



Non-school alternative provision

Voluntary national standards

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Introduction

Teach Me Happy welcome the introduction of the DFE's Voluntary National Standards for Non-School Alternative Provision. Upon first opening, the company tried to enter onto an Ofsted register, however as we are often funded by schools we are unable to join a register and instead fall under each school's legislation.

We welcome and expect quality assurance visits from our local councils, schools and other commissioners. We feel that the QA visits allow us the opportunity to highlight our stringent working practices, risk assessments, safeguarding, health and safety standards alongside our academic and educational offer.

This document breaks down each part of the voluntary national standards and shows how Teach Me Happy ensure that they are met, as a minimum.

Safeguarding and the welfare of children

Item	Voluntary Standard	Teach Me Happy
1.	If a child has been placed in non-school alternative provision, the school should obtain written confirmation from the non-school provider that appropriate safeguarding checks have been carried out on individuals working at the setting.	All staff are entered onto the Single Central Record with Ofsted standard checks carried out on each staff member. This is in line with our independent school standards. Commissioners will receive a Letter of Assurance stating that all appropriate safeguarding checks have been carried out on staff.
2	Providers should ensure that all staff have met safeguarding employment checks.	Directors are trained in 'safer recruitment' and all staff are placed on the Single Central Record which records all employment checks.
3	Staff have access to and are supported to implement effective safeguarding policies, including knowing where to seek support when needed, and how to escalate safeguarding concerns that arise.	All staff have external safeguarding training on induction and internal training every year. Staff have weekly safeguarding updates and the provision DSL meets with the school DSL weekly to obtain updates both with regards to students, provision specific safeguarding concerns and government policy updates.
4	When a (safeguarding) concern does arise, there should be clarity about whether the provider or the commissioner will take forward any necessary action.	All safeguarding concerns are discussed with the Directors to ensure consistency in action. Where schools commission, their DSL will be contacted to discuss concerns in the first instance. Where parents commission direct/EOTAS children, safeguarding concerns will follow the safeguarding flowchart (Safeguarding Policy.). Where LAC children not on role at a school are commissioned, concerns will be taken to the Virtual Headteacher in the first instance.
5	Providers should record and report all safeguarding incidents.	All incidents are recorded on a secure google drive, accessible only by the provision DSL and directors. The incident log is kept indefinitely, as per GDPR regulations.
6	The AP should also ensure that sites are secure and suitable for children, with risk assessments undertaken when the child's learning takes place in a shared purpose setting, in public, in a private home, in an outdoor environment or the community.	The business administrator is trained to Level Three Health and Safety Management. Site risk assessments are undertaken at all sites and all educational visits are pre visited and assessed accordingly. Health and Safety daily, weekly, monthly and annual checks are undertaken with all records securely kept. Fire records, assessments and checks are all undertaken and records kept. The

		business has a high level of health of safety standards across the provision.
7	All staff, including proprietors, should undergo recruitment checks including an enhanced Disclosure and Barring Service (DBS) with barred list check where appropriate. Checks should be recorded on a single central record and persons who fail to meet those checks should not be employed	All staff undergo recruitment checks with an enhanced DBS and placed onto the Single Central record. Commissioners will have a full list of each staff member, their DBS number and when it was applied for.
8	<p>When recruiting staff, proprietors should ensure that all offers of appointment are conditional and that the following pre-employment checks are completed before a person's appointment to a role. Proprietors should:</p> <ul style="list-style-type: none"> • verify the candidate's identity. • verify the candidate's mental and physical medical fitness to carry out their work responsibilities • verify the candidate's professional qualifications, as appropriate • verify the candidate's right to work in the UK. • verify that the candidate is not subject to a section 128 direction by the Secretary of State • verify that the candidate is not working in contravention of a teaching prohibition order 	<p>Pre employment checks are completed before the commencement of work at Teach Me Happy:</p> <ul style="list-style-type: none"> • Identity checks carried out • Health questionnaires completed prior to commencement of work • Copies of qualifications checked – teachers are all QTS and teaching assistants all have qualification • Section 128 checks carried out • Teacher prohibition checks carried out on all members of teaching and non-teaching staff
9	Staff undertaking regulated activity will require an enhanced DBS check which includes children's barred list information.	All staff have enhanced DBS check.
10	An enhanced DBS check with children's barred list information will also be required if a person's role involves managing others who are in regulated activity.	All staff have enhanced DBS check.
11	For supply or agency staff, the proprietors must obtain evidence that the employment business has undertaken the necessary checks on each named individual.	Supply agencies must show proof of DBS.
12	Proprietors of non-school alternative provision (including sole traders and tutors) should, where relevant, undertake an enhanced DBS check with children's barred list information to demonstrate that they are not barred from regulated activity with children	Proprietors have enhanced DBS check and are on the update system.
13	They should also be able to show that they are not in contravention of a teaching prohibition order	Proprietors have the same stringent checks as other staff and are included on the Single Central Register.

	(or an interim prohibition order or a direction made under section 142 of the Education Act.	
14	Providers should have policies and procedures in place which allow appropriate and timely actions to be taken to safeguard and promote children's welfare.	Safeguarding policy is in place and available to all commissioners, parents and the wider public. Safeguarding flowchart is in place to ensure timely actions are taken.
15	Proprietors should ensure that all policies are reviewed annually, and that they are accessible to alternative provision commissioners, parents and the wider public.	All policies are reviewed annually and are available to all commissioners, parents and the wider public.
16	<p>All providers should have:</p> <ul style="list-style-type: none"> • a child protection policy including sections relating to child-on-child abuse, online safeguarding and how to escalate child safeguarding concerns • a behaviour policy for children attending the setting including measures to prevent bullying (such as cyberbullying and prejudice based or discriminatory bullying), and the policy on the use of reasonable force • a staff behaviour policy including processes for dealing with low level concerns, allegations against staff and whistleblowing procedures 	<p>Teach Me Happy has a child protection policy which includes child-on-child abuse, online safeguarding and how to escalate child safeguarding concerns.</p> <p>Teach Me Happy has a behaviour policy which includes measures to prevent bullying and the policy on the use of reasonable force. All staff are Nappi trained annually by our in house Nappi instructor.</p> <p>Teach Me Happy has a staff behaviour policy (Staff conduct) with a separate whistleblowing policy which includes processes for dealing with low level concerns and allegations against staff.</p>
17	Providers will probably need to develop other policies to ensure compliance with other relevant legal duties such as, for example, data protection laws. It is important that proprietors are aware that, among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulations (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.	Teach Me Happy has a GDPR policy and is a member of the ICO to ensure that they are compliant with GDPR legislation.
18	The child protection policy should set out how staff should respond when faced with concerns about a child's welfare. This should include instructions on the processes for sharing all relevant information with the named safeguarding lead immediately upon becoming aware of a concern, so that the safeguarding lead can decide on the next steps.	The child protection policy forms part of the Safeguarding Policy which includes a Safeguarding Flowchart which gives staff clear instructions on raising first concerns with the DSL in order to follow next steps.
19	A provider should then take one or more appropriate actions depending on their assessment of the concerns which factor in any risks that may exist to a child, other	All safeguarding concerns are discussed with the Directors to ensure consistency in action. Where schools commission, their DSL will be contacted to discuss

	children or staff. They should begin by sharing and discussing the concern with the commissioning school's designated safeguarding lead and/or the local authority's commissioning lead.	concerns in the first instance. Where parents commission direct/EOTAS children, safeguarding concerns will follow the safeguarding flowchart (Safeguarding Policy.). Where LAC children not on role at a school are commissioned, concerns will be taken to the Virtual Headteacher in the first instance.
20	Children, parents or carers, staff or other concerned parties should also be made aware of other routes available, including going to the commissioner or the local authority's children's social care team, if they have reason to believe a concern is not being, or will not be, acted on.	Staff have guidance at induction and refresher training on who to speak to if they feel that a concern is not acted upon, this includes (but not limited to) directing their concerns to the DDSL, DSL, Assistant Headteacher (Lord Gowthorpe's), Behaviour and Inclusion Lead (Lord Gowthorpe's), Provision Head, Deputy Provision Head or the Proprietors.
21	Policies should allow for concerns to be raised anonymously. However, written records must be kept of every concern that has been raised, even when concerns were resolved or no action was taken. All concerns should be shared with school or local authority commissioners, the child's family, and any other appropriate local or national authorities.	Policies include details of how concerns can be raised anonymously. All records are kept of safeguarding concerns and all concerns are always shared with commissioners.
22	Information of a sensitive or personal nature related to these policies such as pupil files, individual risk assessments or complaints should be safe and secure.	All information is kept in line with GDPR legislation.
23	Providers will need to ensure that all members of staff understand and know how to implement the policies and procedures set out in standard 1.2: <ul style="list-style-type: none"> • all permanent staff should be made aware of these arrangements when appointed to their roles • all permanent staff should be aware of the referrals process including how and when to engage the provider's child safeguarding lead, as set out in standards 1.3 and 1.5 • all permanent staff should undertake child protection training on an annual basis • there should be a proportionate, risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors. 	All staff have external safeguarding training on induction and internal training every year. Staff have weekly safeguarding updates and the provision DSL meets with the school DSL weekly to obtain updates both with regards to students, provision specific safeguarding concerns and government policy updates.
24	Providers should have a named child safeguarding lead to pursue concerns and protect children. The role of the child safeguarding lead can be held by any member of a	Teach Me Happy Safeguarding Lead is Provision Head Liz Waters who is trained to Safeguarding Level 3. Liz works alongside Lord Gowthorpe's DSL, Kerri Haynes-Mcdonnell. The safeguarding team have weekly documented meetings

	<p>provider's teaching or leadership staff. The role carries a significant level of responsibility, as they should lead on all safeguarding and child protection duties at the provision.</p>	<p>to discuss provision specific Safeguarding concerns, generic concerns across sites to ensure preventative measure are in place (eg with online safety discussions with young people) and updating on government policy change.</p>
25	<p>Safeguarding duties at the provision should include:</p> <p>This includes:</p> <ul style="list-style-type: none"> • working with designated safeguarding leads in commissioning schools, and with relevant members in local authority commissioning teams to understand all relevant safeguarding information and if necessary, conduct risk assessments before each child starts their placement • recording of safeguarding incidents and concerns and sharing these concerns with school or local authority commissioners (and other relevant statutory bodies as necessary) when they arise • working with the case manager (the person leading any investigations) and the local authority designated officer (LADO) responsible for child safeguarding, where identified • where a safeguarding concern involves the commissioner, or there is a situation where there is a conflict of interest in reporting the matter to the commissioner or another member of staff, the safeguarding lead should share the concerns with the LADO • when it is agreed with the commissioner or LADO that it is more appropriate for the setting to take forward safeguarding actions, making referrals to and working in partnership with local safeguarding partners to investigate safeguarding complaints, including complaints involving proprietors and staff • taking steps to support other staff and advise them on child welfare, safeguarding and child protection matters and ensure that other staff understand the arrangements and their role within that. The safeguarding lead will also be responsible for arranging additional training for other staff where necessary • taking part in discussions and meetings with school and local authority commissioners, local safeguarding partners and other stakeholders and contributing to the assessment of children attending the provision • drafting and reviewing the provider's child protection and other safeguarding policies and procedures 	<p>Safeguarding duties at Teach Me Happy include:</p> <ul style="list-style-type: none"> • Working with commissioning DSL's • Conducting individual risk assessments on each young person • Recording incidents and sharing with the appropriate person • Working with case managers and LADO's. • Referring into services if agreed with the commissioner • Supporting other staff with weekly safeguarding meetings and updates • Taking part in CIN meetings and other meetings where safeguarding discussions occur. Where meetings are unable to be attended, the Head of Provision will provide up to date reports with regards to young person including any concerns, although concerns would have been raised prior to general meetings being held . • All staff undertake annual prevent training made available on the government website.

	<ul style="list-style-type: none"> • familiarising themselves with all relevant government guidance on safeguarding children, including the statutory guidance on Keeping children safe in education and Working together to safeguard children • understanding the risks of extremism and radicalisation and accessing the government's prevent duty training. 	
26	The named child safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role and should renew their training at least every two years.	The DSL undertakes Level 3 Safeguarding training every two years as a minimum.
27	It is considered best practice where possible for providers to have a named deputy safeguarding lead to supplement the primary safeguarding lead in case of absence. The deputy safeguarding lead should receive the same training as the primary safeguarding lead.	The DSL and DDSL work in collaboration across sites (Teach Me Happy and Lord Gowthorpe's) and deputise for one another.
28	<p>Where provision takes place at a site or across sites operated exclusively by a provider, access to the site should be restricted to children receiving the provision, the provider's own staff, and supervised visitors. This can be supported by the following measures:</p> <ul style="list-style-type: none"> • controlled access to the site(s) • sign in procedures • supervision of children at arrival, departure, and social times • visitors' procedures • contractors have appropriate checks and/or supervision • shared site arrangements if appropriate 	Teach Me Happy is a detached building which is accessed only via a video link doorbell. Additional security is added with a fob system which is in place on the front door, main door to provision, toilet area and kitchen. At the farm site, gates have coded locked gates and there is a signing in system. Any visitors at the farm are supervised by a DBS checked member of staff. Visitors include (but are not limited to) veterinarians, farriers, delivery people. All young people are constantly supervised by DBS checked staff members. All farm workers have the same stringent checks and are included on the Single Central Register.

Health and safety

Item	Voluntary Standard	Teach Me Happy
1	<p>Providers must comply with all relevant health and safety legal obligations. To achieve this, they must have a health and safety policy to help them consider and manage any risks in relation to all activities on- or off-site which could place the health and safety of children at risk. This should include:</p> <ul style="list-style-type: none"> • a general statement of the policy • delegation of tasks: a summary of all staff members with delegated health and safety responsibilities, which should be updated whenever there are changes to the responsibilities • arrangements for risk assessments, including: <ul style="list-style-type: none"> o environmental or site assessments o assessment of specialist equipment • assessments relating to individual children with additional needs, lone working arrangements, and individual activities that are carried out by children • arrangements to support children with medical conditions including the administration of medicines • practical control measures to reduce risk • the process for recording and reporting injuries or accidents • the process for establishing, monitoring and reviewing its policies and procedures to ensure they meet established and revised health and safety requirements. 	<p>Teach Me Happy has a Level 3 trained Health and Safety manager who work to stringent standards of Health and Safety. Recorded checks are carried out daily, weekly and monthly as per the Health and Safety policy which is reviewed annually. The policy includes:</p> <ul style="list-style-type: none"> • A general statement of the policy • Delegation of tasks • Risk assessment details • How accidents are recorded and reported. <p>There is also a separate Adminstrating Medicines Policy.</p>
2	<p>The health and safety policy should also include consideration of children's individual health needs. If a child requires supervision when taking medication while attending a setting, the commissioning agreement and individual healthcare plan should include written permission from their parents or carers and their headteacher or local authority officer for their medication to be administered by a member of staff, or self-administered by the child.</p>	<p>The health and safety policy considers the needs of individuals. All children have a separate 'care plan.' Any allergies are listed on a separate document and kept on sight in the kitchen area. The Adminstrating Medicine Policy outlines the guidelines for any children that have-to-have medicines whilst on site. Before any young person commences placement, a data sheet is sent to parent/carers which includes whether they give permission for medicine to be given.</p>
3	<p>To support effective implementation (of Health and Safety) providers must ensure that staff receive information, instruction, and training about health and safety. This should include:</p> <ul style="list-style-type: none"> • how to assess risks specific for their job. <p>Risk assessments should be undertaken</p>	<p>All risk assessments are carried out by an experienced member of staff with oversight from the Health and Safety Manager (Rachel Smith.) Staff are given Health and Safety training at the commencement of employment and yearly on refresher training. Staff are given access to all risk assessments and</p>

	<p>by staff members with sufficient training, experience or knowledge. Providers have a duty to assess risk, but all staff members should be consulted about risks which affect them</p> <ul style="list-style-type: none"> • meeting their roles and responsibilities identified within the health and safety policy 	are copied in on educational visit RA's to ensure that they are compliant with risk reduction items.
4	<p>Providers should ensure that first aid is administered in a timely and competent manner by suitably trained staff. This should be assisted by the drawing up and effective implementation of a written first aid policy.</p> <p>To support this, providers should have, on each site:</p> <ul style="list-style-type: none"> • a designated, qualified first aider(s) to take charge of first aid arrangements <p>5 HSE: Information about health and safety at work</p> <p>15• a suitable first aid container stocked in accordance with the findings of the first aid needs assessment and holding at least the minimum requirements suggested by HSE</p> <ul style="list-style-type: none"> • information for staff detailing the location of equipment, facilities, and personnel 	<p>First Aid Trained staff are available at all sites. There is a First Aid Policy that is reviewed annually.</p> <p>Teach Me Happy has:</p> <ul style="list-style-type: none"> • Qualified First Aiders at each site • Health and Safety poster • First Aid container in line with HSE minimum requirements and roving First Aid kits. • Location of First Aid Boxes signage
5	<p>The reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) require that all workplaces, including providers of non-school alternative provision, must record and report certain work-related injuries incurred by a child or a member of staff.</p>	RIDDOR is followed and reported as per legislation.
5	<p>Providers should keep a written record of all incidents and report them to relevant parties or authorities. Minor incidents should be reported to commissioners and parents, but significant or major incidents or emergencies should also be reported to HSE.</p>	<p>All incidents are recorded on a secure google drive and in an accident book. Copies of the accident book are sent to commissioners and parent/carers. Significant injuries are reported the HSE.</p>
6	<p>Providers should ensure that any specialist equipment is safe when children are using it, or if they are present when others are using it. Competent staff with the appropriate qualifications, skills or training should carry out regular inspections of this equipment, in line with the pro</p>	All relevant equipment is checked prior to use by a competent person.
7	<p>All staff who are responsible for instructing or supervising children should possess appropriate qualifications, training, and experience in operating any specialist equipment. The training and experience should include supervising or</p>	<p>Any specialist equipment is only operated by people who are trained to use it. Staff are fully trained in lighting fires when in the paddock and appropriate risk assessments are undertaken. Fire making activities are looked through with</p>

	instructing children in the use of this equipment where appropriate.	the young people before going to the paddock.
	<p>As set out in the guidance (on fire risk) providers should:</p> <ul style="list-style-type: none"> • ensure procedures are in place to reduce the likelihood of fire • maintain fire detection and alarm systems • ensure that staff and children are familiar with the emergency evacuation Procedures. <p>Providers must:</p> <ul style="list-style-type: none"> • undertake a fire risk assessment who may be at risk • reduce the risk of fire as much as is reasonably possible • provide general fire precautions to mitigate against any possible risks • take further measures to make sure there is adequate protection when using or storing flammable or explosive materials • create an evacuation plan, tailored to the premises, to respond to any emergencies (including clearly marked escape routes and exits, and a safe meeting point) • ensure that all fire-risk assessment findings are recorded and retained 	<p>Teach Me Happy complete an annual fire risk assessment alongside Derventio Fire who test alarms, extinguishers and emergency lighting annually. Daily, weekly and monthly fire checks are carried out and recorded in house. Three emergency evacuations are carried out each year when the young people are in provision (September, January and May.)</p> <p>There is an evacuation plan for the provision in the main reception and one for the farm site in the stable area.</p> <p>All fire risk assessment findings are recorded and retained indefinitely.</p>
8	Children should be familiarised with the fire safety plan through planned evacuation drills and staff should consider whether individual risk assessments are required for children with individual needs.	<p>Three emergency evacuations are carried out each year when the young people are in provision (September, January and May.)</p> <p>PEEPS are in place for any young people that have individual needs in relation to fire evacuation.</p>
9	The fire risk assessment must be kept up to date and should be reviewed whenever a change at the setting may require a new assessment. Changes may include, for example, increased numbers of staff or children, admission of children with specific needs, or changes in the design of the premises in which the provision takes place.	The fire risk assessment is up to date and reviewed with any changes to numbers of people in the provision or any changes to the material of the building.

Admissions, support and guidance

Item	Voluntary Standard	Teach Me Happy
1	<p>To help determine, develop, and agree the package of support required, providers should:</p> <ul style="list-style-type: none"> • work with children and their parents to help them to understand the purpose of their placement, and to help with the recording and reporting of key information around attendance and behaviour • work with commissioners to request and maintain records on the individual needs of each child on admission • continue to work with commissioners after admission to regularly assess progress on attendance and behaviour, and act on that information appropriately to support children in meeting their educational and welfare outcomes • where appropriate, agree a target with children, their parents and commissioners for re-integration into full time education in a school 	<p>Before placement commences, Teach Me Happy provision staff meet with the school, parents and young person to ensure that we can meet the needs of the young person. Discussions are held around the needs of the child and what their targets are (academic, social and communication.) The different provision days are proposed with the other young people in mind, Decisions are made around length of placement and how Teach Me Happy will work to help the young person to increase attendance, remain in mainstream education, reattend mainstream or assist in transitions into specialist education or Post-16.</p>
2	<p>Providers and commissioners should consider what additional support is required if a child is not making expected progress. If the commissioner does not believe that sufficient progress is being made, for example if regular attendance cannot be secured, the commissioner should consider terminating the placement and putting in place more suitable provision.</p>	<p>If the young person is unable to attend provision, after continued support, the provision will be deemed as being unable to meet need and the placement will be ended. Every effort will be made to look into alternative provision providers that may be able to meet need more successfully.</p>
3	<p>Providers should have fair, clear and transparent admissions policies and referral processes in place. They should include an overview of the provision, its aims and objectives, examples of the education provision or support being offered and other information relevant to deciding whether settings are suitable to children's individual needs. Parents and commissioners should be provided with a named contact in the setting to support the admissions process. While providers have autonomy over their own admissions arrangements, they must not, under the Equality Act 2010, discriminate on the grounds of disability or other criteria such as race, religion, or gender. Admissions policies must consider reasonable adjustments for children with disabilities.</p>	<p>Teach Me Happy have an admissions policy which is available to commissioners, parents and the wider public.</p> <p>Teach Me Happy is a provision which mainly caters for children at risk of exclusion (primary provision), autistic children and children with anxiety (secondary provision), most particularly children that struggle to attend mainstream and are missing in education.</p> <p>Teach Me Happy are advocates of SEND.</p>
4	<p>Providers should work with commissioners to ensure that both parties have access to key</p>	<p>Teach Me Happy are proud to have excellent working relationships with our</p>

	<p>relevant information to help understand and meet children's needs. Information sharing will help commissioners and providers to work together to agree on the support needed, and on arrangements when concerns arise, for example around safeguarding or attendance. The relevant information that should be provided by commissioners when placements commence includes:</p> <ul style="list-style-type: none"> • emergency contact details • previous school admissions and attendance history • academic performance reports • personal education plans, EHC plans, individual healthcare plans, or other learning plans • records of additional health needs • any records relating to exclusions, including behaviour reports and risk assessments • any information pertinent to child safeguarding 	<p>local authorities, commissioning schools and parent/carers. Before commencing placement Teach Me Happy are in receipt of information relating to each young person as follows:</p> <ul style="list-style-type: none"> - Emergency contact details (data sheet completed by parent/carer) - Previous school admissions and attendance history (provided verbally in pre meeting) - Academic performance – discussed at pre meeting in line with target creation - PEP, EHCP, IHP, ILP's provided in advance by commissioning school, LA or parent/carer - Health needs collated onto Care Plan - Safeguarding shared at pre meeting and communicated weekly or as and when safeguarding concerns arise
5	<p>All non-school alternative provision settings should be inclusive and welcoming, so that children feel welcome and supported when starting their placements. They should also know what they should do if they have any concerns or do not feel safe, and understand how the placement will help their learning journey, and the learning outcomes they will be expected to achieve.</p>	<p>The majority of children at Teach Me Happy are autistic and have anxiety disorders. Many also have a PDA profile. To bring the young people back into education after many have experienced school-based trauma is a slow and well thought through process. The priority is always to ensure that our young people feel safe and have trusted relationships with staff members. Once this is in place, discussions can take place around what the young people want from the placement and how this aligns with expectations from the commissioning school / LA. This approach has many very successful outcomes with our young people transitioning back into full time mainstream or specialist settings, into Post-16 or into work experience.</p>
6	<p>All providers should have an induction process, which should be outlined in a written integration or induction policy, and which should be shared with children. Providers should use this as a means of building on the information provided by commissioners and to gain further understanding of children's individual education and welfare needs.</p> <p>To support this, setting staff should conduct and produce:</p> <ul style="list-style-type: none"> • baseline evaluations, including those to understand children's individual needs • individual learning plans which should include timetables together with attendance and behaviour expectations 	<p>Teach Me Happy's induction policy is shared with young people, where appropriate. The induction process is written to ensure that our young people's needs are met and their aspirations and goals are worked towards. Where young people have academic targets, school data is collated alongside past papers in Functional Skills English and Maths and assess before learning begins. ILP's are then created for each young person. Each young person has an individual risk assessment. The induction process is discussed in pre meetings with commissioners so that everyone is aware of expectations and processes.</p>

	<ul style="list-style-type: none"> • a risk assessment if the information from placement commissioners identifies significant safeguarding concerns <p>Providers should ensure that commissioners and parents or carers also receive information about the induction process and the child's educational offer so they can support children's learning.</p>	
7	<p>Providers should record attendance or absence for each session and report that information to the commissioners as soon as is possible, ideally within 30 minutes of the start of the session.</p> <p>Absences should be followed up urgently to ascertain the reason, identify whether the absence is approved or not and where necessary ensure proper safeguarding action is taken.</p>	<p>Commissioning schools receive an attendance email from Teach Me Happy when the young person arrives.</p> <p>If the young person does not arrive, the school or parent is called to ensure that they are attending.</p>
8	<p>As specified in standard 1.2, all providers should have a behaviour policy. Staff should put their policy into practice from day to day and in a consistent manner. Support should be provided to all learners to help them meet behaviour expectations, with reasonable adjustments and adaptations in place for children who have specific identified needs.</p>	<p>Teach Me Happy have a behaviour policy which includes the procedure for when the behaviour policy is not followed. This is a two-stage approach which starts with a 'cooling-off period.'</p>
9	<p>Staff should be provided with regular training to enable the management of children's behaviour, including de-escalation of confrontations or potentially challenging behaviour, and the avoidance of physical restraint and other restrictive interventions.</p>	<p>All staff are NAPPI trained by our internal Nappi instructor. Teach Me Happy have never had to carry out a physical restraint and use de-escalation techniques and strategies to avoid dysregulation.</p>
10	<p>Providers should maintain up to date records of children's behaviour. Significant behaviour incidents should be reported to commissioners and parents promptly, ideally on the same day that incidents take place. Where plans are in place to address behavioural concerns, progress should be reviewed with the commissioner at least every six weeks, and if required, different levels or types of support proposed.</p>	<p>All behaviour incidents are recorded on a secure google drive and incidents reported to the commissioning school and parent/carer. Any behaviour concerns are logged and plans put in place alongside the commissioner to reduce incidents to ensure that the placement is kept secure.</p>

Quality of education

Item	Voluntary Standard	Teach Me Happy
1	Providers should constantly monitor and review children's learning progress. They should supply regular feedback to commissioners, parents, and children, and put in place strategies and interventions to make improvements when progress is not on track. They should also ensure that they receive user feedback and reflect on their own performance to best ensure they can deliver high quality education in a safe environment for all children attending their settings.	Placements are monitored daily with the provision head and deputy head and fed back to the company directors to ensure that all young people are on track to meet their targets. Reports are provided as requested by commissioners, depending on their individual requirements and an end of year report is written for all young people.
2	If at any time throughout the placement a child is not making expected progress, then the setting should raise any potential under-performance with the commissioner at the earliest opportunity and if necessary, organise an early review of the placement to address the issues and identify whether additional or different support is needed. If, after the review, sufficient progress in learning is still not being made, the commissioner should consider terminating the placement.	The main reason for ending placement at Teach Me Happy is non-attendance however this would be under review, with the commissioner's recommendations, as sometimes our young people are those who have not attended any other settings for a very long time and can require significant slow steps in order to build the young person's confidence back into a setting.
3	Teachers in non-school alternative provision are not required to have qualified teacher status (QTS) or any particular subject qualifications. However, providers should ensure that teaching staff and instructors should have a good understanding, skills and knowledge of the subject(s) they are delivering.	Teach Me Happy only employ qualified staff to teach children. The provision head is a specialist teacher with QTS. The deputy head is a specialist HLTA and Nappi instructor. All other staff are qualified or have personal experience of SEND or LAC.
4	Providers should draw up and maintain curriculum documentation covering the following areas: <ul style="list-style-type: none"> • the setting's overall approach to its curriculum (i.e. the programmes it delivers) • proposals for how that written policy on curriculum will be implemented ('plans') • detailed specifications of what programmes are delivered to children ('schemes of work') and how this should be shared with schools; and • intended outcomes of the curriculum e.g. external qualifications, regulation strategies The curriculum should be relevant to the age, aptitude and individual needs of all children placed within non-school alternative provision settings, including those with SEND.	Primary school curriculum is taken from the National Curriculum and includes learning in English, Maths, Science, Geography, History and PHSE. There is a full year plan of activities and learning. All learning is carried out in student books which are available to parents/carers and commissioners upon request. Secondary-aged young pupils follows the Functional Skills (NOCN) pathway and can complete examinations at the provision. There is a written curriculum policy available to commissioners, parents and the wider public.

	Providers should be aware of any adaptations or additional needs when planning the curriculum and the sequence of learning, and adapt the approach based on these needs. Where providers offer qualifications or other accreditations they should provide commissioners with details of compliance with awarding bodies in terms of staff training, record keeping or exams.	
5	Providers should ensure their programmes allow children to develop speaking and listening skills. In cases where providers are delivering all of a child's education, they should ensure that the child is able to develop their literacy and numeracy when attending the provision.	All students are encouraged to develop their listening and speaking skills through well-planned holistic group activities. Literacy and Numeracy is developed through the National Curriculum (primary) and Functional Skills (Secondary.)
6	Providers should record and assess a child's individual learning performance so they can track the child's progress against their planned learning outcomes and targets (as established during the induction process outlines in standard 3.3). This information should be used to direct teaching and instruction.	Trackers are completed weekly by staff to assess learning, communication and social development to ensure that targets and outcomes are developed and challenged and to direct next teaching and learning.
7	Assessments of children's progress should be easily understood by commissioners and reviewed at least every six weeks. Providers should also provide regular updates to parents and carers.	Assessments are added to each young person's google drive every six weeks or half term which are accessible by parents/carers and commissioners.
8	Providers can demonstrate their commitment to best practice through the following: <ul style="list-style-type: none"> • internal improvement and development plans • self-assessment of staff and child progress • child, parent or carer, commissioner feedback, including satisfaction surveys • up to date audit reports and annual accounts • actions taken in response to local area quality assurance visits 	Teach Me Happy continuously evaluates their practices to ensure that we meet with the highest standards. Teach Me Happy have continuous development plans which are set against their own high standards of care for the young people in provision.