
TRIDENT ALTERNATIVE PROVISION

BUILDING FIRM FOUNDATIONS FOR THE FUTURE



2026- 2027 PROSPECTUS

Head Teachers Welcome

Welcome to Trident Alternative Provision.

We are proud to provide a supportive and inclusive educational environment for pupils who have found mainstream education challenging. With a strong track record of experience and impact, we focus on the 'whole child', identifying the underlying reasons behind disengagement and working holistically to reengage pupils in learning.

Our curriculum is carefully designed to meet the individual needs of our learners — both engaging and challenging — and aims to build confidence as well as academic success.

With small cohort sizes, we offer highly personalised, targeted support, enabling our pupils to thrive and achieve recognised qualifications. Depending on each student's ability and needs, we provide pathways ranging from Functional Skills to GCSEs.

Parvinder Kaur
Headteacher

Mission Statement

At Trident Alternative Provision, our mission is to build firm foundations for the future. We will: nurture the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; build on their existing knowledge, skills, and state of personal development; release them into the world ready for their next stage of education and for adult life.

Proprietor: Gurdial Singh.

Registered office: Lincoln House, 58 Lincoln Road, Solihull. B27 6NX

Telephone number: 07379394032

About us

Trident Alternative Provision supports pupils aged 11 to 16, with a particular focus on those who have experienced barriers to success in mainstream education. The majority of our pupils have Special Educational Needs (SEN) and an Education, Health and Care Plan (EHCP). We provide tailored support for a range of identified needs, including:

- Cognitive and Learning Needs
- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Behavioural, Emotional and Social Development Needs
- Behavioural, Emotional and Social Difficulties (BESD)
- Social, Emotional and Mental Health (SEMH)

As an inclusive and nurturing school, we welcome pupils from a wide range of backgrounds and abilities, where we are confident we can meet their individual needs. Admissions are made through referrals from local authority commissioners.

Trident Alternative Provision is a non-denominational school with no religious affiliation and does not offer boarding facilities.

Term Times

Autumn Term 2026

Starts Tuesday 1st September

Half Term - 26th to 30th October (22nd & 23rd October Inset Days)

Starts - Wednesday 4th November (2nd & 3rd November Inset Days)

Ends - Friday 18th December

Christmas Holiday - 21st December to 1st January

Spring Term 2027

Starts - Monday 4th January

Half Term - 15th to 19th February

Starts - Monday 22nd February

Ends - Thursday 25th March

Easter Holiday - Friday 26th March to 8th April (Friday 9th April Inset Day)

Summer Term 2027

Starts - Monday 12th April

Half Term - 31st May to 4th June (Monday 7th June Inset Day)

Ends - Wednesday 21st July

Opening times

Monday – 8:15am – 4:15pm

Tuesday – 8:15am – 4:15pm

Wednesday – 8:15am – 4:15pm

Thursday – 8:15am – 4:15pm

Friday – 8:15am – 3:15pm

Lesson times

Key Stage 3		Key stage 4	
Time	Activity	Time	Activity
09:00am – 09:10am	Registration/ Regulation	09:00am – 09:10am	Registration/ Regulation

09:10am – 09:55am	1 st Lesson	09:10am – 09:55am	1 st Lesson
09:55am – 10:40am	2 nd Lesson	09:55am – 10:40am	2 nd Lesson
10:40am – 10:55am	Break	10:40am – 11:05am	Spelling & Reading/ Intervention
10:55am – 11:40pm	3 rd Lesson	11:05am – 11:20am	Break
11:40pm – 12:05pm	Spelling & Reading/ Intervention	11:20am – 12:05pm	3 rd Lesson
12:05pm– 12:35pm	Lunch	12:05pm – 12:50pm	4 th Lesson
12:35pm– 1:20pm	4 th Lesson	12:50pm – 1:20pm	Lunch
1:20pm – 2:05pm	5 th Lesson	1:20pm – 2:05pm	5 th Lesson
2:05pm – 2:50pm	6 th Lesson	2:05pm – 2:50pm	6 th Lesson
2:50pm – 3:00pm	Pastoral/ SEMH	2:50pm – 3:00pm	Pastoral/ SEMH

* School will close at 2:00pm on Fridays

Our Curriculum

Our provision is incredibly bespoke to each individual student. We offer a range of subjects at varying levels to account for different starting points, abilities, interests and aspirations.

Once a student enters KS4, outside of the core subjects (English, Maths, Science and PSHE), their curriculum may be heavily personalised. In addition to classroom-based learning, all pupils have access to our Southam Campus (Trident Academy) provision on Thursdays. This enables pupils to access specialist vocational, citizenship and ASDAN programmes that develop practical skills, independence, employability and preparation for adulthood.

Pupils may be offered any reasonable combination of the following qualifications and learning pathways.

Full Secondary Offer		
Aspect	Subject/ Activity	Ages/Levels/Key Stage; Qualification & Awarding Body (if applicable)
Linguistic	English Language	• KS3 – National Curriculum • KS4 – Functional Skills (NCFE) & GCSE (Pearson)
	Intervention	• Catch-Up Literacy • Reading • Abigail Steel Literacy & Phonics
Mathematical	Mathematics	• KS3 – National Curriculum • KS4 – Functional Skills (NCFE) & GCSE (Pearson)
	Intervention	• Catch-Up Numeracy
Scientific	Science	• KS3 – National Curriculum • KS4 – Entry Level Certificate In Science (Pearsons)
Technological	ICT	• KS3 – National Curriculum • KS4 – Digital Skills (NCFE)
Human and social	History	• KS3 – National Curriculum • KS4 – GCSE & Entry Level Certificate In History (Pearson)
	Geography	• KS3 – National Curriculum

		KS4 –GCSE & Entry Level Certificate In Geography (Pearson)
Physical	P. E	- KS3 – National Curriculum - KS4 – Level 1 Exercise Studies (NCFE)
Aesthetic and creative	Art	- KS3 – National Curriculum - KS4 – ASDAN Expressive Arts
Personal, Social, Health and Economic Education (PSHE) and RSE to include Citizenship	PSHE (RSE)	- KS3 -PSHE Association / ASDAN Beliefs and Values Short Course - KS4 -PSHE Association / ASDAN Beliefs and Values Short Course
Careers Guidance	Local Authority Career Guidance	Offered throughout a student's time here at Trident, but becomes more specialised (work experience, careers fairs, etc) during late KS4.
Preparation for life in Britain	Life Skills	ASDAN- Life Skills Challenge/Short courses
Preparation for adult life.	Work experience	Offered specifically in Year 11.
Preparation for Post-16 provision.	College Visits	Offered in Years 10 & 11
Enrichment & broadening knowledge.	Visiting Speakers Educational visits	All pupils
Vocational Courses		
Subject		Qualification & Awarding Body
Sport & Fitness		BTEC Level 1 & Level 2 Sport & Fitness
Cookery Skills		NCFE Level 1 Certificate in Food & Cookery Skill
Digital Skills		NCFE Level 1 & Level 2 IT User Skills
Personal Social Development		NCFE Level 1 Personal & Social Development
ASDAN Short-Courses		

These are short-form courses that teach core skills and can be fit into part-time timetables easily.

Sport & Fitness	Expressive Arts
Food Wise	Personal Development
Beliefs & Values	

Vocational education is delivered through Trident Academy, our Southam Campus. Pupils attend Southam on Thursdays where they can access specialist facilities and practical programmes designed to improve engagement, develop employability skills, broaden career aspirations and prepare them for adult life. Programmes are available to pupils across Key Stages 3 and 4 and are selected according to individual interests, aptitude and learning needs.

Curriculum Pathways

All pupils follow an individual pathway designed around their needs, strengths and aspirations. These pathways will designate the combination of subjects we suggest for them.

Foundation Pathway	Supports pupils who require significant support with attendance, anxiety, emotional regulation, engagement and reintegration into education.
Emerging Pathway	Provides flexible and personalised learning programmes for pupils who require ongoing SEMH support and gradual re-engagement with learning
Practical Pathway	Focuses on practical, project-based learning and independence, incorporating vocational learning, ASDAN and accredited qualifications.
Functional Skills & Vocational Pathway	Combines Functional Skills qualifications with vocational learning, employability development and preparation for adulthood.
Academic Pathway	Supports pupils working towards GCSE, iGCSE and other accredited qualifications, preparing them for further education, training and future progression.
Pathways are reviewed regularly to ensure pupils receive the right level of challenge, support and opportunity as they develop.	

Mentoring Pathways

Our Mentoring Pathway is the process by which we help our pupils integrate into school and reintegrate into school after a period of absence. This is done in collaboration between pupils, carers, and key staff. The Mentoring Pathway happens in Stages, with targets set between each Stage.

Stage 1

Pupils engage in off-site enrichment activities in the community. This helps build relationships with key staff and builds resilience for organised learning.

Stage 2

Pupils engage in off-site enrichment activities in the community, but alongside Functional Skills sessions.

Stage 3

Pupils engage in on-site Functional Skills and Life Skills sessions. Starter work for their chosen Vocational Course may be provided during this time.

Stage 4

Pupils engage in group sessions in the Vocational Course of their choice.

Outreach Programs

Trident offers support in the community for learners struggling to engage with school settings. This comes as both academic and SEMH support depending on needs, something that we here at Trident Tuition Centres pride ourselves on. Some of these Interventions are off site and may include visits to a local farm and walks through nature reserves. We call these 'Community Based Enrichment Activities'.

- **Tailored Academic Tutoring:** English and maths academic 1:1 tutoring delivered by qualified tutors to functional skills qualification. Delivered either at home or in community settings.
- **SEMH / Life Skills Support:** 1:1 support to increase self-esteem through positive activities, emotional literacy coaching and life skills qualifications. Can run along side academic tutoring to provide a support package.
- **In School Catch-Up Support:** English and maths academic 1:1 tutoring delivered by qualified tutors to functional skills qualification. Delivered within school settings.

Policies

Below are summaries of our key policies and procedures. For the full versions of these policies please visit our school website or contact the school and we will send you a copy.

Admissions policy

Trident Alternative Provision admits pupils aged between 11 and 16years old. Many of our pupils have special educational needs and an EHC plan – these needs include:

- Cognitive and Learning Need.
- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Behavioural, Emotional and Social Development Needs
- Behavioural, Emotional and Social Difficulties (BESD)
- Social Emotional Mental Health (SEMH)

Our school is an inclusive school that welcomes children from diverse backgrounds and abilities whom it can effectively support. Pupils are admitted by referral from local authority commissioners.

Trident Alternative Provision does not have a religious ethos and will not be providing boarding accommodation for pupils.

Equal Treatment

We welcome pupils from different ethnic groups, backgrounds, and creeds.

Trident Alternative Provision is committed to the need to eliminate unlawful discrimination and to promote equality for pupils, staff and others who use our school facilities. All pupils are given every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs
- offering a broad and balanced curriculum
- having high expectations for all pupils

The school complies with all current legislation concerning discrimination and promotes best practice in equality of treatment. This policy accords with the Equality Act 2010.

Admissions Procedure

Our admission procedure includes:

- Referral of pupil to the school – this is done by the local authority. The school will ask the local authority to provide as much information as possible including academic, behavioural, SEN, SEMH and any other needs
- Desk assessment - of the extent to which the school can meet the needs of each pupil based on data provided by the local authority during referral
- A visit to the school - by the pupil and their parent or carer for a campus tour, an interview with the pupil and a discussion with the parent or carer
- Assessment of needs – this is done during the first 2 weeks of induction establishing academic baselines, observing manifestation of behavioural and other needs

The Offer of a Placement

Referring bodies and parents/carers are informed in writing whether a place is being offered after the pupil has completed an initial assessment period. The school is not obliged to state its reasons for rejection of an applicant; however, useful assessment data will be shared.

Admissions Register

According to the requirements of The Education (Pupil Registration) (England) Regulations 2006 Trident Alternative Provision keeps an admissions' register for pupils. We will enter and remove pupils from this register according to the regulations and notify the local authority as required.

Exclusions Policy

As a school that accepts pupils who in some instances have been excluded from multiple schools, we understand that for some pupils we present a final opportunity for education. For this reason, we have robust measures in place during the process of referral to ensure that we are the right school for each pupil before they are admitted to the school to reduce the chances of permanent exclusion. We know that most of the pupils who are referred to our school will have had significant gaps in their education, for this reason, we use exclusion, even fixed-term exclusion, as a last resort. In the first instance we would use

respite days, to allow our pupils time to reflect and reset their mindset before exclusion.

Although this is not an exhaustive list, the main categories of misconduct which may result in fixed-term or permanent exclusion, or removal include:

- supply/possession/use of certain drugs and solvents, or their paraphernalia, or substances intended to resemble them, or alcohol or tobacco whilst on School premises, representing the school, travelling to or from school, on school-organised trips, being associated with the school
- theft, blackmail, physical violence, intimidation, racism or persistent bullying (including cyber-bullying)
- peer on peer abuse
- misconduct of a sexual nature
- supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- serious academic malpractice such as plagiarism
- other serious misconduct, on or off School premises, which affects the welfare of a member or members of the School community, or which brings the School into disrepute (single or repeated episodes).

The following very serious offences are likely to lead to permanent exclusion:

- Sexual abuse or assault
- Serious actual or threatened violence (including bullying) against another pupil or member of staff
- Involvement in the possession, use or supply of drugs or substances.
- Repeated serious offences such as those outlined under “Reasons for Exclusion” may also lead to permanent exclusion or removal.

Fixed-term exclusion

At our school a pupil may be excluded for one or more fixed periods (up to a maximum of 25 school days in a single academic year) but not more than 5 at a time.

Permanent exclusion

This will only be considered:

- as a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success
- where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

Where an offence has been committed, the school will involve the police.

-

SEN policy

At Trident Alternative Provision we cater for pupils aged between 11 and 16 years old. Many of our pupils have special educational needs and an EHC plan – these needs include:

- Cognitive and Learning Need - Pupils learn at a slower pace than their peers, even with appropriate differentiation. Cognition and learning needs may only impact on specific areas such as reading, writing, spelling, and mental calculations.
- Specific Learning Difficulties (SpLD) - Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia. In addition to a specific area of need, learners with SpLD may have memory and processing difficulties, difficulties in organisational skills and also coordination difficulties.
- Moderate Learning Difficulties (MLD) – Pupils have much greater difficulty than their peers in acquiring basic literacy and numeracy skills, understanding concepts, with working memory and concentration, retaining information, learn at a slower pace than their peers, attain significantly below expected levels in most areas of the curriculum, require support over and above expected universal differentiation and curriculum flexibility. They also often have speech and language delay and underdeveloped social skills.
- Behavioural, Emotional and Social Development Needs & Behavioural, Emotional and Social Difficulties (BESD) - Pupils find difficulty in successfully managing their behaviour and emotions, resulting in them showing behaviour which is often unpredictable. Children with BESD are often difficult to understand and it isn't rare for them to become anxious and/or scared regularly.

In addition to these special educational needs, the majority of our pupils:

- have social, emotional, and mental health needs (SEMH)
- present challenging behaviour

- have had significant gaps in their education
- have had multiple exclusions from mainstream education
- have suffered various traumas

Academically, our pupils arrive working at various levels of capability ranging from those working significantly below what is expected for their age and those who have exceptional capability.

In addition to providing high-quality teaching, scaffolding, extension, and intervention this is how we meet the needs of our pupils:

- Through induction training we equip our staff to build good relationships with pupils and encourage them to read the documentation which helps them build their knowledge and understanding of an individual pupil's profile of strengths and difficulties.
- We will organise additional specialist training to ensure that all our teaching and support staff are able to support the specific needs presented by various cohorts of pupils.
- We have ensured that everything we offer on the curriculum caters for multiple levels of capability.
- Our "Curriculum Plans" give an outline of the provision for pupils of different ages
- We have a qualified and experienced SENCo in place to coordinate how we plan, implement, and evaluate our provision for pupils who have special educational needs and EHC plans. Our SENCo has input in ensuring that our curriculum reflects how ambitious we are for our pupils and develops systems that make it possible for pupils who have special educational needs to achieve exceptional outcomes. Our SENCo manages the procedure for ensuring EHC plan outcomes are met by breaking them down to smaller termly IEP targets; supporting staff to implement these targets and analysing how well pupils meet the targets. Our SENCo co-ordinates EHC plan reviews and other procedures to ensure pupils are on track to achieve their outcomes. Our SENCo is also responsible for managing our procedures for ensuring that all staff are aware of pupils needs, their targets and the relevant strategies to use to enable them to access learning and make progress.
- We work in partnership with professionals and with organisations that provide the support needed by our pupils, including SENAR; Social

- Workers; Psychologists; CAMHS; emotional & behaviour support and others as needed depending on the cohort of pupils we have at any given time. We will follow any individual advice given by these specialists.
- We will work closely with parents and carers by involving them in EHC plan reviews, maintaining good lines of communication, providing them with detailed end of term reports, regularly requesting and acting on their feedback to ensure that our provision is suitable.
- Through our accessibility plan we will ensure that our school premises and the curriculum is accessible for all pupils to ensure that pupils who are disabled or those who have special educational needs are not disadvantaged.

English as an Additional Language policy

Knowing that some pupils referred to us might not be native English speakers we want to ensure that this is not a barrier to their learning. We have a strategy to help them improve their reading, writing, speaking and listening and understanding of the English language so they can engage more effectively across the curriculum.

Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.

- To ensure that language and literacy are taught within the context of all subjects.
- To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- To actively liaise with parents to help them to support their children's learning.
- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

Procedures

- Whole school language development - All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.
- Beginner EAL learners - We understand that it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. For this reason, pupils who are new to English will benefit from being integrated into teaching and learning experiences most of the time.
- Developing language and literacy skills - In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

-
- Learning from text - Reading for meaning – inference and deduction; understanding how subject specific texts are organised; developing research and study skills
- Learning through writing - using writing to think, explore and develop ideas; structuring and organising writing to link ideas into paragraphs; developing clear and appropriate expression at sentence level

Curriculum policy

Our Curriculum Intent

At Trident Alternative Provision it is our intention to ensure that the curriculum we offer:

- is broad and balanced and that it meets the requirements of the Education (Independent School Standards) 2014
- caters for the requirements of each pupil in all areas: knowledge & skill; personal empowerment, preparation for citizenship, preparation for life and work
- is suited to the needs and characteristics of every cohort of pupils addressing any gaps in their knowledge and skills
- is accessible for pupils of varying capability while also being sufficiently challenging to drive progress and engage pupils who may be operating at higher levels in some areas of the curriculum
- is reviewed regularly to evaluate its continued suitability for pupils and its impact in producing the desired outcomes for pupils
- prepares pupils to leave the school at the end of Key Stage 4:
 - o by equipping them with the entry requirements for their preferred destinations
 - o with significantly increased numeracy, literacy, and communication skills
 - o or more independent than they were when they arrived

Curriculum Implementation

At Trident Alternative Provision our curriculum will be delivered:

- We offer a broad curriculum (Equals, Functional Skills and GCSEs)

- through lessons, experiential learning, extra-curricular activities, educational visits
- in small groups and through 1 to 1 tuition
- according to careful planning which sequences concepts in a way that ensures pupils have the pre-requisites to access new learning and make progress
- with multiple opportunities for pupils to revisit topics and practice skills over and over as required by their level of need
- with a careful balance of support and challenge to ensure that pupils can access the curriculum and stretch to engage at progressively higher levels
- by teachers who are specialists in their subject whenever possible or when not possible, by qualified staff who are sufficiently supported in their subject knowledge to be able to use it effectively to promote learning
- with the support of suitably qualified teaching assistants
- by teachers and support staff who receive regular training to equip them with strategies for engaging and supporting the needs of specific pupil cohorts
- by teachers who work collaboratively in their planning; share and discuss their teaching repertoires; actively reflect on their practice; actively take part in continuous professional development; engage with research to identify relevant strategies to apply to their practice

Equals curriculum will be taught to pupils who may not be able to engage with the main curriculum, this will be specific to the individual pupil and tailored by the SENCO and teacher to meet the specific needs of the pupil.

Behaviour Management policy

This policy summarises our commitment to supporting young people to understand positive behaviours using effective strategies to reduce the need for physical intervention, or where unavoidable support staff and young people to reflect upon the incident and develop more effective strategies for the future. We will:

Encourage and Reward Pupils in various ways including:

-
- Listening to and empathising with pupils, respecting their thoughts and feelings, and taking their wishes into consideration.
- Looking for things that are going well, or any step in the right direction, and appropriately rewarding it.
- Using rewards in a creative and diverse way, specific to pupil's needs, capabilities, and interests. This may mean that children are rewarded with toys, games, activities, or monetary rewards.

Plan for Success in various ways including:

- Drawing up Behaviour Support plans and Individual Risk Assessments which are designed to address any behavioural difficulties and notify staff how to manage them.
- Ensuring that Behaviour Support Plans/Risk Assessment summarise how behaviours should be managed, including the strategies that will be adopted in managing the behaviours; they should also state how acceptable behaviours will be encouraged and promoted.

Using Reminders and Reprimands:

- Matters of concern must be raised and discussed with the pupil, with a view to giving them a fresh start - with support and encouragement. •
Reminders and cautions should be clear and to the point.
- Where behaviour is persistently or seriously unacceptable, it may be appropriate to reprimand pupils.

Implementing Disciplinary Measures:

- Before imposing disciplinary measures, adults should do all they can to support and encourage pupils to do well.

-

If pupils do not behave acceptably, strategies should be adopted that are encouraging and rewarding.

- If children continue to behave in unacceptable ways, they should be reminded about what is expected and given further encouragement to get it right.

Physical Intervention and use of reasonable force :

Physical intervention and reasonable force will only be used to prevent pupils:

- committing an offence,
- injuring themselves or others, or
- damaging property, and
- to maintain good order and discipline during teaching sessions and otherwise.

Use of force will only be used as a last resort.

Anti-bullying policy

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional - being unfriendly, threats, intimidation, or inciting others to do so, excluding, tormenting (e.g., hiding possessions, threatening gestures).
- Physical - pushing, kicking, hitting, spitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.

-
- Sexual - unwanted physical contact or sexually abusive comments.
- Disability - threats or actions relating to people's disability
- Homophobic - because of or focusing on the issue of sexual orientation.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyberbullying e.g., using mobile phones or social networking sites to intimidate or bully others.

Prevention

- Prevention and early intervention are important because bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

A climate of openness will be established in which pupils are not afraid to talk about issues and incidents of bullying. This will be a regular agenda item in Key Working sessions, pupil's meetings, and staff meetings.

- At Trident Alternative Provision, each young person has an individual risk assessment outlining concerning behaviours and strategies that staff should follow to minimise the risks.

There is a section on bullying which must be completed and kept updated.

- We will provide effective training to help staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils

Responding promptly and effectively to bullying

- Everyone should also be clear what measures they should take if they suspect bullying, or it is reported to them which will need to be recorded on the Anti-bullying initial concern form.
- Pupils should be able to approach any member of staff with personal concerns and not just their keyworker.
- Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims should never be given the impression that they are creating a problem by reporting bullying. They should never be made to feel ashamed for making a report.

-
- In this respect, everyone should be alert to the fact that bullying may constitute Significant Harm and, if so, must be reported under the school's Reporting Concerns of Abuse Procedure (Safeguarding Policy).
- Clear messages must be given that bullying is not acceptable, and pupils must be reassured that staff deal with bullying seriously. At Trident Alternative Provision the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable

Health & Safety policy

The Proprietor of Trident Alternative Provision has the overall responsibility for health and safety at the school and those involved in the school's operation. We are committed to improving health and safety. This Health and Safety Policy applies to all staff (including employees, fixed-term, part-time, temporary, and voluntary staff, and helpers), pupils and visitors at the school. The purpose of the policy is to establish the standards for health and safety and to distribute responsibility for their achievement.

To ensure the above is met the school's governing body and senior management team will so far as is reasonably practicable provide to ensure that:

- Compliance with all relevant Health and Safety Legislation applicable to us is competently managed
Suitable Information, instruction, training, and supervision is provided
- The premises and grounds are maintained in a safe condition • There is safe access and egress to all parts of the school premises.
- Plant and equipment are safe to use
- Safe systems of work are defined, implemented, and managed
- Off site visits are conducted in a safe manner and risks are identified and controlled.
- The handling and use of substances and articles are always safe, and procedures exist
for their safe use
- Adequate welfare facilities always exist

-
- Risk assessments are undertaken for all tasks, and information is readily available, appertaining to the risk assessments and the controls required to ensure a safe working culture.

To ensure that Health and Safety is given a high Profile within the school, the governing body will within its allocated resources from the devolved capital, set aside adequate finances for this policy to be complied with, and any allocated works/safety projects to be completed.

To provide for continued improvement in our health and safety performance staff are encouraged to support the governing body in their implementation of this policy and other safety initiatives for the school.

Health and safety consultation is important to us and will be undertaken as appropriate on matters affecting the health and safety of employees, pupils, or visitors to the school.

First Aid policy

Under the Health and Safety at Work etc Act 1974 (HSWA), The Proprietor has responsibility for making sure that a school has a health and safety policy. This includes arrangements for first aid, based on a risk assessment of the school, and should cover:

- numbers of first aiders/appointed persons.
- numbers and locations of first-aid containers.
- arrangements for off-site activities/trips.
- out of school hours arrangements e.g., parents' evenings.

The Proprietor will make sure that their insurance arrangements provide full cover for claims arising from actions of staff acting within the scope of their employment.

It is The Proprietor's responsibility to make sure that the statutory requirements for provision of first aiders are met, that appropriate training is provided and that correct procedures are

followed. They will also ensure that any training provided has given staff sufficient understanding, confidence and expertise.

Our First Aid Provision

- We have suitably stocked first aid boxes and travelling first-aid boxes which are checked monthly for stock, including expiry dates for equipment. Boxes are kept in the school office, first aid room, and other critical locations. Travel first aid kits are kept in the staffroom and must be taken on all visits, including local breaks to the park with pupils. Appendix 1 outlines a list of the minimum contents that we keep in first-aid boxes.
- All staff will consider the appropriateness of any first aid treatment, for example allergies such as latex and plasters
- We have suitably detailed and current risk assessments for all pupils in school and for specific trips and activities
- Our first aid and emergency procedure is clear and shared. See below
- The schools' designated first aid room is clearly marked by a sign on the door, and it is a confidential room with access to running water and a fully stocked first aid supply. It is also very near to toilet facilities.
- All first aid should be administered and dealt with, as far as practicably possible, in the designated first aid/medical room.
- All staff working at Trident Alternative Provision know that when in doubt, calling 999 is the most appropriate and safe course of action
- There is clear guidance about when staff should call an ambulance

First Aiders Main Duties:

First aiders must complete a training course approved by the Health and Safety Executive (HSE). At school, the main duties of a first aider are to:

- give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school.
- when necessary, ensure that an ambulance or other professional medical help is called.

Recording and reporting incidents and accidents

We will record and report all incidents and accidents as required by regulations. We will also inform parents and carers about incidents and accidents.

Complaints policy

It is our intention to ensure that we achieve our mission and that our stakeholders are satisfied with our facilities and services. To that end, we invite stakeholders to let us know if they think we are not living up to our commitment. This policy outlines the procedures that can be used to raise concerns or complain about our facilities or services. An up-to-date copy of this policy will be published on the school website according to the requirements of paragraph 32 of the Independent School Standards.

- A complaint should normally be made where all other reasonable methods of resolving the dissatisfaction have been tried and failed or where the complainant believes they would fail. For this reason, we encourage parents, carers and other stakeholders to make an informal complaint in the first instance to give us a chance to resolve the issue before going down the formal route.
- When formal complaints are made, we will deal with them within set time frames.
- If the complaint is not resolved or if the complainant is not satisfied with the resolution of a formal complaint, they can appeal the outcome at which point the complaint will be dealt with by a committee of people who were not involved in the formal stage and one of whom is independent of the management of the school. The complainant can be accompanied to this committee.
- The committee will make findings and recommendations which will be shared with the complainant and where appropriate, the person complained about.
- Records of all formal complaints will be kept including whether they were resolved or taken to the committee and any actions taken by the school as a result. All records will be kept confidential and only made available to school inspectors if they ask during standard inspections.

- Each year, we will publish on the school website, the number of formal complaints received in the previous academic year.

Safeguarding policy

Our school is committed to safeguarding and promoting the welfare of all its pupils.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

This means that in our school we will:

- Identify and protect all pupils especially those identified as vulnerable pupils
- Identify individual needs as early as possible; and
- Design plans to address those needs
- Work in partnership with pupils, parents/carers, and other agencies.

Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy, and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

We will follow the latest guidance – Keeping Children Safe in Education (September 2026) and all related guidance about keeping children safe.

Our procedures are in line with our local authority – Birmingham Safeguarding Children Board. We will refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.

We will ensure that our staff complete safeguarding training and receive regular updates. We will ensure, through regular discussions and quizzes that they:

- can recognise and be alert to signs of abuse
- know what to do if they have a concern
- can explain how instances of suspected child abuse are dealt with by the school • can explain what should be done when allegations are made against staff or management

We will ensure that those at least 1 person who has completed Safer Recruitment training will be on every interview panel. We will conduct the statutory pre-employment checks on staff to ensure that our pupils are safe.

We will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. We understand that this is a legal duty and failure to refer when the criteria are met is a criminal offence.