 5 or more persons employed) available to all staff.
- 💧 Evidence of Risk Assessments, (in written form if 5 or more persons employed) available to all staff.
- 💧 Evidence of COSHH Assessments available to staff at all times.
- 💧 Details of First Aid arrangements and Accident Recording procedure.
- 💧 Evidence of Emergency procedures.
- 💧 Details of Personal Protective Equipment required and provided to staff.
- 💧 Details of Machinery and Equipment available and used by trainee.
- 💧 Details of Machinery and Equipment available but NOT to be used by trainee on grounds of Health & Safety.
- 💧 Details of Registration with the appropriate Health and Safety authority.
- 💧 Working Environment i.e. Facilities available.

Oxford Energy Academy is required to make regular Health and Safety Monitoring Visits throughout the training period.












The ‘**Management of Health and Safety at Work Regulations 1999**’ require **every** employer to carry out risk assessments. This will help them to identify all workplace hazards, assess the risks and to take appropriate steps to eliminate or reduce risks of accidents and injuries. Employers with **FIVE** or more employees (this includes all part-time/full time staff and trainees) are required to have **WRITTEN** risk assessments.

The ‘**Health and Safety (Young Persons) Regulations 1997**’ – requires **every** employer to complete a named risk assessment for each and every young person under the age of 18 in their workplace. There is also a schedule of machines, which are prohibited to ‘young persons’. Details of these will be given during the Health & Safety visit.

A number of documents are available for your assistance – including:

-  A draft Health & Safety Policy
-  Sample risk assessments for a wide range of vocational areas.
-  Notes to assist in completing a COSHH assessment.
-  Information on completing a Fire Risk Assessment.

A wide range of leaflets issued by the Health & Safety Executive (HSE) are also available:

-  INDG259 An Introduction to Health and Safety: Health & Safety in small businesses.
-  INDG36 Working with VDUs
-  INDG136 Working with Substances Hazardous to Health – What you need to know about COSHH
-  INDG143 Getting to Grips with Manual Handling – A short guide
-  INDG163 Five Steps to Risk Assessment
-  INDG173 Office wise
-  INDG225 Preventing Slips, Trips and Falls at Work
-  INDG231 Electrical Safety and You
-  INDG236 Maintaining Portable Electrical Equipment in Offices and Other Low Risk Environments
-  INDG214 First Aid at Work – Your questions answered
-  ISBN9780717662906
A Guide to the Reporting of Injuries, Diseases & Dangerous Occurrences Regulations 1995 (Free download available)

Working conditions for learners

Hours

Learners work for up to 40 hours per week. The Training Centre 8 hour day excludes meal breaks. The days worked are by negotiation, between the work provider and the trainee. Overtime can be undertaken by arrangement with the work provider.

Supervision

Trainees are normally supervised at all times. Trainees are expected to take responsibility appropriate only to their age and experience.

Breaks

During the work day learners receive a lunch break, and breaks normally enjoyed by other staff.

Holidays

Learners are entitled to up to 25 working days by prior agreement, which can include or exclude bank holidays. Employees are entitled to those conditions laid down by the Employer. Learners are also entitled to, in addition to their holiday entitlement, authorised absence for a number of reasons, including compassionate leave; time off to attend examinations etc.

Sickness

Learners must be paid during periods of sickness (or injury). If a learner is unfit for work, three weeks is the maximum period of sickness at any one time. After that the learner is removed from the scheme until we are satisfied that he or she is fully recovered and fit for work. We ask that absence through sickness or any other reason be immediately reported to us.








A Doctor's note is required after seven day's absence.

The Training Programme for Work Based Trainees

Individual learning plan

Learners will follow a programme of training as set out in their individual learning plan (ILP). A copy will be given to the work provider/employer at the commencement of the course. The ILP stays in the learner's personal file at Training Centre until they finish their programme of training.

The ILP will outline the following details:

-  Personal details
-  QCF details including functional Skills and Technical Certificate (if appropriate)
-  Details of work based learning
-  Course details
-  Employment aim
-  Initial assessment
-  Trainee support (if appropriate)

Initial assessment

The young person will undertake an initial assessment to establish any needs and abilities, which will determine the level of Key Skills and type of programme to follow.

The type of assessment depends on the age of the student and type of vocational area to be followed.

Additional support

Following assessment, if the young person is found to require additional support, then a programme customised to meet the individual need will be arranged. This may be in the form of one to one support, or on a group basis.

Oxford Energy Academy induction

The young person will be put through an induction programme. Introduced to the Training Centre background, members of staff, rules and regulations of the Training Centre organisation, a tour of the premises, and an outline of the course and the job.

There will also be a Health and Safety induction including Manual Handling if appropriate.

Workplace induction

It is the employer's responsibility to carry out induction in the workplace. This induction will feature all those elements of the Training Centre induction. Health and Safety and manual handling may be taught as part of the training programme but is not provided as an accredited short course.

QCF assessment

Assessments are continuous, involving observations and question and answer for most practical sessions. Theory and lectures are essential to some QCF programmes. End tests will be arranged for those on modular courses.

The young person will be required to produce a portfolio of evidence in order to achieve the QCF.

This evidence can be in the form of statements, copies of work undertaken, witness statements, assignments (relating to learner's work), photographs etc. Help and encouragement will be given by the tutor, and the employer is asked to contribute.

Reviews

The young person's progress will be reviewed at least every 10 to 12 weeks. The review will take place either in the workplace or within the Training Centre. The review will cover all aspects of the young person's progress towards their training plan. Employers are asked to contribute, as is the young person, and tutor/assessor concerned. The review will also cover any additional training needs that have been highlighted by the initial assessment and stated on the ILP.




Attendance

The Training Centre will inform the employer of any absenteeism that occurs without a satisfactory explanation from the young person concerned. Oxford Energy Academy will also monitor this situation, and confide in the employer of any concerns.

EQUAL OPPORTUNITIES FOR STUDENTS POLICY STATEMENT

Oxford Energy Academy is committed to the view that everyone dealing with Oxford Energy Academy- students, staff, employers, parents and visitors - irrespective of age, national origin, culture, disability, marital status, race, religion or sexual orientation, has the right to be treated fairly without prejudice.

AIMS

-  We aim to provide an environment where individuals can develop their potential, free from discrimination or harassment.
-  We recognise that promoting equality of opportunity is not the same as treating everyone in the same way.
-  We will annually review and evaluate this policy.

OBJECTIVES

We will ensure that this policy is implemented, by investigating any reported incident of harassment, intimidation or unequal treatment by a member of staff against any member of the Oxford Energy Academy community or its associates, and, where necessary, taking disciplinary action, through our disciplinary procedures.

IMPLEMENTATION

1. ADMISSION TO Oxford Energy Academy

- 1.1 The marketing and publicity material which advertise Oxford Energy Academy will reflect the diversity of the local population, and will be neither racist, sexist nor offensive to any individual or group.
- 1.2 Pre-entry information provided through Oxford Energy Academy is free from bias.
- 1.3 Oxford Energy Academy's admission system is free from bias.
- 1.4 Oxford Energy Academy is working towards ensuring access to communal and teaching areas to students wherever possible.
- 1.5 Oxford Energy Academy advises and seeks to assist students with special financial needs.
- 1.6 Oxford Energy Academy seeks to offer a range of courses at varying levels, to provide appropriate training for employment, and reflecting the needs of the community, within resources available.

2. STUDENT REPRESENTATION

- 2.1 All students are encouraged to contribute positively to the promotion of equality of opportunity.

3. STUDENT SUPPORT

- 3.1 Students at Oxford Energy Academy may access learning support, and where appropriate, arrangements for dyslexia screening may be made.

4. CURRICULUM

- 4.1 The curriculum at Oxford Energy Academy will not be discriminatory in relation to individuals or groups. Learning materials produced by Oxford Energy Academy and assessments used will be free from stereotyping or bias.
- 4.2 Teaching strategies adopted by staff should not be discriminatory in relation to any individual or group.
- 4.3 The design of the Oxford Energy Academy curriculum takes account of progression and access where possible, the accreditation of prior learning. Course reviews are held regularly.

5. ENVIRONMENT

- 5.1 Where access for disabled students in a room is not possible because of geographical situation, every attempt is made to relocate the class in an alternative venue, and also to individual rooms for examination.

Equality and Diversity Statement

It is the policy of Oxford Energy Academy to recognise and encourage the valuable and enriching contribution made by all who work and learn here. We value the rights of all individuals who come into contact with the Training Centre such as prospective Learners and employees.

We believe that people from a range of backgrounds and experiences can enhance the life and development of the institution and that all individuals should be treated on the basis of individual merit and without prejudice. Oxford Energy Academy, therefore, aims to provide an education service which actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, class, disability, ethnicity, gender, religion or sexual orientation in both education and employment. We will strive vigorously to remove conditions which place people at a disadvantage and will actively combat bigotry and discrimination. Oxford Energy Academy expects all employees and learners to adopt this policy.

A copy of Oxford Energy Academy's Equality and Diversity Policy is available on request.

Safeguarding Statement

Oxford Energy Academy recognises its responsibility to safeguard the welfare of its learners and will ensure that relevant and effective safeguarding practices exist and are actively promoted within the training centre.

All our learners have the right to be safe and protected both within the training centre and their work placements.

Their welfare and well-being is of paramount importance.

SCOPE:

All staff in the training centre has a responsibility for safeguarding and promoting the welfare of our learners. They must ensure that they are protected from harm and correctly follow Oxford Energy Academy's policy and procedure in place to Safeguard the learners.

A copy of Oxford Energy Academy's Safeguarding Policy and Procedures is available on request

HARASSMENT AND BULLYING POLICY







What is harassment?

While harassment is hard to define, it is any behaviour, which is objectionable, offensive, frightening, upsetting or embarrassing.

What is bullying?

Bullying is a particularly serious form of harassment, usually involving aggressive and threatening behaviour by the bully to his/her victim(s).





The following are examples of different types of harassment and/or bullying:-

-  Physical assault/violence
-  Verbal abuse/name-calling
-  Sexist, ageist or racist language/jokes/humour
-  Offensive material, e.g. posters, badges, emblems/graffiti
-  Excluding someone unfairly from a group
-  Unwanted touching/attention






Many forms of harassment and / or bullying are related to sexism, racism, people's disabilities, physical appearance and ages. It is usually persistent behaviour.

Hidden Problem

People are often frightened to speak out if they are a victim of harassment or bullying. They think:

-  it will make matters worse
-  it won't be taken seriously
-  it is embarrassing to explain
-  it will make you look like a troublemaker

However there can be serious effects on victims lives:-






-  lack of confidence
-  inability to study effectively
-  can lead to leaving Training Centre
-  feeling of failure
-  serious stress-related consequences

IT IS THEREFORE SOMETHING WE WILL NOT TOLERATE.
OXFORD ENERGY ACADEMY HAS A POLICY AGAINST HARASSMENT AND BULLYING OF STUDENTS IN ITS CARE.



What are a student's rights and responsibilities in relation to harassment and bullying?

You have the right to expect protection from harassment and bullying. You also have the responsibility to avoid behaving in a way that someone else might find intimidating. You should also support your fellow students by reporting any behaviour of this kind to a member of staff in authority





Your rights

-  To be made aware of our policy against harassment and bullying.
-  To be taken seriously if you bring a complaint.
-  To be treated with tact and sympathy.
-  To be promised total confidentiality if you wish.
-  To be given support and guidance.

Your responsibilities

-  To treat everyone, including those who are different from you, with respect and tolerance.
-  To avoid behaving in the way described at the beginning of the leaflet. If you do, you could face disciplinary action.








What you should do if you think you are being harassed or bullied.

-  **Report it immediately to your Tutor or Training Coordinator**
-  **We do not operate a system that protects bullies. Never be afraid to report somebody even if they are a friend or work closely with you.**
-  **You will be protect by Oxford Energy Academy and our respect for your confidentially**
-  **Your Bully will not know it was you that reported him**

ENSURING STUDENT SUCCESS AND THE STUDENT DISCIPLINARY POLICY

Policies and procedures to ensure student success

A number of policies, procedures and practices are in place to ensure that students get the support they need in order to complete their course successfully. These include

-  An initial assessment of basic skills and study support needs and an individual programme tailored to the student's needs if appropriate
-  Support for students with physical impairment and/or learning disabilities, through practical aids, assistive software or attachment to a Learning Support Assistant
-  The Connexions service for the under 19s, supporting students to find an appropriate individual pathway to a career and to achieve their aspirations
-  A complaints policy for those students who feel Oxford Energy Academy has let them down
-  A code of conduct which explains what Oxford Energy Academy expects of students and what the student can expect from Oxford Energy Academy
-  Policies on misuse of drugs and solvents, and on harassment
-  A student disciplinary policy

Sometimes there are students who are in breach of their code of conduct or whose behaviour is otherwise unacceptable. The disciplinary policy is designed to be used with these students. In all instances Oxford Energy Academy wishes to support students to complete courses successfully, but recognises that the disruptive behaviour of some cannot be allowed to damage the learning experience of others.

Students enrolling with Oxford Energy Academy adhere to a code of conduct. The code of conduct is explained during induction, and designed to make clear to students the kind of behaviour which will ensure their own success on their course, and that of others.

Sometimes students and trainees break the code of conduct and hinder themselves and others through a lack of application with their studies, or through disruptive behaviour or misuse of Oxford Energy Academy facilities. The Student Disciplinary policy is designed to be used with students or trainees as soon as a pattern of this behaviour becomes apparent in order to help them to improve their behaviour and/or performance, and to enable them to complete their courses successfully.

The disciplinary procedures should be started as soon as unhelpful patterns of behaviour are detected. It should be used as a positive intervention.

Normally students who are mildly disruptive in a classroom, workshop or other Oxford Energy Academy premises, or who are late with a piece of work, will be dealt with on the spot and informally. The Disciplinary Policy is designed to start when such behaviour is repeated, or of sufficient scale to be outside the normal realms of everyday classroom management.

THE POLICY

Aims

- 1. To enable all students and trainees to complete their course successfully**
- 2. To ensure that all students/trainees are treated fairly**
- 3. To identify students/trainees at risk of preventing themselves or others from successful study and to intervene in a supportive manner**
- 4. To agree with the student/trainee concerned an appropriate action plan**
- 5. To identify and offer appropriate support in the achievement of an agreed action plan**
- 6. To safeguard the property and business of Oxford Energy Academy, and the health and safety of students, trainees, staff and visitors**
- 7. To enable Oxford Energy Academy to exclude students whose behaviour is consistently unacceptable and/or which is negatively affecting the ability of other students to learn**

Implementation

All students should be made aware of the existence of the policy during the induction period and of how it might be used.

USFEUL NAMES AND ADDRESSES

Oxford Energy Academy Units C&D Swain Court Avenue 2 Station Lane Witney OX28 4YB	01993 771155
Angy Irvin Apprenticeship Co-Ordinator	01993 771155 angy@oxford-energy-academy.co.uk
Deb Wilson Office Manager	01993 771155 info@oxford-energy-academy.co.uk
Health and Safety Executive (HSE) Infoline Caerphilly Business Park Caerphilly CF83 3GG ☎ 0845 345 0055 www.hse.gov.uk	Skills Funding Agency Cheylesmore House Quinton Road Coventry CV1 2WT ☎ 0845 377 5000 Email info@skillsfundingagency.bis.gov.uk
Connexions 6 Church Green Witney Oxon OX28 4AW ☎ 0845 602 9284 Email witney@connexionsoxfordshire.com	Connexions 62 Stert Street Abingdon OX14 3UQ ☎ 0845 602 9279 Email Abingdon@connexionsoxfordshire.com
Connexions 2 Broughton Road Banbury OX16 9PZ ☎ 0845 602 9288 Email Banbury@connexionsoxfordshire.com	Connexions 104 Gloucester Green Oxford OX1 1RH ☎ 0845 602 9315 Email oxford@connexionsoxfordshire.com
Time off for Study and Training Regulations	National Minimum Wage
DfEE Publications Unit PO Box 5050 Sudbury Suffolk CO10 6ZQ ☎ 0845 602 2260	Pay & Work Rights Helpline ☎ 0800 917 2368 www.direct.gov.uk Information about employment rights, pay, tax, national insurance, etc.

Information Advice & Guidance

Useful Contact Numbers & Websites

General Help

www.supportline.org.uk 01708765200	Get Connected: 0808 808 4994 www.getconnected.org.uk
Crimestoppers: www.crimestoppers-uk.org 0800555111	Citizens Advice Bureau: www.adviceguide.org.uk
National Youth Advocacy Service: 0808 808 1001 help@nyas.net www.nyas.net	
Peninsula Employee Assistance Programme: (help with Employment Law, H&S, HR, Housing, Financial, Family, Bereavement, Stress, Health, Legal etc)	0800 047 4097 (Account Number OXF043)

Learning Difficulties

Autism & Aspergers	www.addiss.co.uk www.autism.org.uk
	Local Organisations: http://www.autismoxford.org.uk/ http://oasisonline.org.uk/
Dyslexia	www.dyslexicadvantage.org www.dyslexicaction.org.uk www.bdadyslexia.org.uk Local Organisations: http://www.oxdys.org.uk/
Dyscalculia	www.dyscalculia.me.uk www.aboutdyscalculia.org
ADHD & ADD	www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder www.adhdfoundation.org.uk www.adhd-institute.com Local Organisations: http://www.adhdoxfordshire.co.uk/Adult-ADHD.html

Family Issues

Bereavement	www.the-bereavement-register.org.uk www.bereavement-trust.org.uk Local Organisations: http://www.oxfordcruse.co.uk/
Domestic Violence	0808 1689 111 www.victimsupport.org.uk Local Organisations: http://www.reducingtherisk.org.uk/cms/content/information-and-advice-oxfordshire
Homelessness	www.bigissue.com 02075263200 www.shelter.org.uk 08088004444
Relateline 03001001235	www.relate.org.uk

Health

www.childbirth.org	www.iparenting.com www.verywell.com
www.drfooster.com	www.embarrassingproblems.co.uk
www.netdoctor.com	www.nhsdirect.nhs.com
Diabetes	www.diabetes.org.uk Local Organisations: http://oxfordshire.diabetesukgroup.org/
Anorexia & Bulimia Care	03000111213
Terminal Illness	www.compassionindying.org.uk ; 08009992434 www.dignityindying.org.uk 02074797730 Local Organisations: http://www.oxfordshireccg.nhs.uk/your-health/end-of-life-care/links-to-hospices-specialist-palliative-care-units-and-specialised-care/

Sexuality

LGBT	www.lgbt.foundation www.fflag.org.uk Local Organisations: https://oxfordfriend1.wordpress.com/
Gender Identity	www.beaumont-trust.org.uk 07000287878 www.gendertrust.org.uk

Sexual Health

Under 25s Sexual health	www.brook.org.uk
www.fpa.org.uk/find-a-clinic www.sexualhealthoxfordshire.nhs.uk	Abingdon, Bicester, Didcot, Kidlington, Oxford, Wantage, Witney 01865 231231 Banbury 01865 904500 East Oxford 01865226969

Mental Health

Depression	www.depressionuk.org Local Organisations: http://www.talkingspaceplus.org.uk/
Anxiety	www.anxietyuk.co.uk 08444775774
Anxiety/OCD	www.ocduk.org
General Mental Health	www.bigwhitewall.com www.calmclinic.com www.bipolaruk.org.uk www.mhf.org.uk www.mind.org.uk www.moodswings.org.uk www.mentalhealthmatters.com
Anger Management	www.angermanage.co.uk Local Organisations: http://www.mind-solutions.co.uk/anger-management/4544082982
Self Harm	www.lifesigns.org.uk www.selfharm.org.uk
Suicide	www.samaritans.org

Smoking Cessation

www.nicorette.co.uk/cessate-smoking	www.ash.org.uk
www.nhs.uk/smokefree	

Drug Awareness

www.providenceproject.com	www.addaction.org.uk
www.rehabtoday.com 08000380480	www.addictionhelper.com 08004488688
Oxford-based: www.smartcjs.org.uk	www.adfam.org.uk
Yarnton-based: www.leycommunity.co.uk	

Alcohol Abuse

www.al-anonuk.org.uk	www.alcoholconcern.org.uk
www.alcoholics-anonymous.org.uk	www.drinksmafter.org
Local Organisations: https://www.oxfordshire.gov.uk/cms/content/alcohol-and-drug-addiction	

Sexual Abuse

www.familymattersuk.org	www.rapecrisis.org.uk
Safeline Helpline	Men – 08088005005 Women – 08088005008 Young People - 08088005007
Local Organisations: https://www.justgiving.com/osarcc	

Counselling

www.counselling.ltd.uk	www.itsgoodtotalk.org.uk
www.bcap.co.uk	Local Organisations: https://www.oxfordshire.gov.uk/cms/content/emotional-support-and-counselling-0

Bullying & Internet Safety

www.bullying.co.uk	www.digital-trust.org
www.chatdanger.com	www.digital-stalking.com
www.fraudwatchinternational.com	Local Organisations: https://www.oxfordshire.gov.uk/cms/content/internet-safety-advice
Revenge Porn Helpline	08456000459; www.revengepornhelpline.org.uk
Stalking	www.scaredofsomeone.org

Financial/Debt

National Debtline	0808 808 4000 www.nationaldebtline.co.uk
www.stepchange.org	www.moneyadviceservice.org.uk
www.monetaryadvice	Local Organisations: http://adviceoxford.org.uk/self-help/money-and-debt/ http://www.debt-relief.org.uk/help/advice/oxfordshire/

Gambling

www.gamcare.org.uk	08088020133
www.gamblersanonymous.org.uk	www.gambleaware.co.uk

Legal

www.advicenow.org.uk	www.offendersfamilieshelpline.org
--	--

Exams/Revision

www.independent.co.uk/student/student-life/top-10-revision-tips-for-your-final-or-first-year-exams	www.examtime.com
www.nhs.uk/conditions/stress-anxiety-depression	www.studentminds.org.uk/exam-stress.html