CREATIVE MAKERS CIC

Training and Staff Development Policy

Creative and outdoor alternative provision

Quarry, studio, hall and 1:1 sessions

Document control	Details
Version and preparation date	1.0 | 1st july 2026
Policy owner	Director or nominated Training Lead — Rebecca Knee
Approval and effective date	1st July
Review	Annually from approval and sooner after material changes
Related policies	Safeguarding; staff conduct; first aid; medication and medical needs; health and safety; visits; data protection

1 Purpose and scope

Creative Makers CIC supports staff to develop the knowledge, practical skills and judgement needed to provide safe, inclusive and effective sessions. This policy applies to employees, sessional workers, regular volunteers and trainees. Visiting specialists and temporary staff receive a proportionate briefing and their competence is checked for the work they undertake.

We use Prospero Learning for selected basic and development courses and Somerset Safeguarding Children Partnership (SSCP) training for appropriate safeguarding learning. These are part of a wider programme that includes practical training, mentoring, observation, team learning and specialist advice. Course attendance alone does not authorise a person to carry out a task.

2 Responsibilities

Directors appoint a Training Lead, agree resources and ensure that staffing and insurance match the activities offered. The Training Lead maintains the training register, checks qualifications and renewal dates, arranges induction and agrees individual development plans. The Designated Safeguarding Lead (DSL) selects suitable safeguarding training and checks that staff understand local reporting routes.

Session leads brief staff on the children, sites, activities and emergency arrangements and check that the rota includes the competence required. Staff complete agreed learning, provide evidence, apply it in practice and report gaps or expired training promptly. Nobody undertakes work beyond their competence or authorisation.

3 Induction before responsibilities are accepted

Before working independently, staff receive induction in safeguarding and reporting concerns, staff conduct and boundaries, emergency procedures, first aid arrangements, site and activity risks, confidentiality, attendance and handover, and children's individual support plans. The manager checks understanding through discussion, scenarios and observed practice. Induction is recorded and signed off; outstanding learning is completed under an agreed supervision plan.

Core training and safe practice

4 Safeguarding

All staff receive appropriate safeguarding and child-protection training at induction, including online safety. They read and discuss the safeguarding and staff-conduct policies and current Keeping Children Safe in Education Part One, used by Creative Makers as a safeguarding benchmark. Staff know the DSL/deputy, how to record and report concerns, and how to act if a child is in immediate danger.

Creative Makers requires safeguarding updates at least annually and whenever risks, guidance or local procedures change. Formal role-appropriate training is refreshed within the interval required by the relevant partnership, commissioner or course, and at least every three years under this policy. Annual updates supplement formal training. The DSL and deputies undertake suitable role-specific training before assuming the role, refreshed at least every two years, with knowledge updates at least annually.

SSCP training is selected according to role and prerequisites. Introductory Prospero safeguarding training is useful basic learning but does not automatically meet DSL or local multi-agency requirements. Staff working with Somerset, Wiltshire or B&NES placements are briefed on the relevant thresholds, referral pathways, allegations procedures and escalation routes. Acceptance of training is checked against current commissioning requirements.

5 First aid and medical support

We expect every staff member to be first-aid trained. All staff delivering or supervising sessions must hold current practical first-aid training suitable for the learners' ages and the setting. Directors verify course content, certificates and renewal dates; paediatric competence and additional outdoor requirements are selected through the first-aid needs assessment. Basic online awareness alone is not accepted as practical first-aid competence.

A new trainee awaiting training may only shadow under direct supervision, must not lead sessions or be counted as first-aid cover, and has a recorded completion deadline. Every session and outing has sufficient qualified cover and a contingency for staff absence. Regular volunteers working directly with children meet the training requirements for their duties; visitors are briefed and supervised as appropriate.

First-aid training does not qualify staff for every medicine or medical procedure. Child-specific specialist training and written competency confirmation are required where identified. Complex medical support cannot begin until the healthcare plan, assessment, consents, training, competence and emergency arrangements are complete under the Medication and Supporting Medical Needs Policy.

6 Learning methods and authorisation

Prospero provides a range of relevant courses, including safeguarding, professional boundaries, Prevent awareness, SEND, autism, ADHD, trauma, behaviour, online safety, data protection and health and safety. The Training Lead checks current availability, course level and suitability. Not every staff member must complete every course; priorities reflect the role and learners supported.

Practical instruction and observation are required for tools, outdoor activities, emergency responses and specialist tasks. Staff do not lead an unfamiliar activity until competence is checked. A general awareness course does not authorise restraint, specialist clinical procedures or hazardous equipment use. Expired or missing essential competence means the affected duty is reassigned or paused until safe cover is arranged.

Training expectations

These 16 areas guide the training plan. They are Creative Makers' expectations, rather than a claim that each council prescribes an identical list. All staff receive the core induction; depth and additional training depend on their responsibilities.

Area	Expected learning and application	Timing or review
1 Safeguarding and child protection	Recognise abuse and neglect, respond to disclosures, record and refer concerns.	Induction; annual updates; formal refresh as section 4.
2 Local safeguarding and escalation	Know Somerset, Wiltshire and B&NES pathways relevant to placements, including allegations about adults.	Before relevant work; update when routes change.
3 Boundaries and staff conduct	Appropriate contact, communication, social media, low-level concerns and whistleblowing.	Induction; annual policy review.
4 First aid and emergencies	Practical response, calling help, site access and suitable age-specific skills.	Before independent work; renew before expiry.
5 Medical needs and allergies	Recognise deterioration, emergency access, consent and records; specialist competence where needed.	Before relevant support; annual allergy update and plan changes.
6 Health safety and fire	Use risk assessments, report incidents, evacuate and manage hazards.	Induction; site briefings and periodic drills.
7 Outdoor and quarry safety	Terrain, edges, weather, supervision, communications and emergency access.	Before outdoor duties; changed conditions.
8 Creative tools and materials	Safe tool use, dust, chemicals, heat, PPE and hygiene.	Before each new task or equipment type.
9 SEND and neurodiversity	Adapt communication, environment and activities for individual needs.	Induction awareness; learner-specific development.
10 Trauma and emotional wellbeing	Support regulation, recognise distress and seek appropriate help.	Core awareness; further learning by need.
11 Behaviour and de-escalation	Use agreed positive approaches and individual plans; recognise limits of authority.	Induction; plans, observations and incidents.
12 Online safety and Prevent awareness	Recognise online harm, exploitation and radicalisation concerns; report safely.	Induction; safeguarding updates and risk changes.
13 Equality and inclusion	Make adjustments, challenge discrimination and prevent bullying.	Induction; development and policy changes.
14 Data protection and records	Handle sensitive information, consent, photographs, secure sharing and factual records.	Induction; annual review and system changes.
15 1:1 work visits and handovers	Lone-working controls, attendance, missing children, transport boundaries and safe transfer.	Before relevant duties; each changed arrangement.
16 Role-specific leadership and learning	DSL, safer recruitment, mentoring, planning sessions and reviewing learner progress.	Before designated duties; role-specific refreshers.

Staff involved in recruitment receive suitable safer-recruitment training; at least one trained person participates in each recruitment interview under Creative Makers' policy. Food activities, manual handling or other specialist work trigger additional training where the risk assessment requires it.

Staff development and assurance

7 Development programme

Creative Makers provides a development pathway for people building experience in creative and outdoor provision. Progress follows demonstrated ability rather than time served. A named mentor supports each developing staff member and agrees appropriate opportunities and limits.

Stage	Expected progress
Induction and shadowing	Complete essential learning; observe experienced staff; understand learners, routines and safeguarding responsibilities.
Supported practice	Assist with planning and delivery under supervision; practise communication, adaptations, records and risk controls; receive feedback.
Competence review	Demonstrate safe practice through observation and discussion; identify remaining gaps; manager records authorised duties.
Independent work and development	Lead only approved duties; continue mentoring and reflective learning; agree further courses or specialist skills when suitable.

If young trainees or work-experience participants are accepted, assess their age, safeguarding, supervision and activity restrictions separately. They do not replace competent adults, provide sole child supervision or carry responsibility for specialist care.

8 Development plans and supervision

Each staff member has a proportionate development plan agreed at induction and reviewed at least annually, with progress discussed at least termly. It identifies strengths, learner needs, required refreshers, development goals, support, deadlines and how learning will improve practice. New staff receive more frequent feedback while developing confidence and competence.

Learning may include Prospero and partnership courses, practical workshops, mentoring, observation, peer discussion, specialist advice and learning from incidents. Directors arrange reasonable access to required training, including suitable time and accessible formats. Requests for additional learning are considered against role needs, benefit to learners and available resources.

9 Records and evaluation

Keep a training matrix showing staff member, role, course/provider, completion date, evidence, practical assessment where needed, authorised scope, refresher due date and outstanding actions. Check existing certificates for currency and suitability instead of accepting a course title as proof. Store records securely and share relevant evidence with commissioners through appropriate channels.

The Training Lead reviews the register at least termly and before allocating responsibilities. Managers evaluate learning through observed practice, scenarios, feedback, record quality and incident reviews. Missed training is followed up with a completion plan; no person continues a task for which essential competence is missing. Repeated failure to complete or apply required learning is addressed through the relevant management procedure.

10 Review

Directors review this policy annually and sooner after significant incidents, changes to provision or revised guidance. Before each commissioned arrangement, check whether the commissioner requires additional courses, specified providers, shorter refresher intervals or particular evidence, and record these requirements in the training plan.

Council expectations and references

Public sources checked on 12 October 2026. Contract requirements and training acceptance are checked for each placement. This policy does not claim council approval, universal course equivalence or a single statutory training-hours quota.

Area	Published position and policy response
Somerset	The AP Framework expects quality assurance and evidence of provider policies. SSCP arrangements expect relevant agencies to engage with partnership learning. Creative Makers uses appropriate SSCP training and maintains evidence of learning and competence.
Wiltshire	The council's AP resources direct providers to Swindon and Wiltshire Safeguarding Vulnerable People Partnership training and provide safeguarding resources. Creative Makers checks role-specific requirements and briefs staff on Wiltshire procedures.
Bath and North East Somerset	Approved AP providers undertake annual self-assessment and safeguarding oversight. BCSSP generally accepts other partnership training but expects knowledge of local procedures; other providers must meet its training standards. Its general three-year refresher interval does not replace shorter requirements for particular roles.
DfE benchmarks	KCSIE 2026 covers induction, ongoing safeguarding learning and DSL competence for schools/colleges. Creative Makers adopts these training principles alongside applicable non-school AP standards and commissioning requirements. Requiring all session staff to have first-aid training is Creative Makers' own standard, with course suitability determined by assessment.

Prospero Learning course catalogue
https://www.prospero-learning.com/course

Somerset Safeguarding Children Partnership arrangements and learning
https://somersetsafeguardingchildren.org.uk/multi-agency-safeguarding-arrangements/

Somerset Council Alternative Provision Framework
https://www.somerset.gov.uk/children-families-and-education/school-life/alternative-provision-framework/

Wiltshire Council AP advice and resources
https://rightchoice.wiltshire.gov.uk/Page/33281

B&NES Alternative Provision
https://thehub.bathnes.gov.uk/Page/23320

BCSSP training standards and recognition
https://www.bcssp.org.uk/p/training/about-our-training-1/print

BCSSP training frequently asked questions
https://www.bcssp.org.uk/p/training/frequently-asked-questions

DfE Keeping children safe in education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE first aid guidance
https://www.gov.uk/government/publications/first-aid-in-schools/first-aid-in-schools-early-years-and-further-education

DfE non-school AP voluntary standards
https://www.gov.uk/government/publications/non-school-alternative-provision-voluntary-national-standards