



Quality Assurance Framework 2026 – 2027

Our commitment to quality assurance is reflected in our ongoing efforts to evaluate and refine our practices. By fostering open communication and encouraging feedback from individuals and partner organizations, we strive to create a responsive environment that adapts to changing needs. Through continuous professional development and innovation, we ensure our services remain effective and relevant, empowering those we serve to achieve positive and lasting outcomes

We work alongside organisations and systems to achieve the best possible outcome for the individual so they can be.

- Healthy
- Safe
- Access support
- Prepare for adulthood (children)
- Have their needs met

Our Vision

- To ensure that the individual is seen and heard, supporting them through times of need.
- Collaborative – We work alongside other professionals ensuring the individual remains at the centre. Multi- agency working improves outcomes and is aligned to compliment activity taken within safeguarding and SEND local area partnership.
- Purposeful – Our role is to support through a holistic and therapeutic approach. Listen carefully to the client, as well as offering a bespoke service.
- To create a plan in which the client feels safe and comfortable in progressing through sessions.

Safeguarding and child Protection

- We centre on the statutory guidance, ‘working together to safeguard children’ (DfE, 2023).

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf . Follow link to see full legislation.

- We follow the Children’s Act of 1989 <https://commonslibrary.parliament.uk/research-briefings/sn06787/>
- We follow the Children’s Act of 2004 <https://commonslibrary.parliament.uk/research-briefings/sn06787/>
- We follow the UNCRC Rights of the Child 1989 <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

- We follow the Children's and Families Act of 2014. <https://www.kirkleeslocaloffer.org.uk/information-and-advice/know-your-rights/the-children-s-and-families-act/>
- We follow the equality Act 2010. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

How we support learners with SEN/EHCP

Supporting learners with SEND and/or an EHCP requires a person centred, multi- disciplinary approach that emphasizes clear communication, environmental adaptations and a collaborative plan involving the individual, family and other professionals. We follow the list below ensuring our client is at the centre of our sessions.

- Using clear language
- Allowing time to process
- Checking in for understanding
- Creative methods
- Focus on strengths
- Adapt for sensory needs
- Use visual support
- Consistency in all sessions, times and dates
- Break down tasks
- Involve parents/carers
- Use Assess, plan, do, review cycle
- Involve the individual

Alongside this list, we also follow the EHCP; we are named under Section F. (Section F of an EHCP details the specific special educational provision).

In addition, we are committed to ongoing evaluation and refinement of our approaches by regularly reviewing progress, incorporating feedback, and staying informed of the latest research and legislative updates in the field. By embracing a culture of learning and adaptability, we aim to enhance our support for every learner, ensuring that all individuals—regardless of their unique needs—have equitable opportunities to thrive in a safe, inclusive, and nurturing environment. Our collaborative ethos, grounded in respect and empathy, drives us to continually seek innovative strategies that empower individuals and families, strengthen professional partnerships, and uphold the highest standards of quality assurance in all that we do.

Equal Opportunities

Following the Equality Act of 2010. Which protects against discrimination based on 'protected characteristics. In work, services, and education.

Managing Behaviour

- Identifying root causes – behaviour is communication.
- Create predictability – clear, consistent routines and visual timetables to reduce anxiety.
- Stay calm – model calm behaviour and de-escalate situations.
- Positive reinforcement – this will vary from client to client depending on how they feel about praise.
- With clear expectations and boundaries – working with animals, the client must be briefed on expected behaviour and rules to keep the animals safe.
- Break down tasks – to be successful within the session tasks must be broken down into manageable time frames.
- Communication tools – use emotions, cards and movement breaks as and when needed.
- Teach coping skills – the bed rock of the service we offer, ensuring the client can (eventually) understand their emotions and learn how to manage their feelings.
- The choice of two, for de-escalation. Stop speaking and allow the client to process. Then (when ready) offer two choices of activities, showing the client has some control of what happens next.
- Validate their feelings and engage with them that they are understood.
- Up – date any plans in place using the access, plan, do review cycle. With strategies that have both failed and been successful.
- Inform parents, carers and any other professionals working in collaboration.

Antibullying

1. **Clear Definitions:** Define bullying as persistent, intentional behavior (physical, verbal, emotional, online) intended to hurt, often leveraging power imbalances.
2. **Scope:** Apply to all interactions: staff-to-staff, therapist-to-client, client-to-therapist (especially concerning vulnerable groups like children/adults at risk).
3. **Statement of Intent:** A commitment to a respectful, safe environment, free from harassment, discrimination, and abuse.
4. **Roles & Responsibilities:** Outline duties for leadership (oversight, investigation) and staff (reporting, intervening).
5. **Reporting Procedures:**
 - a. **Informal:** Encourage direct conversation or involving a senior colleague/manager.
 - b. **Formal:** Provide clear channels (e.g., complaint forms, designated person) for reporting, ensuring confidentiality and impartiality.
 - c. **Anonymity:** Allow anonymous reports where possible.
6. **Investigation Process:** Mandate prompt, impartial investigations, gathering evidence and statements from all parties.

7. **Support for Victims:** Offer counseling, follow-up, and resources to address the profound impact (anxiety, depression, isolation) of bullying.
8. **Consequences:** Define actions for substantiated claims (counseling, education, disciplinary measures, termination).
9. **Prevention & Training:** Regular training on policy, ethical conduct, power dynamics, and recognizing signs of bullying.
10. **Legal Compliance:** Ensure adherence to relevant legislation (e.g., UK Equality Act 2010).
11. **Power Imbalance:** Therapists inherently hold power; policies prevent abuse of this dynamic (psychological, intellectual, group-based).
12. **Vulnerability:** Therapists work with vulnerable individuals, making safeguarding from harm paramount.
13. **Ethical Duty:** Protects the therapeutic relationship, maintains professional standards, and prevents harm to both clients and staff.

In schools, prisons, and care homes, we adhere to the specific anti-bullying policies and procedures established by each setting.

Staff Code of Conduct

- **Accountability:** Take responsibility for your actions and anything you fail to do.
- **Respect & Dignity:** Protect the privacy, dignity, rights, and welfare of those who are vulnerable.
- **Confidentiality:** Keep information confidential, but do not promise secrecy if someone reveals harm—report any concerns immediately.
- **Professional Boundaries:**
 - Do not share personal contact details like phone numbers or social media.
 - Avoid making inappropriate promises, sarcastic or sexual remarks, and intrusive behaviour.
 - Never pursue sexual relationships or contact with vulnerable individuals.
 - Whenever possible, avoid being alone with a vulnerable person; make sure another adult is present.
- **Communication:** Communicate openly and effectively, using suitable language, and challenge any unacceptable behaviour.
- **Safety & Welfare:** Safeguard people from harm, exploitation, and discrimination.
- **Collaboration:** Cooperate with colleagues and report concerns or breaches to the appropriate person.

What to Do (Do's)

- Listen carefully to concerns and promote open discussion.

- Ensure everyone knows about safeguarding procedures.
- Always maintain professionalism.
- Immediately report any allegations or suspicions of abuse.

What Not to Do (Don'ts)

- Do not promise to keep secrets.
- Do not make inappropriate promises or comments.
- Do not engage in any type of sexual relationship or contact.
- Do not give out personal contact or social media information.
- Do not let abuse go unreported.

Policy Implementation

- Review the policy on a regular basis, such as once a year.
- Make sure staff are trained on the code and safeguarding procedures.
- Follow safe recruitment processes, including conducting Disclosure and Barring Service (DBS) checks.

Lone Working

- **Risk Assessment:** Mandatory for all lone working, identifying hazards (child's needs, environment) and implementing control measures.
- **Training & Suitability:** Staff must have relevant skills, qualifications (e.g., first aid, safeguarding), and approval before working alone.
- **Supervision & Communication:** Regular checks, call systems (radios), and clear communication channels for immediate backup.
- **Procedural Safeguards:**
 - **Doors Open:** Keep doors open during one-to-one sessions (unless confidential therapy) so others can see in.
 - **Visibility:** Sit near the door; ensure both parties are visible through windows if a door must be closed.
 - **No Seclusion:** Avoid remote or secluded areas; no 'engaged' signs.
 - **Parental/Carer Involvement:** Meet with parents/carers beforehand to agree on activities and share policies.
- **Emergency Procedures:** Clear steps for medical incidents, child distress, or personal safety threats, including immediate reporting.
- **Documentation:** Record all incidents, concerns, and actions taken.

Essential Practices

- **One-to-One Approval:** Managers must approve one-to-one work based on risk assessment, not just staff availability.
- **Child's Best Interest:** The primary focus is the safety and well-being of the child, ensuring effective, safe support.
- **Staff Safety:** Workers must be trained to remove themselves from unsafe situations immediately, prioritizing personal safety.

Regular audits and feedback mechanisms should be established to monitor ongoing compliance with safeguarding policies, ensuring that both staff and procedures evolve to meet changing needs. Encourage a culture of accountability and transparency, where continuous learning and improvement are prioritized, and all staff understand their responsibilities in promoting a safe environment for vulnerable individuals. Collaboration with external agencies and ongoing review of best practices will further strengthen the organization's commitment to safeguarding.

Attendance

Regular attendance helps clients benefit fully from our sessions, which we monitor monthly. We offer home visits to support young people. Attendance is tracked for cancellation patterns—if persistent issues arise, we suggest alternative session times. Ongoing attendance concerns are discussed with the Local Authority to decide the next steps.

Complaints and Compliments

- Encourage verbal and written feedback- let clients know you welcome their thoughts on what works well.
- Use for improvement, reviewing positive feedback helps identify effective practices and informs the continued development of your services.
- Document written compliments. Can be used with consent and anonymity for marketing purposes.
- An informal process for complaints is recommended in the first instance. As many issues can be resolved with open communication.
- A formal complaint must be provided in writing, stating the nature of the complaint and what outcome the complainant expects. Wildling Adventures will send an automated response stating they have acknowledged the complaint and will respond with 3 to 5 working days.
- If the complainant is unsatisfied with the outcome, they have the right to contact the appropriate Local Authority for further guidance.

Self-Evaluation and Oversight

- **Self-Reflection & Awareness:** Encourages internal teams to honestly assess capabilities, challenges, and outcomes (e.g., for learners, patients).
- **Evidence-Based Assessment:** Uses data, performance reports, audits, and feedback (e.g., patient/family input) to substantiate self-assessments.
- **Discuss & Debate:** Engage staff in professional discussions to challenge assumptions and build consensus.
- **Identify Priorities:** Pinpoint key areas for development or excellence
- **Purpose:** To monitor performance, ensure public accountability, support improvement, and ensure wise use of resources.

Admission Arrangements

Referrals can be made directly by an organisation or parent/carer. These can be made through our website or by phone call. We aim to have the initial session booked within 4 weeks of first contact. Once the initial session has taken place, a meeting will then be held to discuss if our service is the correct service for the client and how often the sessions will take place.

Following agreement from all parties, a tailored care plan is developed to address the client's unique needs and goals. This plan outlines the frequency and type of sessions, responsibilities of staff, and the methods for regular review to ensure the support provided remains effective and relevant. Progress is monitored collaboratively, allowing for adjustments as necessary to best serve the interests of the individual and maintain high standards of care and accountability. With a plan and outcomes for the individual.

Owners Robert and Rebecca Haigh

Company Number - 14009497

AAL - 00002099