



Portland
College



PARENT & CARER HANDBOOK

MAIN CAMPUS • 2025 - 2026

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For a copy of this document in another format contact
the **IAG Manager** on ext **218**

PURPOSE OF THIS HANDBOOK

This handbook is intended to be a helpful resource for parents/carers of learners who attend Further Education at Portland College.

It is important to us that parents/carers develop a positive relationship with the college, are informed about college life and able to contribute views to allow for continuous improvement.

Whilst your young person will be assigned a Progression Tutor, who will be your key point of contact from transitioning into college, support from the Information, Advice & Guidance Team will also be available.

Information, Advice & Guidance (IAG)

The IAG Team:

- Support learners at all stages of their Learner Journey.
- Run workshops and events on themes that support employability, health and well-being and independence.
- Strive to help learners raise their aspirations, achieve their goals and will try to help them overcome barriers to success.
- Offer advice about personal worries and well-being which might be affecting progress.
- Offer guidance in relation to career planning, helping learners make decisions about their future.
- Support learners to increase their understanding of relationships and staying safe.
- Promote community events and activities to increase social inclusion.
- Promote Learner voice and parent/carer engagement events.

The IAG Team are based in the Birches building at the main College campus and visit our Nottingham Hubs.

Learners are welcome to access support from The IAG Team between 9.00am and 4.00pm.

“WELCOME TO THE PORTLAND COMMUNITY, WE HOPE THAT YOU HAVE A TRULY OUTSTANDING EXPERIENCE”

Rebecca Harley Information, Advice & Guidance Manager

PRINCIPAL'S WELCOME



Welcome to Portland College, a place full of aspiration. We want a society where all people with disabilities have a lifetime of opportunity.

It is an honour to be the Principal of such a special provision, which is recognised as Outstanding by Ofsted. Since I joined in 2015 as the Quality Improvement Manager we have made great progress in developing the quality of our education, raising aspirations for learners and staff and building community partnerships so that everyone can feel proud to be part of the College.

We are all ambitious on your behalf that you will feel included and well supported at Portland. We actively review and develop our courses, always aiming to support your health and well-being, helping you to be more independent and to develop skills for employment or volunteering.

Every learner has an individualised programme and a personal tutor. You have a wide range of activities to choose from and our specialist staff will ensure that you thrive on your journey into adulthood.

Portland is an amazing place, where wonderful things happen every day.

Angela Newton-Soanes
Principal



ASSISTANT PRINCIPAL'S WELCOME



As the Assistant Principal of Further Education, I'd like to extend a warm welcome to you and your family as you prepare to join the Portland College community for the 2025-26 academic year.

We're proud of being a vibrant, inclusive specialist provision where every learner is supported to thrive. At Portland, we're passionate about helping young people build the skills, confidence and independence they need to achieve their goals - whether that's through education, personal development or preparation for adulthood and employment.

We understand how important this next step is for both learners and their families, and we're committed to providing a safe, supportive and aspirational environment where your young person will be valued, understood and empowered to succeed.

At Portland, we believe that all people with disabilities will have a lifetime of opportunity - and we're here to help your young person take their next step toward that future. We look forward to working in partnership with you and can't wait to see what they'll achieve with us.

Paula Lafferty
Assistant Principal

LEARNING AT PORTLAND

LEARNING ENTITLEMENT

The College aims to provide an environment where all learners have access to appropriate guidance and support, to develop their potential, their communication skills, independence, gain self-esteem and, where appropriate, prepare for employment.

Once a young person has joined the College, they can expect:

1. To study, work and live in an environment that is free from bullying, harassment and other inappropriate behaviour directed towards them.
2. To be listened to and respected by all members of the College community.
3. A named progression tutor, who has responsibility for all aspects of their learning programme as well as for communication with parents/carers.
4. A thorough induction to the College, its services, relevant staff and to their main programme of study.
5. A person-centred approach which results in an individualised learning programme customised to their needs.
6. A variety of learning opportunities that will enable them to play an active role in their own learning
7. High quality, specialist equipment, resources and materials to support learning activities.
8. Academic and personal care support to facilitate the successful completion of their programme of study.
9. Information, advice and guidance on internal and external progression opportunities.
10. External learning opportunities to include work placements and support for independent travel if required/appropriate.
11. High quality learning and teaching accommodation and residential facilities.
12. Referral to specialist services as required and appropriate to funding.
13. Consistent and accurate assessment with regular feedback on progress.
14. Access to high quality learning support services.
15. Negotiation and explanation of any changes that become necessary to their programme of study.

Call the **IAG Manager** on ext **218** if you would like a copy the Learning Entitlement Policy.

LEARNING AT PORTLAND continued

PROGRESSION TUTOR

Each learner will be allocated a Progression Tutor who will be your key contact while they are at College. Progression Tutors support the learner to:

- **progress through their learner journey.**
- **achieve their goals.**
- **plan their next steps after their time at Portland.**

PERSONAL DEVELOPMENT

Recognising and Recording Progress and Achievement (RARPA)

- RARPA is a process by which we plan and track a learner's progress through a study programme.
- RARPA is a six-stage process, which is rigorously monitored and is used in addition to Vocational, Employability, Maths, English and Digital Skills developments.
- RARPA is used to identify and develop skills for independence with clear links to the learner's aspirational goals and destinations.
- The progress of every learner is monitored and assessed through RARPA, even if they undertake an accredited qualification.
- In the event that a learner is assessed as not ready for the next academic level within an academic year, we will concentrate on gaps in their skills, strengthen knowledge and work on smaller, more realistic targets.

Independence

We want all learners to leave the College with as much independence as they possibly can. We will support learners to develop their skills through Preparation for Adulthood which will involve practical activities that include personal safety, travel training, money and social skills, problem solving and developing resilience. All skills link to EHCP outcomes and the aspirations the young person has for when they move on from Portland College.

LEARNING AT PORTLAND continued

Friendships, Relationships, Education, Sex and Health (FRESH)

All learners have access to support regarding Sex Education and Relationships through The IAG Team. Staff can also refer a learner to discuss their support needs in relation to sex education and relationships if they feel support is needed and a learner is unable to self-refer.

The College will ensure all learners receive differentiated advice, at a suitable level of understanding for an individual and groups, to understand privacy, self-esteem and decision making, which form the basis of sex education. The key principles of sex education are:

- provided alongside promotion of general health and well-being, including mindfulness and physical health.
- contributing to the physical, emotional, moral and spiritual development of learners.
- must be non-discriminatory and sensitive to the diverse backgrounds and needs of all learners.
- enabling learners to respect and care for themselves and others.
- enabling learners to respect individual differences and choices about sexuality.
- enabling learners to express and deal with feelings and emotions and ways to keep safe.
- being available to all learners.

LEARNING AT PORTLAND continued

WRAP AROUND SUPPORT STRATEGY

Our ambition is to deliver a seamless support framework that enables every learner to achieve their goals and more. Our intent is to support every learner, from transition in to Portland, throughout their time with us, through to when the time comes to transition onwards. Your young person may be supported by some of the following Teams:

- **Assistive Technologies (AT) and Augmentative Alternative Communication (AAC)**

These teams offer support when a need is identified for specific equipment to aid a learner, their family or carer, with using devices and language packages to aid communication. Support in using adaptive equipment is offered by the AT Team, as well as encouraging learners to use their own devices.

- **Speech and Language Therapy (SLT)**

The Speech and Language Therapy (SLT) team provide different levels of support for learners depending on their EHCP and needs. Support from the SLT team may include advice and guidance, embedded support, joint target setting, further assessments, programmes of therapy, group sessions, or 1:1 intervention. All learners at Portland will receive at least a core offer of SLT support which may include staff being trained by the SLT team, the SLT team monitoring and promoting a communication friendly and inclusive communication environment, and/or the SLT team providing advice and guidance to staff should any concerns arise about a learner's communication.

LEARNING AT PORTLAND continued

WRAP AROUND SUPPORT STRATEGY continued

- **Occupational Therapy (OT)**

OT supports and develops learner independence and functional engagement. The support begins with assessments at the application stage and will continue with assessments and interventions that are meaningful to the individual, their environment and the task itself.

- **Physiotherapy**

The Physiotherapy Team are based in Elms but work around the college campus with funded learners ensuring they are comfortable throughout their education programme and life away from Portland College. Tailored physio programmes are based around individual needs and are designed to help learners be the best that they can be physically supporting their health and wellbeing.

The Physiotherapy team use a variety of areas around the college campus to enhance learner's physio experience, and we have:

- a variety of treatment areas to allow for a calm, quiet treatment session or a livelier session depending on the learners needs.
- a fully equipped gym, with a variety of cardiovascular and strengthening equipment.
- a hydrotherapy pool which is used by several departments across education.
- an NHS orthotics service which attends several orthotics clinics across the academic year. We are able to refer directly into this service allowing inhouse multi-disciplinary team reviews, and can also facilitate repair of equipment through this service.

LEARNING AT PORTLAND continued

WELL-BEING

Health and well-being are part of the College's strategic plan. Making sure everyone is healthy and well is key to enabling learning and developing the skills needed to have positive outcomes.

All education staff have accessed training on Being healthy, active and courageous (BHAC) which helps to empower staff and learners with essential knowledge, skills and tools. BHAC tools collaboratively work alongside 'Zones of Regulation' to improve self-awareness, self-regulation, the setting of targets and courageous learners.

Learners will have lots of opportunities to develop their individual health and well-being through sessions both on timetable and during enrichment time. There will be timetabled sessions around health and well-being throughout the year and a well-being calendar of events linked to the '5 Steps to well-being':

1. CONNECT

2. GIVE TO OTHERS

3. BE ACTIVE

4. BE MINDFUL

5. KEEP LEARNING

'**STOPS**' are activities that can take place at any time. You will notice STOPS around the campus. STOPS uses categories of 1) physical activity, 2) mindfulness and 3) self-regulation. A STOP involves a 30 second challenge that the learner takes part in by scanning a QR code with their phone or i-pad.

STUDY PROGRAMME OPTIONS

VOCATIONAL CHOICES

During assessment, your young person will have expressed an interest in one of the following programme areas, which ideally links to what they want to do in the future.

DESIGN, TECHNOLOGY AND RETAIL INDUSTRIES



LAND BASED AND TRADE INDUSTRIES



SERVICE AND LEISURE INDUSTRIES



If your young person is unhappy with their choice of vocational area, we can look at changing this, but we ask that they do try it first. Choices should be finalised by the end of the first half term.

STUDY PROGRAMME OPTIONS

EMPLOYABILITY AND EMPLOYMENT

Along with a range of vocational study options, the College responds to local labour market needs so that our learners can have the opportunity to develop employability skills.

Portland fosters partnerships with a wide range of employers, large and small which enables us to offer external work experience and Supported Internships to our learners, in addition to internal work experience on Portland's main campus.



BLENDED LEARNING

Should a learner not be able to attend College, we will carry out a Blended Learning Risk Assessment to help us identify what support learners/family/carers might need to help us plan a continuation of a study programme at home.

A blended learning programme is not just about receiving work online, it is about what type of support, preferred access, electronic or paper-based activities and resources may be needed.

The College will endeavour to teach the same curriculum remotely as we do in College, wherever it is possible and appropriate. However, we have needed to make adaptations in some subjects. For example, where learners are undertaking practical subjects such as Trade or Land-based studies. Where it is possible, we will support adaptations to assessment that can be carried out in the home setting, this will ensure learners can maintain progress towards their qualifications and targets.

The College intend for any learner who is on remote blended learning to continue to work to their scheduled College hours. This can be flexible through the week, but we will aim for the standard six hours per day for each of our learners. Timetables will be discussed with Progression Tutors to schedule TEAMS meetings, phone calls and input from other areas such as therapies.

We use Office 365 accounts and SharePoint sites for online learning, live sessions are conducted via Office 365 TEAMS.

BLENDING LEARNING continued

SUPPORT FOR LEARNING

The College will offer support by providing our learners all the equipment they may need to continue learning online. This will form part of the initial discussion with the Progression Tutor when they make contact. For example, the range of equipment can cover laptops, tablets (iPad/Android), speech software, special keyboard/mice.

For learners who are receiving their work via the Post, we can also loan devices to enable them to have access to live sessions with support staff as well as access to online activities.

RISK ASSESSMENTS

- We ask that learners sign to agree rules for live sessions.
- All live TEAM sessions are booked via the TEAMS calendar prior to the session.
- Sessions are recorded and may be viewed at a later date for quality purposes.
- All information about accessing live TEAM sessions will be discussed with the learner, family and/or carers prior to starting on blended learning programmes.
- IT will authorise remote access and loan a multi-factor number reader
- The College's e-safety guidance, in relation to conduct on using the IT network and facilities can be found on page 40.

METHODS OF ASSESSING PROGRESS

Work is uploaded or posted bi-weekly. For postal work arrangements, the collection of work can be organised via the Progression Tutor - collections are Tuesday and Thursday.

Completed work is marked bi-weekly through Office 365 Forms. Marking is shared via the Progression Tutor during the weekly health and well-being checks. Other methods of assessment include Q&A activities during live sessions and online BKSB work.

THE COLLEGE DAY

During the application process, the assessment day is used to determine the appropriate level of Learner Journey. The assessment decision takes account of the young person's aspiration, academic achievement, peer groups, interests and experiences.

- The normal College week for a learner is three days.
- Learners on a residential programme will have a five-day timetable.

JOURNEY LEVEL

ATTENDANCE DAYS



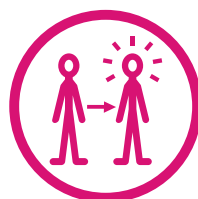
Communicate

- Wednesday
- Thursday
- Friday



Explore

- Monday
- Tuesday
- Wednesday



Develop

- Monday
- Tuesday
- Thursday



Demonstrate

- Monday
- Wednesday
- Thursday

THE COLLEGE DAY continued

TIMETABLES

During induction, timetables will be handed out.

The timetable will cover sessions in:

- Preparation for Adulthood
- Employment, Enterprise and Community Projects
- English
- Maths
- A Vocational area

The timetable will detail:

- what sessions are happening on each day
- the room the session will take place in
- the time the session starts
- the name of the session tutor

Learners will have a tour of the College to be shown where each of their sessions will take place.

THE COLLEGE DAY continued

ENRICHMENT

Evening Community Enrichment

The community sessions timetable offers a range of activities for all learners. All sessions allow College learners and members of the public to mix, providing an opportunity to enjoy vibrant productive experiences. There is a cost for attending each of the sessions.

Activities include:

- **Badminton** with Badminton Notts
- **Football** with Nottingham Forest
- **Basketball** with the Special Olympics
- **Gym**
- **Boccia**
- **Healthy Cooking Club**
- **Cricket** with Notts CC
- All learners have the opportunity to represent the College in various sports at local, regional and national competition.
- A timetable of activities and opportunities will be shared with learners during September.

Duke of Edinburgh Award (DofE)

Learners, (for a small fee), have the opportunity to take part in the DofE Award at Bronze and Silver levels. Sessions take place outside of the timetabled curriculum and usually run on a Friday. There are four sections to the award: volunteering, skills, physical and expedition (which will include overnight stays, designed to stretch and challenge!).

THE COLLEGE DAY continued

TRIPS AND VISITS

To develop learner communication and independence skills, leading to the ability to function more independently and safely with the local community, it is important that we plan trip and visits. There are many reasons for trip and visits to be arranged. For example:

- independence trips to town for shopping and money skills.
- trips out on local public transport for travel training.
- travelling on local buses, trams and taxis to practice independent travel.
- travelling on a college mini bus to sports events or career/job fairs.

Notes:

1. Independence and accessing the community is part of a learner programme and we would not normally ask for permission from parents/carers.
2. The College will inform parents/carers in advance so that you are aware your young person will be going off campus.
3. If the trip is a local trip, then we may inform you via the Learner Communication Diary.
4. We will ask parent/carer permission for longer trips or visits (over one day), and if the young person is under 18.

Costs:

1. If there are costs to pay for a trip, we will send a letter to the young persons' parents/carers specifying the cost.
2. A learner may need some money to purchase drinks or personal items - parents/carers will be notified if this is the case.

Risk Assessment:

1. No trips will go ahead unless they are deemed safe to do so.
2. All trips are risk assessed by tutors and signed off by a manager.
3. We will ensure that plans are in place for all individuals on the trip.
4. Behaviour support plans and risk assessments are reviewed to ensure the correct support is in place to meet individual learner needs.
5. We will not expect a young person to access public transport or access the community if they do not feel ready to do so. We will put support in place to enable the learner to develop the skills to access public transport and the community in future.

THE COLLEGE DAY continued

TRANSPORT TO AND FROM COLLEGE



1. Parents/carers must arrange transport with their Local Authority themselves.
2. All Local Authorities have different policies for transport, please contact them directly for additional information.
3. The College can give advice and support parents/carers with transport issues.

RETURNING LEARNERS

If your young person is returning to Portland College for a further year, you must contact your Local Authority at the end of the first College year to re-book transport for the following year.

FREE MEALS AND BURSARY

Bursaries are designed to help eligible learners from low-income households meet the costs incurred from attending and participating in college life.

Bursaries help with the essential costs of participating in education, such as books, equipment, PPE, and travel. In individual cases of financial hardship, this can even include food.

Portland College administers the Bursary fund awarded by the Education & Skills Funding Agency's (ESFA) 16-19 Bursary Fund Guidelines. For more information you can visit **www.gov.uk**

Eligibility criteria can be found in Portland College's Bursary and Free Meals in Further Education policy on the Portland website.

For further information on Free Meals and Bursary applications please contact the IAG Team in the first instance.

LEARNER PROGRESS

FEEDBACK TO THE LEARNER

Constructive and consistent feedback informs each learner of their progress on their learner journey:

- Every learner is tracked on a day-to-day basis through their Learner Achievement Diaries (LADs).
- The LAD is used to help record progress against the Individual Learning Plan and identify additional activities that can be used as evidence of achievement.
- The LAD is reviewed weekly to check progress and identify any further support needs or target adjustments.
- Detail on what is good and where progress can be made is an important part of marking at the formative stage.
- Work should be marked within two weeks of being completed.
- RARPA and qualification work will be internally verified on a termly basis.

LEARNER LED CONVERSATIONS

All learners will take part in learner led conversations each term to encourage:



- their reflection on what they have done
- what has gone well
- what else they need to do (what comes next)

LEARNER PROGRESS continued

THE HOUSE SYSTEM

Each Progression Group has an associated 'House'. Merits may be awarded to the group or individuals for a variety of reasons. At the end of each term merit totals are calculated with the winning 'houses' receiving awards for their success.

Being part of a house at college, similar to the traditional house system found in schools, offers a range of benefits that enhance the overall learner experience, foster community, and support personal growth.



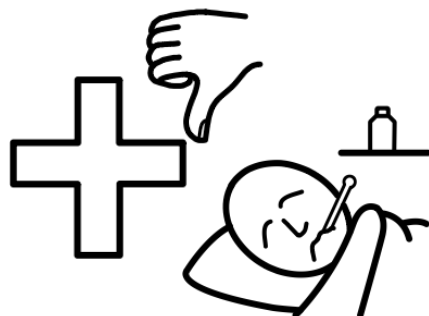
COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK

ABSENCE REPORTING

What to do if a learner is not well or cannot attend College:

It is important that we know when a learner is NOT coming to College.

Please call the Further Education Admin Team on **01623 49111** ext **374**



We are legally required to monitor attendance and report to the relevant Local Authority if attendance becomes a matter of concern.

ABSENCE REQUEST

If you want to take your young person out of College, we ask that you complete a Request for Absence Form prior to the event. Through your young person, contact your Progression Tutor to obtain a form.

OTHER COLLEGE CONTACTS

Throughout the year you may also need to contact the following teams for support: **01623 499111** (relevant extensions given below)

Assistive Technology	335
FE Day Care Support	211
IAG	293
Occupational Therapy	267
Physiotherapy	219
Speech and Language Therapy	224
Transitions Team	215

COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK continued

PARENT AND CARER COMMUNICATION LEARNER COMMUNICATION DIARY

Every learner will be given a communication diary at the start of their programme. The intention is that this diary:

1. Travels to College and home on a daily basis
2. College staff and parents/carers use this as a daily means of communication.

Please use this diary to inform staff if there have been any problems or issues that may have occurred after the last day your young person was at College. Any detail you can provide will help us plan additional support where necessary.

It is also helpful to hear anything positive that has happened while your young person has been away from College.

Communication can be about anything. For example:

- care issues
- queries about timetables
- incidents away from College that may impact on learners and support
- asking to be contacted regarding a trip
- general questions

Most parents/carers find the communication diary really helpful in maintaining regular contact with the Progression Tutor and College.

COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK continued

CONTACT ARRANGEMENTS

Regular Contact

A Progression Tutor will be responsible for the learner's programme of study and the key point of contact for parents and carers. The Communication Diary will be used to make regular contact with you, as well as by phone or email.

Person Centred Review (PCR)

Your young person will have a PCR once a year:

- a first-year learner will have their review after January
- a returning learner will have their review during the first term of their second year.

Transition from College is a long process and we want to make sure we are supporting your young person, as well as you, in managing transition from College to a new provision/destination.

Termly Reports

Each term you will receive a summary report regarding the progress your young person is making in all areas across their programme. These progress reports are known as Monitoring of Progress (MoP) reports and are written by a Progression Tutor. MoP reports include details regarding:

- Attendance
- Target achievement
- Behaviour
- Skills
- Abilities
- Therapies
- Achievements.

Should you wish to discuss anything written in the MoP report, please contact the Progression Tutor in the first instance.

COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK continued

FEEDBACK

- We actively seek and encourage feedback, through regular surveys, Portland Voice and Portland Council.
- We strive to maintain high standards; we do recognise that from time to time mistakes can happen. Your views help us continue to improve our services and to understand what you want and expect.

COMMENTS, COMPLAINTS, COMPLIMENTS AND CONCERNS (CCCC)

We aim to provide an effective means of enabling learners, citizens, their relatives or advocates, and outside agencies to send comments and compliments or raise a concern or complaint about any aspect of Portland College's service.

If we receive a concern or a complaint our aim is to:

- ensure the concern or complaint is investigated effectively and promptly
- seek to resolve concerns and complaints at an early stage as far as possible, and where this is not possible, to provide opportunities for concerns and complaints to be addressed proportionately.

In the first instance, we encourage you to discuss your concern or complaint with a member of staff. The staff member will try to correct the problem or ask another member of staff to help you to solve the problem. We hope that most problems can be dealt with quickly in this way.

- give complainants a response to their concern or complaint, within the time limits set in the CCCC procedure (available on request).
- monitor comments, complaints, compliments and concerns to ensure ongoing service development.

Encouraging an informal approach as a first step does not mean we are not taking any concern seriously. In our experience, it is best to talk face to face, and we will always attempt to meet with you.

To raise a concern or make a complaint in the first instance:

1. Talk to the Progression Tutor responsible for your young person.
2. If you are unable to speak with the relevant staff member, call, email or send a letter to: **Jennifer Fowler**, Investigations Officer, jenniferfowler@portland.ac.uk
tel: **01623 499111** ext **251**

COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK continued

PORTLAND COUNCIL

Portland Council is made up of learner and citizen representatives (known as reps) from across the Portland community. Each Rep has an associated role which will be one of the following:

- Prevent & Safeguarding
- British Values
- Digital Engagement
- Sexual Exploitation & Harassment
- Employment
- Health & Wellbeing
- Sustainability
- Independence
- Campus

Each October an election takes place when learners and citizens have the opportunity to vote for new reps. Once elected, all of the reps:

- meet each month to talk about issues and improvements to be made at Portland.
- work together with staff on projects to make changes and research the views of other learners and citizens.
- Governors and Senior Managers attend monthly meetings as they are an important Portland Voice activity.
- Feedback from the Portland Council is shared at Board meetings and with the Oversight and Standards Group which Portland Council reps also have the opportunity to attend.
- The IAG Team support all Portland Council meetings.

COLLEGE CONTACTS, COMMUNICATION AND FEEDBACK continued

PORTLAND VOICE

Portland Voice is a yearly cycle of activities forming an important part of the College's quality assurance. The information gathered from surveys is crucial in determining the levels of satisfaction within the College and identifying issues and concerns that require action to ensure continuous quality improvement.

Portland Voices are gathered from a variety of sources, including:

- Learners
- Parent/Carers
- Employers
- Key stakeholders
- Staff from all areas of College

SNAP SHOT OF PARENT/ CARER SURVEY

Further Education Parent/Carer On Programme Survey 2021 -22		
Dear Parent/Carer Your feedback is very important to us. We would appreciate you taking five minutes to complete this survey.		
Your name		
Your son/daughter's name:		
•Do you think your son/daughter is happy at Portland College?		
(Please tick)	Yes	No
Please state below the reasons for your response		
•Do you feel your son/daughter is safe at Portland College?		
(Please tick)	Yes	No
Please state below the reasons for your response		

These views are collected in a variety of ways which include:

- Learning and teaching surveys - induction, on programme and exit
- Portland Freedom quality surveys and meetings
- Day Service surveys
- Staff Council
- Staff surveys
- Person Centred Reviews
- Portland Council

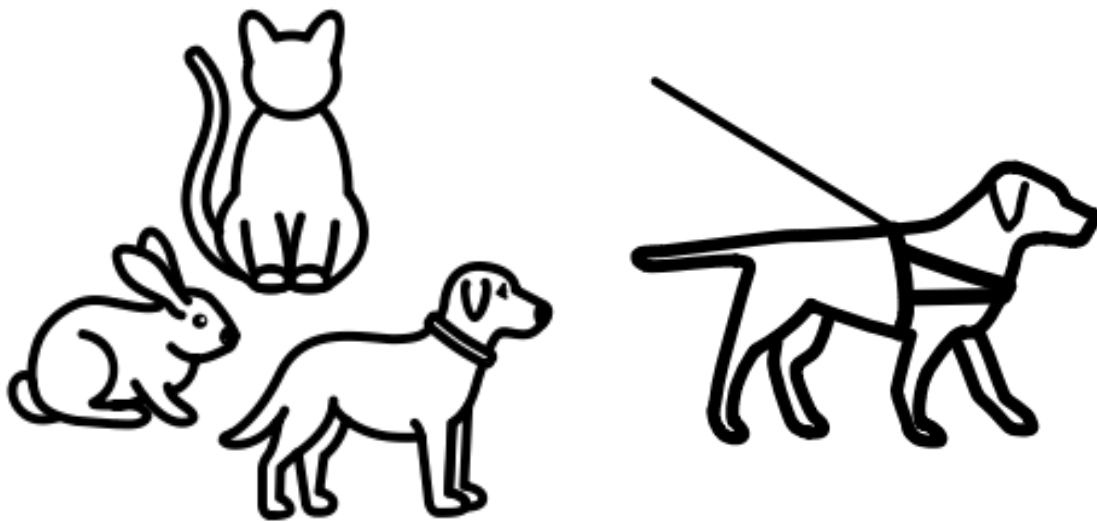
The opportunities for Portland Voices to be heard enables the College to identify areas that are working well and areas that require action. Actions from all surveys are monitored to ensure feedback is being used effectively, is valued and helps shape the future learner/citizen experience at Portland.

KEEPING SAFE AND WELL ON CAMPUS

ANIMALS ON CAMPUS

Whilst we recognise the positive health and well-being benefits of owning a pet, the College does not allow pets to be brought onto the campus by learners. Pets are an important part of family life, and other than a short visit for a well-behaved animal on a lead, which does not enter any buildings, dogs are not allowed on campus. Dogs are welcome in the College Coffee Shop and may be taken for walks within the wider woodland area that surrounds the grounds.

If your young person uses a guide or assistance animal which they need at College, we will carry out a risk assessment to ensure the safety of the community.



KEEPING SAFE AND WELL ON CAMPUS

continued

DIGNITY

We expect that everyone in the College community treats others with dignity. Treating people with dignity means:

- respecting people
- being polite
- thinking about others
- being kind
- being helpful.

We support our young people to recognise that if they treat others with dignity they will:

- be happy
- be proud
- be confident.

EQUALITY, DIVERSITY AND INCLUSION

Equality, diversity and inclusion is often referred to as EDI. At Portland, we expect all learners, citizens and staff to recognise the importance of what EDI stands for. The following is the explanation we give to our learners:

Equality means treating people the same

Diversity is a good thing, meaning it is ok to be different

Inclusion means that everyone should feel like they belong and has an opportunity to take part

Throughout the year activities are held that celebrate diversity as well as learning more about others, who might be different to ourselves.

KEEPING SAFE AND WELL ON CAMPUS

continued

INAPPROPRIATE BEHAVIOUR, SUSPENSION AND TERMINATION

College leaders and staff always strive to support learners effectively throughout their programme, using numerous multi-disciplinary resources, techniques and expertise. There are times when the support given to some learners may become ineffective in resolving concerns which may result in temporary suspension/s to placement, as new strategies and methods for dealing with the concerns are explored.

The recommendations and decision to terminate a placement will always be a last resort and only when other possible solutions have been exhausted, or where the continuation of a placement would mean that fellow learners and/or staff are at significant risk of harm. There are a number of reasons for a placement to be evaluated for possible suspension or termination, these can broadly be characterised as:

1 **Antisocial or criminalised behaviour**

We will respond to all allegations of antisocial or criminal behaviour. If a learner is involved with antisocial or criminal behaviour likely to affect the safety, health or well-being of the College community or staff, they may be suspended from their programme in order to safeguard their own, and others well-being.

If an enquiry finds significant cause for concern, the College may act to terminate the placement with immediate effect, or as a maximum, within 28 days of notification to the learner/citizen or commissioner of intention to terminate placement.

2 **Deteriorating behaviour/needs changed beyond assessment parameters likely to cause harm to others**

Key managers in the College lead on positive behaviour support planning, staff training and managing interventions. Use of the Lalemand Scale frames judgements made and supports the production of an evidence base from which to evaluate a learner or citizen programme. Any decision to suspend or terminate the programme must be coordinated via the Positive Behaviour Support Manager in collaboration with the Safeguarding team; guidance will also be sought from the Principal in cases where suspension or termination is likely.

KEEPING SAFE AND WELL ON CAMPUS

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3 Lack of educational progress

If it has been identified that a learner may not be making sufficient progress towards their agreed goal, the learner, their carer/advocate and commissioning authority will be notified.

A formal review of progress will be initiated without delay. If the review identifies significant cause for concern with progression unlikely to be achieved, the Collage may act to terminate the placement with immediate effect, or with 28 days' notice to the learner and commissioner.

4 Prejudice and discriminatory behaviours

We will respond to all allegations of prejudice and discrimination towards learners/citizens and staff. The College has a zero tolerance towards all forms of discrimination and any such incidences may result in suspension or termination of placement.

5 Safeguarding concerns

Where the College is involved in any safeguarding enquiry regarding a learner/citizen, the College will support the lead agency, for example Police, Care Quality Commission (CQC), Social Services in their enquiry.

Any learner involved in a safeguarding concern may be suspended from their programme with immediate effect as part of an individual's safeguarding protection plan in order to ensure their safety and that of others during any enquiry. Following completion of any enquiry, if there remains significant cause for concern, the College may act to terminate the placement with immediate effect or as a maximum within 28 days of notification to the learner or commission of intention to terminate placement.

KEEPING SAFE AND WELL ON CAMPUS

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THE RIGHT TO APPEAL

In the event of the College terminating a placement, the learner/citizen or her/his family/advocate can appeal against the decision on one of both of the following grounds:

- 1.** The College has not followed the procedure (full copy of procedure available on request)
 - 2.** The College failed to consider or apply reasonable strategies suggested by competent agencies at Stage 2 of the process.
- The appeal should be made in writing to the Principal within 15 working days of receipt of the decision to terminate the placement.
 - The Principal will review the documentation and has discretion whether or not to meet the appellants to determine the appeal.
 - The appeal decision will normally be made within 15 working days of receipt of the appeal letter and the decision is final.
 - The appeal process does not preclude the learner, citizen or her/his family/advocate seeking other forms of remedy.

KEEPING SAFE AND WELL ON CAMPUS

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LEARNER CODE OF CONDUCT

We believe that all learners should be treated with respect by all College staff. In return, we expect and anticipate that learners behave respectfully to their peers and other people.

All learners will be asked to agree to, and sign, a Code of Conduct when they start at Portland. It includes the following points:

1. Wear your Portland College ID badge at all times.
2. During sessions, mobile phones are only used for learning activities and/or behaviour/sensory strategies.
3. Be respectful and kind to other people.
4. Be responsible for your own personal belongings.
5. Follow the dress code for the programme you are on, for example a uniform or Personal Protective Equipment (referred to as PPE).
6. Smoking/vaping is only permitted at designated areas.
7. Alcohol and illegal drugs are not allowed at College and should not be brought on site.
8. The College has zero tolerance to bullying and discrimination of any kind. All instances will be investigated and action taken.
9. If you are worried, or have any concerns, please speak to your Progression Tutor.

Failure to follow these rules may lead to a suspension or termination of placement.

KEEPING SAFE AND WELL ON CAMPUS

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EATING AND DRINKING IN THE DINING ROOM

All learners are able to access the dining room facilities at breaks and lunch time. Tea, coffee, juice and water are freely available throughout the day and there is a wide variety of food served over lunch time on a four weekly rotating menu. Some learners will be entitled to free meals which they will need to apply for upon enrolment. All learners who are eligible for free meals will have this programmed onto their College ID badge so it is important that learners bring their ID badge to College every day. Learners who do not qualify for free meals will be charged according to their meal selection.

If your young person is using the dining room facilities and has specific dietary needs you will need to complete a dietary requirement form which is available from the assigned Progression Tutor.

If the learner has a food or drink allergy, and you would like to know about any allergenic ingredients on our food or beverages, please call the College on **01623 499111** and ask to speak with the catering department.

Catering Dietary Request Form

Learner/Citizen Name:		Days using Dining Room:	
Cohort/Route:		Support Contact:	

Type of diet: (Tick as required)

Diabetic (no assistance required)		Coeliac	
Diabetic (assistance required)		Dairy free	
Gluten free		Vegan	
Lactose free		Low fat	
High fibre		Ethnic	
Low calorie		Fortified /Build-up	
High calorie		Low cholesterol	
High protein		Moulded meals	

Give details of any other dietary requirements:

Allergies or intolerances:	
Other relevant information:	

Give details of any follow up actions that are required:

Nursing signature:		Date:	
Appointment booked with Catering	Date:		Time:
Attendance confirmation signatures:	Learner/Citizen:	Catering staff:	

KEEPING SAFE AND WELL ON CAMPUS

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IDENTITY (ID) BADGES

Lanyards are worn to hold our identity badges. To keep us all safe, wearing our ID badges at all times, ensures we know who is on campus and that everyone is safe. It is important that:

- we all wear the correct coloured lanyard
- have our ID badges on at all times.

If a learner sees someone without a lanyard, they must tell a member of staff immediately so we can check who they are and whether they should be on campus.

PERSONAL BELONGINGS

Learners are responsible for their own property, including items such as:

- Bags
- Mobile phones
- Money
- Coats

Staff will help and support learners to look after their own belongings, but cannot be responsible for them.

We ask that:

- Day learners only bring and use items that are necessary. It is not advisable to bring valuable items that may be lost such as jewellery, whilst on campus or during trips out of College.
- Residential learners follow advice given by the FE residential department in relation to valuables. Safe storage is provided in all bedrooms.
- Learners should not discuss with others about money or valuables that they may have at College.

KEEPING SAFE AND WELL ON CAMPUS

continued

SAFEGUARDING

Living a life that is free from harm and abuse is a fundamental right of every person. When abuse does take place, it needs to be dealt with swiftly, effectively, in ways which are proportionate to the issues and where the learner in need of protection stays as much in control of the decision making as possible. The right of the individual to be involved and heard throughout this process is a critical element in the drive towards more personalised support.

- All staff, governors or volunteers, in whatever setting, have a key role in preventing harm or abuse occurring and to act quickly where concerns arise.
- College procedures set out to explain simply and clearly how agencies and individuals should work to protect learners.
- Empowerment, protection, prevention, proportionality, partnership and accountability are the cornerstones to protecting learners as risk of harm. Our aim is to consolidate our experience to date and to encourage the development of further work in order to better protect learners.
- The College is committed to improving the well-being of all learners and families to whom it delivers education, care, guidance and support services. Keeping learners safe must be our first principle - if learners are not safe, they cannot be happy, healthy and achieve their full potential.
- The policy, and its associated procedures, are relevant to the Care Quality Commission (CQC) Outcome Regulation 13 - Safeguarding service users from abuse and improper treatment. It adopts the Nottinghamshire and Nottingham City Safeguarding Adults and Children Procedures, designed to explain simply and clearly how agencies and individuals should work to protect adults and children at risk and recognise that safeguarding is a duty and shared responsibility. The College policy works in conjunction with Keeping Children Safe in Education (2025).

KEEPING SAFE AND WELL ON CAMPUS

continued

SAFEGUARDING continued

The College is committed to discharging in full its duties under Section 11 of The Children Act (2004). This places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. These arrangements require all agencies to have:

- senior management commitment to the importance of safeguarding and promoting children's welfare.
- a clear statement of the organisation's responsibilities towards children, available for all staff.
- a clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children.
- service development that takes account of the need to safeguard and promote welfare, and is informed, where appropriate, by the views of young people and families.
- training on safeguarding and promoting the welfare of children/young people for all staff working with, or in contact with, children and families.
- safe recruitment procedures in place.
- effective inter-agency working to safeguard and promote the welfare of children.
- effective information sharing.

KEEPING SAFE AND WELL ON CAMPUS

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E-SAFETY

All learners and citizens are encouraged to use the IT facilities during their time at Portland. To keep our IT network safe and secure for all users, we have an e-safety code of conduct which learners should follow. This includes:

1. Only use the username provided by Portland to log onto the computer.
2. Keep passwords private.
3. Act responsibly at all times when using the internet.
4. Don't look for offensive/illegal material (if learners/citizens do see anything offensive/illegal, this must be reported to a member of staff).
5. Zero tolerance for cyberbullying (bullying or harassment using electronic means). Cyberbullying includes sending, posting or sharing negative harmful, false or mean content about someone else.

All internet use at Portland is monitored to help us safeguard the Portland community.

If a learner is going to engage with blended learning, there will be a risk assessment conducted along with guidelines provided on using Office 365 and TEAMS.

LEARNER PRIVACY NOTICE

In addition to the College's full Privacy Notice (which can be found at: <https://www.portland.ac.uk/privacy-policy>), we have a Learner Privacy Notice that outlines how and why we collect, store, use and share the personal data collected about our learners.

If you wish to receive a copy of the notice, please call the Data Manager tel: **01623 4999111** ext **576**.

KEEPING SAFE AND WELL ON CAMPUS

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MENTAL CAPACITY ACT

The Mental Capacity Act is a law around decision making. Some people are able to:

- make every decision about their own lives
- make some decisions.

A small number of people cannot make any decisions. Being unable to make a decision is called 'lacking capacity'.

The Mental Capacity Act is about making sure people have the support they need to make as many decisions for themselves as possible. At Portland we will support learners to make their own decisions - this might be what activity to join in with, or what to have for lunch. We will respect learner decisions and make sure that we meet their own wishes.

We will follow five important rules:

1. We will always assume the learner can make their own decision unless it is shown that they cannot.
2. We will give the learner the support they need to make decisions.
3. We will respect the learner can make unwise decisions as long as they understand that they know what they are doing, for example, going for a walk in the pouring rain.
4. If a learner cannot make a decision, we will only make decisions for the young person if it is in their best interests.
5. Any decision we make for a learner will give the young person as much freedom as possible (the least restrictive way).

KEEPING SAFE AND WELL ON CAMPUS

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VISITING COLLEGE

All visitors, parents and carers must sign into the College at main reception where you will be issued a visitors' badge. With a badge we know that you are on campus and we have assessed that everyone on campus is going to be safe.

All external visitors coming to give talks have an assessment prior to visiting the College to ensure that they are not going to be a danger to the safety of the learners/citizens on the campus.

HARASSMENT

Portland College are committed to maintaining a safe and respectful workplace for everyone. This means we do not tolerate harassment - not only from our own staff but also from third parties, including parents/carers, visitors, and others outside our organisation.

In line with the law, we are also required, as an employer, to take reasonable steps to prevent sexual harassment by third parties.

If someone outside the company harasses a member of our staff, we will take appropriate action to address any complaints or concerns and to prevent it from happening again. This may include, but is not limited to, banning the individual from our premises or reporting any criminal behaviour to the police.

We take all reports and allegations of harassment seriously and will respond accordingly.

KEEPING SAFE AND WELL ON CAMPUS

continued

SMOKING, ALCOHOL AND OTHER SUBSTANCES

Smoking

Portland does not seek to promote smoking or vaping. The College is a no smoking zone; however, there are designated smoking/vaping areas which are the only areas learners are permitted to smoke/vape. Smoking/vaping whilst not at a smoking/vaping area could result in the suspension or termination of a placement at Portland.

Alcohol

Learners must neither bring alcohol on site nor consume alcohol during College hours. Learners who choose to consume alcohol during College hours will be asked to leave the campus and it may result in suspension and the termination of a placement at Portland.

Illegal Substances

Portland has zero tolerance towards any illegal substance use, or the use of substances that create so called 'legal highs'. Learners found in possession of, or using illegal substances will be asked to leave the campus. The police will be made aware and it may result in suspension and the termination of a placement at Portland.

Health Implications

Alcohol, smoking and dangerous substances have considerable ill effects on health and we are committed to supporting learners and citizens who wish to stop smoking, vaping or drinking, and to learn more about the impact on their health. Please contact IAG for information and support.



Portland College

Nottingham Road, Mansfield,
Nottinghamshire, NG18 4TJ

T: Main College Reception 01623 499111

T: Learner Recruitment 01623 499186

E: admissions@portland.ac.uk

www.portland.ac.uk



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