

**There is a Welsh version of this document available.**

# Ready to Learn Policy

## Scope and Purpose of Policy

This policy is underpinned by the Group's vision – Inspirational, Inclusive, and Influential and will support our work towards the key drivers of Quality, Efficiency and Growth. The policy will incorporate the following principles:

- Those who access Cardiff and Vale College Group must be free from discrimination.
- Learners will be supported to enable them to achieve their potential and independence whilst in learning, in an environment which minimises disadvantage, takes steps to meet their needs and which encourages participation.
- We will support learners to develop the skills they need to progress successfully through their lives.

The college has a duty of care and is committed to supporting the well-being of learners and aims to ensure a positive approach to the management of physical and mental health issues that may impact on a learner's ability to engage with their learning. This Policy states the responsibilities of Cardiff and Vale College to respond appropriately in relation to the well-being of learners and the impact this may have on the learner and the well-being of others around them.

This Policy is intended to promote positive attitudes to learners and indicates the commitment of the College to maintaining learners' well-being, through the accompanying procedures that should be followed when a learner's behaviour requires considered and sensitive management, rather than disciplinary action. Also ensuring that timely support and guidance is available to both learners and staff when a learner becomes unwell and/or presents a risk to self and/or others.

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## Policy Statements

This policy applies to:

- All learners within the College, regardless of mode or location of study.
- All staff within the College.
- All partners and franchise organisations.

This Policy is underpinned by several key principles:

- A commitment to the social model of disability where we aim to minimise the barriers someone could face because of their disability or learning difficulty to promote inclusion.
- The promotion of a positive, supportive and secure environment where learners feel valued, respected and understood as individuals and have their wishes taken into account. As part of this we have a non-judgemental, consistent and sensitive approach to managing situations that require an appropriate level of intervention.
- A commitment to restorative approaches to ensure that we foster good relations by tackling prejudice and promoting understanding.
- A commitment to person-centred and trauma informed approaches when responding to concerns regarding a person's well-being.
- Liaison with other agencies that support learners to embrace a partnership approach to safeguarding and well-being.

The College is committed to:

- Supporting learners with disabilities and additional learning needs in ways that meets their individual needs where it is reasonable to do so (as per the definition contained within the ALNET Act 2018), and identifying and implementing reasonable adjustments where appropriate as per the Equality Act, 2010.
- Setting up procedures to provide a co-ordinated approach to the management, recording and monitoring of a situation where it is apparent that a learner's well-being is hindering them from gaining benefit from the educational and training provision at a particular time, or is adversely affecting the learner experience of others, or has extended beyond the pastoral and well-being support that can reasonably be provided by the College. For HE learners on franchise provision the College will reference the relevant university procedures.
- Ensuring appropriate support for learners affected by, or involved in, the interaction with other learners in the aforementioned circumstances.
- Considering the lawful application of temporary suspension or permanent exclusion and justification for such an action.

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- Informing the College community of this policy and our procedures.
- Promoting an understanding of inclusion and person-centred practices across the College community.
- Reviewing regularly the effectiveness of our policy and our response to the behaviours outlined in this policy.

## Responsibilities

The Governing Body will be responsible for ensuring that:

- The Policy is reviewed on a regular basis (as per the policy terms of review) and appropriate advice is given on content.

Senior Management are responsible for:

- Reviewing this Policy and the attached procedures.
- Monitoring the application of the procedures, supporting staff to encourage application of the policy and an effective response to any areas of concern.
- Ensuring that relevant college procedures and practices e.g. Admissions, Tutorial etc. embed these procedures.
- Ensuring that the delivery of the curriculum does not contravene the requirements or spirit of this policy.

The Assistant Principal, Quality, Teaching and Learning is responsible for:

- Providing appropriate training and development.

All staff are responsible for:

- Treating all learners with dignity and respect, to ensure their own conduct does not cause offence or misunderstanding.
- Being aware of the policy and the procedures and of working within them in a supportive manner.
- Working within the requirements of the Data Protection Policy.
- Following the policy in relation to a learner's wish for confidentiality (where it is safe to do so).
- Communicating effectively with staff to ensure the needs of learners are met.
- Attending CPD events relevant to this policy and accompanying procedures.

Learners are responsible for:

- Attending induction and tutorial sessions to ensure they are aware of the policy and the issues it raises.

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- Giving feedback to staff on aspects surrounding this policy and associated procedures.
- Behaving in a way that supports the Policy across College.

### Data Protection Issues

All College staff are governed by GDPR and the requirements of the Data Protection Acts 2018. Under this act, all data relating to a person's physical or mental health is regarded as sensitive, personal data. For the purpose of this Policy, sensitive data is deemed to be information given in confidence concerning, for example, a learner's ill-health or disability including mental health illness.

### Equality and Diversity Statement

In accordance with College procedures, this Policy was written with consideration of the impact of individuals as per the Equality Act.

### Welsh Language Standards

This policy provides opportunities for persons to use either the Welsh or English language. The duties which come from the Standards mean that organisations should not treat the Welsh language less favourably than the English language, together with promoting and facilitating the use of the Welsh language ie making it easier for people to use in their day-to-day life.

### Health and Safety Implications

There may be circumstances where there appears to be a conflict between Ready to Learn issues and the health and safety of employees and learners. All cases will be dealt with on an individual basis.

### Linked Policies

- Safeguarding
- Data Protection
- Bullying and Harassment
- Substance Misuse
- Learner Behaviour
- Disclosure
- Health and Safety
- Equality and Diversity
- Quality
- Teaching, Learning & Assessment
- Learner Complaints Policy

Inspirational. Inclusive. Influential.  
Ysbrydoledig. Cynhwysol. Dylanwadol.

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## Linked Procedures

- Safeguarding
- Equality and Diversity
- Substance Misuse
- Learner Behaviour
- Disclosure
- Learner Complaints
- Health and Safety
- Data Protection

### Approval, Change and Review

This policy is reviewed every 2 years.

### Location and Access to the Policy

This policy is available from the college website.

**Date approved: 19<sup>th</sup> June 2024**

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**Approved by: Main Board**

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**Review date: 19<sup>th</sup> June 2026**

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**Responsible Manager: Senior Head of Learner Journey  
and Inclusive Learning**

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**Executive Lead: Assistant Principal Quality, Teaching  
and Learning**

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**Accessible to Learners: Yes**

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