

includEd Learning

Independent Specialist Education Provider



SOCIAL VALUES POLICY

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→ 1. Introduction

- IncludEd Learning is committed to the delivery of Social Value (SV) through all the activities we undertake. As an alternative education provider our primary ambition is to promote greater outcomes for communities and society; in addition to this we also pursue SV delivery in all our non-core business activity.
- This document is focused on our approach to delivering SV that is additional to the SV implicit in our core educational activities. It is divided into three sections, as follows:

Section 1	Context and background This section sets out our understanding of 'social value' and the framework upon which our SV policy is based.
Section 2	Activities and Monitoring This section sets out the activities we undertake to deliver SV, aligned to five thematic areas, and the outcomes used to monitor the achievement of SV objectives in each area.
Section 3	Impact Monitoring and Continuous Improvement This section sets out the frequency with which measures will be collated and reporting responsibilities. It also details how learnings will be continually incorporated to develop and improve our SV policy.

→ 2. Context and Background

Definition

There is no single legal classification of SV, as it can have a different meaning within different organisations. Our approach to delivering SV at IncludEd Learning is based on the following definition of 'social value' as:

'A process whereby organisations meet their needs for goods, services, and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and the economy, whilst minimising damage to the environment.'

What are our aims for Social Value?

Social impact is a term designed to demonstrate positive or negative outcomes to people or the planet. The Covid-19 pandemic has further exposed inequalities in Manchester, with a disproportionate impact on many already disadvantaged communities and has made creating equality of opportunity through education much harder. The priorities when considering Social Value are therefore aligned with those of the 'OUR YEAR' Manchester City Council initiative.

- Reduce poverty and inequality;
- Increase the city's resilience and environmental sustainability; and
- Enhance community economic and social wellbeing.

It is crucial for IncludEd Learning to "build back better," and Social Value has a key role to play in tackling the city's economic, social and environmental challenges.

Vision

At IncludEd, we understand social value to denote a tangible contribution to the wellbeing, resilience and sustainability of the community where we work, and those into which we have a natural reach (for example, neighbouring boroughs). Like many independent businesses we are committed to supporting the government-wide edict to maximise the delivery of social value in the provision of public goods and services, as set out in the Social Value Act (2012).

Our vision is to sustain and multiply this contribution as we embed and grow, and also to continuously expand our collaboration with other organisations – both public and private – to help foster a holistic approach to delivering SV in

the wider community.

Policy Framework

The framework provides the basis for our structured approach to driving Social Values, defining measures, and capturing outcomes for continuous improvement. Our Social Values activities are categorised as per the five framework themes:

Focussing specifically on **reducing poverty and inequality**, we will:

- Support the creation, sustainability and growth of local micro, small and medium sized enterprises;
- Support the creation and retention of high-quality, sustainable jobs for local people which pay at least the living wage;
- Support local people with opportunities for life-long learning, skills development and experiences of work; promote growth and development opportunities for all within a community and ensure they have access to opportunities to develop new skills and gain meaningful employment;
- Enabling local people to obtain the skills needed to access employment;
- Providing our employees with new skills for the future;
- Creating employment opportunities within the communities that we work with;
- Removing barriers to employment for underrepresented and disadvantaged groups, including young people involved in the criminal justice system;
- Offering employment opportunities and apprenticeships to reduce the amount of young people are on NEET.

Focussing specifically on **enhancing community economic and social wellbeing**, we will:

- Support the creation, sustainability and growth of local community groups, voluntary groups and social enterprises;
- Promote the involvement of local people and organisations in active citizenship such as volunteering and foster caring;
- Promote the mental and physical health and well-being of local people;

- Work with education and training providers, industry bodies and charities to offer curriculum support and work experience opportunities ;
- Promote healthier lifestyles and reduce obesity, such as; vegetable gardens grown within the school, with the help of students, and the produce is used to teach healthy cooking;
- Promote health and nutrition wellbeing days and teach lessons around living healthier lifestyles and food and mood;
- Offer a trauma-informed approach and a flexible, holistic curriculum that covers important topics such as health and good citizenship as well as traditional subjects such as literacy and numeracy. Core to the model is nurturing, and the cultivation of social and interpersonal skills;
- Promoting equality and diversity and eliminating all forms of discrimination;
- Delivery of food hampers those students in need during school closures.

Focussing specifically on **increasing the city's resilience and environmental sustainability**, we will:

- Reduce air pollution and greenhouse gases;
- Reduce and reuse waste, particularly waste that is harmful and/or sent to landfill;
- Support Manchester in becoming a more ecologically resilient and biodiverse city;
- Ensure the places where people live and work are cleaner and greener, promoting sustainable procurement and securing the long term future of our planet.

Principles

Our approach as outlined in this document is founded on well-established principles for embedding SV. These principles are as follows:

- Involvement of our stakeholders to inform what is considered as part of our SV policy, what is possible, how this is delivered and how it is measured. Stakeholders include our staff, suppliers of goods and services, local authority representatives, parents/carers, and members of the community where we work;

- Establishment of a clear vision and policy with measurable objectives. This includes clear and open communication of our SV goals to promote alignment and effective implementation by all members of the IncludEd Learning school community;
- Partnerships and collaboration, including actively seeking to partner with local organisations that share our SV vision and can help us to deliver against it;
- Focusing on what is tangible and realistic so that we are able to evidence our outcomes;
- Robust results and monitoring. This is critical to ensure that we are able to continuously learn from and improve our SV approach, and objectively assess our success.

→ 3. Activities and Monitoring

Employment and Skills:

- Enabling local people to obtain the skills needed to access employment;
- Providing our employees with new skills for the future;
- Creating employment opportunities within the communities that we work;
- Removing barriers to employment in the construction industry for underrepresented and disadvantaged groups;
- Offering employment opportunities to those who serve or have served in our armed forces;

Local Business & Economy

- Providing work opportunities for small, medium, micro-sized businesses, social enterprises and minority owned businesses;
- Procuring goods and services locally where possible;
- Supporting small, medium, micro-sized businesses, social enterprises and minority owned businesses to improve capability and grow sustainably;

Jobs

This section details the SV activities we commit to undertaking at IncludEd Learning to promote local skills and employment, and the standardised measures that will be used to monitor and report progress against this objective.

IncludEd Learning currently employs 13 staff, the majority of whom are permanent full-time and part-time employees. Our vision is to establish ourselves as a secure, reliable local employer and contractor that is accessible to suitably qualified individuals and supportive of the continued professional development of our existing staff base. The outcomes and corresponding measures that we will use to track SV delivery in this area are:

Outcome	Measure
More local people in employment	Percentage of local employees on contract
More opportunities for disadvantaged people	Percentage of employees (BAME) hired
Improved employability of young people	Meaningful work placements that pay minimum or national living wage according to eligibility (6 weeks or more)

Complementary activities that we undertake to multiply SV in this area, and to contribute towards the achievement of the above outcomes, include:

- Weekly staff sessions focused on wellbeing and career development;
- Targeted mentoring and coaching to support continuous professional development;
- Placement programmes to support school leavers into work (in particular targeting leavers from alternative education settings);

Growth

This section details the SV activities we commit to undertaking at IncludEd Learning to support responsible, inclusive economic growth in the community where we work, and the standardised measures that will be used to monitor and report progress against this objective.

IncludEd Learning's supply chain comprises of local businesses. IncludEd Learning is also co-located with St Edmunds' Church and JNR8 Youth and Community Centre dedicated to helping disadvantaged young people access extra-curricular learning opportunities. Our vision is to establish and maintain a responsible, sustainable, local supply chain and in doing so to multiply the SV delivered locally. We set out to do this:

- When a requirement for goods or services is identified, following a rigorous, ethical supplier selection process. This process includes due diligence and research into suppliers' track record and policies – including

their SV strategy or equivalent.

- Through the supplier on-boarding process, seeking to identify opportunities to leverage efficiencies (and reduce waste) across our businesses, pursuing a holistic approach to service delivery.
- Paying our suppliers as per contract terms, and critically on time to avoid contributing to cause cash flow issues that may impact staff.

The outcomes and measures that we will use to track SV delivery in this area are:

Outcome	Measure
More opportunities for local MSMEs and VCSEs	Total amount (£) spent in LOCAL supply chain through the contract
Improving staff wellbeing and mental health	Equality, diversity and inclusion training provided both for staff and supply chain staff
Ethical procurement is promoted	Percentage of invoices on the contract paid within 30 days

Social

This category refers to activities that contribute to create healthier and more resilient individuals, and therefore more resilient communities, and to equip vulnerable persons in particular to participate as fully as possible in society. This category of value therefore goes to the core of IncludEd's mission as a provider of alternative education.

Vulnerable children and young people with complex needs are more likely to face difficulties entering into adult life. These may range from: difficulties finding a job in order to achieve independence, challenges establishing healthy relationships, and potentially also health problems.

IncludEd Learning offers a trauma-informed approach and a flexible, holistic curriculum that covers important topics such as health and good citizenship as well as traditional subjects such as literacy and numeracy. Core to the model is nurturing, and the cultivation of social and interpersonal skills.

With this approach the school aims to equip children and young people with complex needs with the tools and practical knowledge that will enable them to navigate the world around them and achieve increased independence as adults.

IncludEd Learning's ambition through all our work is ultimately to promote greater outcomes for communities and society. It is for this reason that student achievements are subject to a separate and more detailed monitoring and reporting regime that contributes to the creation of healthier, more resilient communities through the nurturing and education of our pupils.

Environment

This section details the SV activities we commit to undertaking at IncludEd Learning to ensure that our school is a clean, green, and sustainable place to work, and the standardised measures that will be used to monitor and report progress against this objective.

Principles of sustainability and environmental consciousness are not only core to everything we do at IncludEd, they have also been central to the school's foundation.

IncludEd Learning is based in a conservation area and in its direct surroundings is Alexandra Park which is a great resource to help us to teach our students about the importance of the environment and our responsibility to protect and preserve it. Students participate in activities such as recycling, litter picking, and nature walks, to ensure that IncludEd Learning is contributing to embed environmental consciousness and develop the next generation of sustainability champions.

The school building itself, although not modern, has been adapted to increase its energy efficiency, by improving insulation and the installation of double glazing. Classrooms are equipped with interactive whiteboards and pupils have access to laptops which are used to minimise paper waste and the carbon footprint of learning activities.

Outcomes used to measure our progress on this area of SV activity are detailed below:

Outcome	Measure
Carbon emissions are reduced	Carbon reductions through energy efficiency measures or renewables
Air pollution is reduced	Car miles saved on the project as a result of a green transport programme or equivalent (e.g. cycle to work programmes, public transport or car-pooling programmes, etc.)

Innovation

At IncludEd Learning we regularly engage in problem-solving both within our school community and with partners, to address community priorities and respond to challenges and problems.

An example of such problem-solving is the partnershiping with local schools in answer to the issues raised daily by school drop-off and pick-up activity of taxi drivers. The issue had both a social dimension (due to the impact on local residents) and an environmental dimension (due to the implications of increased car activity on and around the IncludEd Learning site). Students who can walk or bike to school has enabled us to avoid causing a negative impact on the local environment and community.

The above is an example of one such ‘innovative measure’ that will be captured as part of our SV monitoring process; see below for the precise wording of the relevant outcome and measure.

Outcome	Measure
Social innovation to enable healthier, safer and more resilient communities	Innovative measures to enable healthier, safer and more resilient communities to be delivered on the contract – these could be e.g. co-designed with stakeholders or communities or aiming at delivering benefits

	while minimising the carbon footprint from initiatives.
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→ 4. Impact Monitoring and Continuous Improvement

We are accountable to our staff and our stakeholders; and are required to build up a picture of our Social Value and impacts. We want to better inform commissioning and procurement decisions around Social Value and be able to make the most difference to Manchester and the lives of the people who live here.

We have used a Measuring and Evaluation Tool to help us to understand and demonstrate our Social Value and how we can increase our Social Value. By measuring Social Value, we will be able to work over time to prove its value to others, improve its systems and arrangements to make the most value and be accountable to its stakeholders and investors. Above all it will be able to show if we are making a difference in Manchester.

We will specify what we do and how we do it; how we intend to achieve our social, environmental, and economic mission as well as our financial sustainability; and how we plan to live up to our values.

How can my organisation measure Social Value?

1. Inputs – Resources of all kinds.
2. Activities – What the organisation does.
3. Outputs – The direct result of an activity.
4. Outcomes – The longer term change it wants to see in people, communities, or areas it affects.
5. Expected Impact – The values it holds.

How we will continuously improve & embed the application of Social Value to maximise benefits:

- Ensure that Social Value is applied consistently to all decisions of that particular type;
- Ongoing consultation and communication with stakeholders;
- Regularly measure and evaluate the success of the approach, including

- equalities impacts;
- Continuously improve relevance checks, assessment templates, toolkits and guidance.

Evaluation and Reporting

How will we monitor and report on outcomes:

- Maintaining clear accountability for delivering this policy;
- Monitoring and reporting our social value impact by using recognised independent tools;
- Continuously improving our standards, efficiency and effectiveness;
- We will communicate this policy to our employees, supply chain partners and relevant interested parties and review it on an annual basis.

There are two areas for evaluation:

- The processes that we are using locally to increase Social Value
- The impact of Social Value on our local area and surrounding area

An annual report will be prepared and published to demonstrate the difference that the Council has made as a result of its Social Value approach to doing business. The policy will be reviewed every three years whilst the toolkits that underpin it will be reviewed annually.

Date of Policy Agreed by Advisory Panel: September 2023

Date of Review: September 2024