

1.1 Policy Statement:

Al Sarooj Training institute (STI) is committed to providing a safe, secure and stimulating learning environment for all learners. Students can reach their full training potential only when they are happy, healthy and safe, and when there is a positive culture to engage and support them in their learning. STI acknowledges that student wellbeing and student learning outcomes are mutually linked. The development of appropriate, effective strategies that respond to learner stress and promote their welfare and wellbeing is a central concern of STI.

Learner Welfare covers areas such as safety and the prevention of harm, as well as assisting learners to achieve their potential, both academically and professionally. Wellbeing relates to the development of resilience, emotional and social competence as well as the avoidance of harm.

2. Purpose:

This policy fulfils the following purposes:

- 2.1 It provides support for learners who are experiencing difficulty in satisfying the required programme or training requirements.
- 2.2. It provides a framework for a response to learners whose progress is unsatisfactory, or where concerns are identified about the welfare or wellbeing of any learner.
- 2.3. It promotes the wellbeing and welfare of individual learners, provides a safe and healthy work environment for all learners and staff, and promotes the use of timely, proportionate and appropriate intervention in cases of difficulty or distress.

3. Scope

- 3.1. This policy extends to all registered learners of STI

4. Principles

The following principles apply.

4.1 The welfare and safety of learners, staff and other STI members are of paramount concern in any response.

4.2 STI is aware of, and adheres to, legislation and regulation regarding the protection of children and vulnerable adults (where applicable).

4.3 This policy is intended to be supportive of individual learners who experience distress or difficulty and also to recognise the right of all STI members to learn, work and live without unwarranted interference from others.

4.4 All learners are expected to take responsibility to monitor and protect their own health, welfare and wellbeing.

5. policy

5.1 STI is committed to developing a community that promotes the welfare and wellbeing of individuals and the community, welcomes diversity, and provides opportunities for learners to achieve their aim of the training.

5.2 Learner Supports are intended to facilitate learners to achieve their full potential and successfully manage the challenges of learning. STI recognises that individual circumstances may require additional support and intervention in order to promote individual wellbeing and ensure the safety and wellbeing of the STI community.

5.3 This policy is intended to be applicable to learners who are experiencing difficulties in any aspect of their learning, including interpersonal relationships within our institute, satisfying the required programme or professional requirements. The aim is to enable learners to progress safely and productively through their programme. It is also intended as providing a means for addressing instances of unsatisfactory attitude and/or behaviour, which in isolation is not considered a disciplinary matter but is not deemed fitting for the STI ethos and/or the training for which they are undergoing training.

5.4 The application of the policy is varied in accordance with the identified difficulty, in order that the support provided is adequately tailored to individual circumstances.

6. Guidance: Recognising Welfare and Wellbeing Concerns:

6.1 This section outlines what might constitute a circumstance for concern by or about a learner. This is not an exhaustive list, but instead provides some indications of what could be considered circumstances of concern.

a. **Troubling Behaviours:** Concern can be grounded in signs of lack of self-care, or signs or statements of distress or troubling behaviour, including:

- i. Direct statements related to distress related to their experiences in STI. This includes but is not confined to allegations of interpersonal conflict or harassment.
- ii. Potential self-harm: noticeable cuts, bruises or burns on a learner.
- iii. Repeated absences from class, work, study, or normal activities .
- iv. Learner seeking frequent extensions or exceptions for extenuating circumstances.
- v. Learner sending communication such as frequent, lengthy, or agitated emails .
- vi. Frequent and/or intense emotional outbursts.
- vii. Extreme personality changes such as appearing more withdrawn or more animated than usual.
- viii. Expressed hopelessness, fear or worthlessness; themes of suicide, death and dying
- ix. Direct statements related to distress, family issues, or other difficulties.

b. **Disruptive Behaviours:** Concern can be grounded in the demonstration of an unacceptable or unsatisfactory attitude and/or behaviour, including:

- i. Interference with or disruption of the learning process and rights of other learners or the normal functions of the institute.
- ii. Demanding, verbally abusive, bullying or intimidating behaviours.
- iii. Displays of extreme irritability.
- iv. Displays of irrational or impulsive behaviours.

c. **Threatening Behaviours:** Concern can be grounded in behaviour or statements that constitute a threat to themselves or others, including:

- i. Physical/verbal confrontations
- ii. References to access or use of a weapon or threats of violence

iii. Threatening communication, including through electronic means

d. Behaviours that may impact upon progression: Concern can be grounded in behaviour that suggests that a learner may not progress to the next stage of their programme, despite being given appropriate opportunity to avail of academic supports. The concerns here may relate to academic or professional work of the learner, the professionalism of the learner in the conduct of IICP College related activities, or any related matter, including:

- i. Consistent failure to submit assessments.
- ii. Failure to adhere to course requirements without appropriate explanation .
- iii. Consistent failing to attend (with or without explanation) where this might impact on progression.

e. Where learners are facing possible difficulties with progression, then academic policies are usually most appropriate to this circumstance. However, where academic policies do not seem appropriate, or have not been effective, then this policy may be used. In this instance learners may be required to attend a meeting with his instructor and/or institute management. In such circumstances, the implications of their unsatisfactory work will be highlighted, and the required standard clarified. Learner supports will be identified, and where appropriate a learning plan put in place.

7 Procedure.

7.1. Any learner experiencing difficulties is encouraged and expected to take action to protect their own health and welfare. This includes utilising medical, therapeutic, community and family supports that are available to them.

7.2 Learners should normally communicate their concerns to the institute at the earliest opportunity.

7.3 A learner may express a concern for themselves of another learner in confidence, while also noting that confidentiality may be limited by welfare and wellbeing concerns. However, learners should be aware that their information is not

shared beyond those who need to know. This may include STI staff who require this information to carry out their duties.

7.4 Attendance at and Records of meetings. It should be noted that staff members are required to keep a written note of attendance of any meeting, formal or informal, and that STI Data Protection Policies apply to such records.

8. Institute Response:

8.1 STI responds to care and welfare concerns through a designated team, co-ordinated by training manager constituted to fit with the identified learner needs.

8.2. The Care Team will respond to learners' individual circumstances and needs, but will be guided by this policy in designing their response.

Revision And Approval

Rev.	Date	Nature of Changes	Approved By
00	07, January 2018	Original issue.	MD
01	01, April 2020	Review and amendment	MD
02	22, Feb 2024	Revised and updated	MD
03	23, Feb 2025	Revised and updated, next revision date added	MD

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Dawood Al Mahrizi

MD

