

The Learner Charter has two purposes:

- to explain what you can expect when you become a student with us
- to guide you in what we expect of you

WHAT WE EXPECT FROM YOU

That you will try to:

- respect College procedures
- take responsibility for your learning by attending regularly and punctually, and allocate sufficient time for home study where necessary
- seek help if you need it
- make use of the information given to you on safety and safeguarding
- be considerate to the rights and interests of other learners and staff
- treat everyone with respect
- support the principles of our policy on Equality of Opportunities let us know quickly if you feel we have not provided a reasonable service or if you have any problems with your course

The College has a Complaints Procedure that treats complaints as an opportunity to improve. Details can be obtained from the Adult Education Office at Comberton
commed@combertonvc.org

WHAT YOU CAN EXPECT FROM US

We aim to:

- provide clear information about courses available
- help you choose a programme of study that suits your needs
- ensure that your application for a place is handled fairly and efficiently
- provide an appropriate induction to your programme of study
- provide a well taught and effectively managed programme of study
- make sure that classes start and end on time and give you notice of any unavoidable changes
- offer learning resources to support your programme of study
- give you a clear picture of how you are to be assessed and advise you regularly on your progress
- enable you to evaluate the course during your period of study
- provide access to advice and information on educational or guidance issues
- respond quickly to any problems you tell us about
- promote a caring and supportive atmosphere
- respect the differences in our community in line with the College's Equality of Opportunities Policy
- keep you informed and up to date about developments which may affect you

We treat everyone with respect, we have an Equality of Opportunities Policy, which states exactly that. We like to think that students play an active role with staff in supporting equal opportunities, by challenging and reporting discriminating behaviour.

We reserve the right to refuse admission or refer learners to alternative appropriate classes on academic grounds if necessary. We reserve the right to withdraw tuition and exam entries in the event of verbal, physical or intimidating behaviour to other learners, tutors or staff.

SAFEGUARDING

Adult abuse is defined as “a violation of an individual’s human and civil rights by any other person or persons”.

Abuse can take many forms, some of which are:

- Discriminatory abuse – for example abuse on grounds of someone's race, disability, gender, sexuality, religious belief, age, gender reassignment, marriage/civil partnership, pregnancy and maternity or sexual orientation
- Physical abuse - hitting, pushing, burning, kicking or restraint.
- Psychological abuse - verbal abuse, humiliation, bullying or the use of threats, including cyber bullying, blaming, isolation or removal from services or supportive networks.
- Financial abuse - illegal or improper use of a person's property, money, pension book, bank account or other belongings.
- Sexual abuse - direct or indirect sexual activity where the vulnerable person cannot or does not give their consent, including rape and sexual assault.
- Neglect - not providing a person with the essential care they need, thus causing them to suffer, and failure to provide access to appropriate health, social care or educational services.
- Institutional abuse – which is poor professional practice, including neglect, and which can take the form of isolated incidents or pervasive ill treatment including gross misconduct. This form of abuse is about organisations, their employees and their employees and working practices failing to achieve expected standards including recognition of vulnerable groups.

Reporting

Any individual who is subject to or witnesses abuse, or hears of it, or learns of a potentially abusive situation, must report it to either their tutor, the Adult Education Manager or to a Safeguarding Lead. It is never someone else's responsibility. Adult Education can be contacted on 01223 264721 or commed@combertonvc.org The Safeguarding Lead at Comberton is Jennie Girling 01223 262503 jgirling@combertonvc.org The Safeguarding Lead at Cambridgeshire Skills is Rachel Carpenter 07816926912 rachel.carpenter@cambridgeshire.gov.uk

BRITISH VALUES

We will promote British values to all our learners as part of their learning experience. Tutors are encouraged and supported to use every opportunity to make sure that learners respect and reinforce shared British values whilst creating space for open debate. British values are:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect and tolerance for those with different faiths and beliefs.

Disclosures and reporting regarding learners and staff who display or espouse values contrary to the accepted British values should follow the same process as safeguarding for recording and report to the tutor, Adult Education Manager or Safeguarding Lead (as above).

PREVENT

Extremism is defined as:

“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

MODERN SLAVERY

Modern slavery is the severe exploitation of other people for personal or commercial gain. Modern slavery is all around us, but often just out of sight. People can become entrapped making our clothes, serving our food, picking our crops, working in factories, or working in houses as cooks, cleaners or nannies. <https://www.antislavery.org/slavery-today/modern-slavery/>

There are 4 types of modern slavery, Labour exploitation, Sexual exploitation, Domestic servitude and Criminal exploitation.

People end up trapped in modern slavery because they are vulnerable to being tricked, trapped and exploited, often as a result of poverty and exclusion. It is these external circumstances that push people into taking risky decisions in search of opportunities to provide for their families, or are simply pushed into jobs in exploitative conditions.

Recognising someone in slavery, they might:

- appear to be under the control of someone else and reluctant to interact with others
- not have personal identification on them
- have few personal belongings, wear the same clothes every day or wear unsuitable clothes for work
- not be able to move around freely
- be reluctant to talk to strangers or the authorities
- appear frightened, withdrawn, or show signs of physical or psychological abuse
- dropped off and collected for work always in the same way, especially at unusual times, i.e. very early or late at night.