

Policy/Procedure Name:	Peripatetic Teachers, Professionals and Other Adults Working With Children and Young People at Treloar's. (This policy is not directed at Treloar's employees or volunteers)		
Policy/Procedure Number:	SMT090		
Date of Approval:	10 <sup>th</sup> April 2017		
Effective Date:	January 2017		
Revised Date:	reviewed March 2019 – no changes required		
Review by Date:	January 2021		
Policy/Procedure Author:	Teaching and Learning Development Coordinator		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not Applicable		
For Action By:	All School and College Staff		
For Information to:	Students and Parents		
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)		
Who is carrying out EIA?	SMT	Date of EIA?	10 <sup>th</sup> April 2017
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Are all opportunities to promote equality taken within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

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Refer Policy/Procedure to EDI Co-ordinator for further assessment

Yes  No

## 1. Policy/ Procedure Aim

To set out clear expectations for adults working with young people in a learning environment

To set out clear lines of responsibility for managing adults working with Treloar's students in whatever capacity that may be

To ensure that adults working with our students are aware of the underlying principles that apply when working with young people

To set out clear guidelines and expectations which need to be adhered to at all times

## 2. Policy/Procedure Details

### 2.1 This policy relates to the following:

- Peripatetic teachers delivering lessons/sessions on the school or college premises
- Adults delivering enrichment session/lessons in the school or college
- Adults working with students in the classroom who are NOT employed by Treloar's
- Carers employed by parents/guardians who work alongside Treloar staff

The above individuals will **NOT** have a contract or employment with Treloar's and will therefore **NOT** benefit from the terms and conditions of the Employment Rights Act.

The policy does not specifically include visitors and guest speakers although aspects considered here can apply (visitors and guest speakers are covered under policy no SMT 076 found on SharePoint and the Treloar Website)

### 2.2 It is the responsibility of all adults to safeguard and promote the welfare of children and young people

**We expect that all adults working with children and young people at Treloar's will;**

- Follow the signing in and signing out procedure which applies to all visitors to the school and college, signing in a reception and ensuring that the time of arrival and departure is recorded to comply with health and safety and fire regulations

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- be expected to hold current and enhanced DBS certificate and provide a copy for our records (DfE's guidelines dated 5.9.2016 para. 99 page22)
- follow Treloar's procedures, policies and standards including Safeguarding, Health & Safety, Equality & Diversity, Harassment & Bullying and E-Safety. (A copy will be provided on request or can be found on the Treloar website)  
<https://www.treloar.org.uk/about-us/policies/>
- undertake Treloar's Safeguarding Training and ensure that this training is kept up to date (This includes a secure knowledge of The Prevent Duty July 2015)
- report any incidents or concerns to a member of staff immediately
- recognise that they are responsible for their own actions and behaviour and that they should avoid any situation or conduct which would lead to any person questioning their motives or intentions
- work in an open and transparent way
- wear your identity badge at all times and ensure that it is clearly visible
- familiarise and adhere to the same professional standards as those followed by Treloar staff including the dress code
- never become too friendly with a Treloar's student or, for example, become their friend on Facebook or other social networking sites.
- ensure that all interactions with our students are positive ones
- recognise the importance of maintaining high standards of behaviour acting as role models for our students demonstrating maturity, integrity and respect at all times
- have due regard to the Data Protection Act when in possession of students' or their parents'/carers' contact details

In order to support our students effectively we recognise that, on occasions and where agreed by Treloar staff, access to sensitive personal and/or private information will need to be made available and as such you need to recognise the need for confidentiality at all times when dealing with any information related to our students or our staff.

- You must **not** copy or remove any information pertaining to a member of staff or student
- You must **not** take any information relating to a member of staff or a student off site
- You **must** return any documents, files and any other written information to a member of Treloar staff to be safely secured before your departure

**In some cases a specific code of conduct may be issued which relates to a particular situation or teaching area or Key stage. An example of this can be found in Appendix 1 attached to this document**

**2.3 When working with students and other adults in a classroom environment it is expected that you will;**

- work under the direction of the class teacher or other designated session lead

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- be sensitive and respectful of staff and students
- be approachable
- if appropriate provide learning activities as directed by the teacher
- use appropriate materials and support strategies for each pupil's needs and abilities
- modify or adapt learning activities to meet intended learning goals/objectives
- provide assistance at an appropriate level for each pupil
- encourage pupils to make choices about their own learning
- follow the guidance and advice of Treloar therapists.
- work as part of a team to meet the student's needs.
- work in the best interests of the student; make and prepare resources, clean and clear up.
- stand back and facilitate the student to work independently where ever possible.
- follow and adhere to the Treloar Dress Code policy HS07 ( A copy is available on request)
- ensure that mobile phones are silent in any learning environment

When leading a one-to-one session/lesson or a group lesson/session it is expected that your will;

- familiarise yourself with the students in the session/lesson, their needs, their preferred ways of working and any other information that will enhance their learning experience.

**For peripatetic music teachers, in addition to the above, expectations are clearly set out in Appendix 2 of this document**

#### **2.4 Treloar's recognises that we have a responsibility for any adult working with our students on our premises**

Treloar's will;

- ensure that you have been adequately and appropriately briefed in all aspects of working in a learning environment on this site before you start your role
- assign a member of staff to act as a point of contact
- provide a safe working environment
- provide guidance about safe working practices
- ensure that you have information about fire and emergency
- provide access to Safeguarding training as a priority (Treloar's will provide Safeguarding training free of charge) and other training needs as determined by Treloar's
- ensure that you feel that you are treated fairly and in accordance with our Safeguarding and Equality and Diversity Policies
- ensure that you have regular updates about any key issues which may impact on your role

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- to act on any concerns, issues or complaints in accordance with our Complaints Policy SMT004
- allow access to specific information about individual students to enable you to support them effectively. This information will be stored safely on site and must not be taken off site under any circumstances.
- You may have access to the personal profile of students you work with. 'This is me' provides details of how the students themselves prefer to be supported. It will give the following details
  - Preferred communication
  - Decision making and cultural considerations
  - Student desired aim of placement and/or other information
  - Vision, hearing and sensation
  - Social interaction and behaviour
  - Learning needs
  - Hand and skills support in class
  - Disability and well-being
  - Mobility

## **2.5 Observations**

### **2.5.1 Session leads**

Where a peripatetic teacher, professional or other adult is responsible for leading a learning session we will undertake one session observation per academic year with the aim of ensuring that we can offer the best support to enable you to work with our students.

The observation will be developmental, the session or sessions to be observed will be agreed with the session lead, this will include the time and day of the observation.

The observer will take notes in the observation and will complete a teaching and learning feedback form which will include any actions for the session lead and any actions for Treloar's.

Brief feedback will be given verbally as soon after the observation as possible

More formal written feedback will be provided within 5 working days. (A copy can be found in Appendix 3 of this document)

Where training needs are identified Treloar's will recommend this but it will be the responsibility of the session lead to follow this up, unless it refers to safeguarding training then Treloar's will provide this training.

Where Treloar's feels that it would be useful a paired observation may be arranged. For example a member of the Speech and Language team might offer some support with regard to a student's methods of communication

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Feedback will be shared with, in the case of peripatetic music teachers, the Head of Music. A copy of the feedback will be shared with the Quality Manager and kept for our records.

### **2.5.2 Adults working in the class room alongside Treloar's staff**

Where an adult is working as part of a team in class they will be observed as part of Treloar's quality cycle of observations. This means that they will be part of formal observations on two occasions across the academic year and any other observation Treloar's deems necessary

The observer will not usually give individual feedback however if there are any issue or concerns which arise out of the observations then the following steps will be taken

- The teacher/ tutor or appointed manager will arrange to give feedback highlighting any areas for development or areas of concern.
- The teacher/tutor or an appointed manager will discuss training options however it is the responsibility of the professional or other adult to arrange and undertake this training. The exception will be safeguarding training which will be provided by Treloar's
- Treloar's will follow-up any developmental areas, issue or concerns after a reasonable period of time depending upon the identified issue or concern

If concerns or issues highlighted by any observation persist then Treloar's exercises the right to give withdraw access to learning environments and to withdraw access and communication with Treloar students when they are on any part of the school or college site.

Where this has occurred it is the responsibility of the person concerned to liaise with their employer. Where appropriate Treloar's will advise an employer of the removal of access but is not obliged to give any other information.

### **2.6 Competency framework**

Whilst we hope that working with our students is a very positive experience, it is understood that there may be complaints or issues and concerns which need to be addressed and if that is the case then we will follow a standard procedure to provide consistency and to ensure that problems can be solved as openly, fairly and quickly as possible.

- This procedure will be instigated if Treloar's receives a complaint from Treloar staff, students, carers or parents about the named person's quality of work, their attitude or conduct
- Where a member of staff expresses concern about the person's performance or adherence to Treloar's policies and procedures

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- Where a peripatetic teacher, professional or other adult working with our students has a complaint against Treloar's

If the complaint is against Treloar's itself then both parties should follow the complaint policy and procedure set out in the Complaints Policy SMT004

### **2.6.1 Informal process –Stage 1**

- In the first instance the person's named point of contact or an appointed manager at Treloar's will try to resolve any problems informally, keeping a written record of all discussions whilst making all written records available.
- A meeting will be arranged as quickly as possible to address the complaint and provide an opportunity for a response by the person under review.
- In instances of poor performance the person should be made fully aware in writing of the identified issue or concern and where appropriate performance should be reviewed within an agreed timeframe against clear criteria. Where it is appropriate to do so, Treloar's may offer support or training to enable progress to be made against agreed set criteria
- Where no further action is required the process will end at this point.
- Where further action is required the nominated person or manager will follow-up these actions to ensure that there is a positive outcome for all parties concerned. Depending upon the type of action required it is expected that this review will take place one month after of the date of the written response.
- Should there be no noted progress or improvement it may be necessary to move to the stage 2 process indicated below
- The complainant should be made aware of the actions taken to rectify the situation

### **2.6.2 Formal process – Stage 2**

Where a complaint, issue or concern cannot be resolved informally then a more formal process will be instigated by a senior manager at Treloar's

- A nominated manager will promptly and thoroughly investigate the issue and steps will be taken to establish a fair and balanced view of the facts. Where appropriate other persons may be interviewed or asked to provide a witness statement and/or documents requested.
- This process will remain confidential known only to the people directly involved and must remain so at all times.

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- Once the investigation is complete the facts will be shared with a senior manager and at this point a decision will be made to determine if any further actions are required
- If it is found that there are no further actions are required the matter will be brought to an end.

If further actions are required as a result of misconduct or serious misconduct (For examples of what might be considered to be misconduct or serious misconduct please refer to Treloar's Disciplinary Policy and Procedure HR06/PR01, Appendix 4) then the person under investigation will be notified as below.

- In the case of misconduct a letter will be issued which sets out the precise nature of any misconduct and setting out specific conditions which must be adhered to. It is expected that the conditions will be implemented with immediate effect. In the event that these conditions are not adhered this will be considered to be a case of serious misconduct.
- To ensure that conditions outlined above are being met the nominated manager will review the situation after one month and at agreed intervals after that time where it is considered to be appropriate and necessary
- In the case of serious misconduct a written notice of the withdrawal of the right to teach, practice or work with any students on Treloar's premises with immediate effect will be issued and any links via Treloar's with parents or carers will be terminated.
- Treloar's will contact parents and advise them of the decision to withdraw the right to use Treloar's premises to practice. Any monetary arrangements or contracts should be dealt with by the peripatetic teacher, other professional or adult directly with the parents concerned
- In a case where Treloar's makes the decision to withdraw the right to use our premises there is a right of appeal in writing to the Principal within ten working days of receiving notification of termination. The Principal will respond within ten working days of receiving this letter. The Principals' decision is final.

### **3 Implications of Policy/Procedure**

#### **3.1 Training Requirements**

- It is expected that adults working on a regular basis with our students will undertake safeguarding training as close as possible to the date they begin to work with the students. It is the responsibility of the appointed/nominated manager to ensure that this takes place.

#### **3.2 Communication Requirements**

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How will the Policy/procedure be communicated:	A copy will be made available on the website Peripatetic teachers, professionals and other adults working with young people at Treloar will be given a copy of the policy	
Who will ensure the above communication is carried out::	The manager who is responsible for overseeing peripatetic teachers, professionals and other adults working with our students	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

### 3.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at [jo.cox@treloar.org.uk](mailto:jo.cox@treloar.org.uk)

### 3.4 Other Implementation Requirements

#### 4 Monitoring and Review

This policy will be reviewed on an annual basis as part of the review calendar

#### 5 Links to other related policies, procedures or documents (internal)

- SMT076 Visitor and Guest Speakers Policy
- SMT020 Safeguarding policy
- HS01 & 02 Health and Safety and Fire Policies
- ICT05 Information Security Policy
- HS03 Treloar Secure Site Policy
- School and College Professional Visitors to Learning Environments
- Volunteers Policy and Procedure HR12 PR01
- HR06/PR01 Disciplinary Policy

#### 6 Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
	New policy		
	Reviewed – but no changes required		March 19

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**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1

Example of code of conduct

## Code of conduct Primary Department June 2016

Purpose of working with student's own Personal Assistant (PA) in school:

- To increase continuity and consistency across placements and home.
- To support PA to develop skills and knowledge to enable student to make maximum progress.
- To support student with transition to new junior school placement.

The PA will:

- work under the direction of the class teacher and Assistant Head Nursery and Primary.
- Heed the guidance and advice of Treloar therapists.
- become familiar with relevant Treloar policies and protocols.
- abide by policies.
- keep confidential all details pertaining to Treloar students and staff.
- Work professionally at all times.
- Work as part of a team to meet the student's needs.
- Work in the best interests of the student; make and prepare resources, clean and clear up.
- Stand back and facilitate the student to work independently where ever possible.

Other staff will work with the student to enable him to generalise and transfer skills and build relationships with other adults.

At these times the PA may be taking breaks, recording progress, making resources or receiving training and attending meetings.

Signed .....

Signed .....

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**Peripatetic Music Sessions  
Expectations**

<b>DBS check as per policy</b>
<p><b>Timetabling</b></p> <ul style="list-style-type: none"> <li>Peripatetic music teachers are responsible for letting the music teacher know if sessions are either difficult to achieve or at an unsuitable (if students do not manage to get to sessions, are always late, for example) and for ensuring the music teacher knows the days and times they are available.</li> <li>Teachers are expected to teach for the full 20 minutes of the lesson.</li> </ul>
<p><b>Requirements e.g. reporting on progress</b></p> <ul style="list-style-type: none"> <li>Reporting on student progress is required at the end of each academic year but teachers can contact parents at other times should this be deemed suitable. Reports should be written within the given guidelines.</li> <li>Teachers are required to support students to get pieces ready for events such as music assemblies and other music events in the school calendar (Christmas, Easter, productions, Lord Mayor events etc.).</li> <li>Teachers will be observed following the school and college observation policy and processes. These observations will be announced and developmental.</li> </ul>
<p><b>Training and suitable teaching methods</b></p> <ul style="list-style-type: none"> <li>Teachers should ask for advice on any students they may find challenging to teach. Due to the complex and changing nature of our students training may be needed.</li> <li>The music teacher is NOT expected to collect or return students to class or houses.</li> <li>Teachers should read the profiles of all students they teach and ask for advice should this be needed.</li> <li>Training in safeguarding is mandatory (time paid) and other training is available and advised (time not paid).</li> <li>Due to the nature of our students' disabilities operations are common. Teachers are expected to take this into account and either re-bill parents/payers or offer additional sessions.</li> <li>Teachers can request equipment for students to be paid for by the music department (such as keyboard, guitars)</li> <li>Teachers are allowed to use the school/college photocopier to duplicate music (10% as required legally), words etc.</li> </ul>
<p><b>Sickness/Absence</b></p> <ul style="list-style-type: none"> <li>Teachers are required to give 10 lessons per term. Should the teacher be absent all efforts should be made to make up the lessons missed.</li> <li>Teachers are expected to email the music teacher for planned absence in advance (at least two weeks) and sickness on morning of absent day.</li> </ul>
<p><b>Use of technology/media permission</b></p> <ul style="list-style-type: none"> <li>Teachers are <b>not</b> allowed to video any students' lessons except with permission (from parents, student and music teacher) and must use Treloar equipment.</li> <li>Teachers are welcome to use iphones or equivalent in lessons for backing tracks but not for personal use.</li> <li>Teachers are not allowed to be friends with any students, past or present, on Facebook or social media, and should this be noted immediate dismissal will follow.</li> </ul>

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## Appendix 3

### Developmental Observation Form Peripatetic Teachers

Name of Teacher:		
Date		
Student		
Venue & Room		
Name of Observer		
Checklist		
Criteria/Questions	Comment:	
Is the teacher ready and prepared for the session?		
Does the session start and finish on time?		
Is there a positive relationship between the teacher and the student?		
Does the teacher demonstrate an understanding of the student's needs?		
Does the teacher meet the needs of the student?		
Does the teacher offer the students an opportunity to make choices?		
Is the student engaged throughout the lesson?		
Does the student receive feedback which raises their self-esteem and confidence and enables them to develop their skills?		
Is the session delivered in the most effective way, making use of the learning environment and resources, to engage and maximise student enjoyment and learning?		
Is the student's progress/achievement in the session recognised and celebrated?		

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Is student progress monitored and used to inform lessons?	
Is there a method of communicating a student's progress to relevant managers and to parents (where appropriate)	
Are safe working practices followed in accordance with student needs?	

Action Plan				
Area to be addressed	Action/Target	By Whom	By when (Deadline)	Completed/Reviewed

Signature of Observer:		Date:	
Signature of Member of Staff:		Date:	

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