



THE STABLES INDEPENDENT SCHOOL

Training, Continuing Professional Development and Mandatory Training Compliance Policy

This policy links directly to the listed Stables Policies	Safeguarding inc. Child Protection Promoting Positive Behaviour & Relationships Online Safety Code of Conduct Whistleblowing Equality & Diversity Health & Safety First Aid Supporting Pupils with Medical Needs GDPR Risk Assessment Disciplinary & Capability Procedures
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This policy was reviewed and approved by the Proprietor in Autumn term 2026. It will be reviewed annually and approved by the Proprietor.

1. Purpose

This policy sets out how The Stables Independent School will plan, provide, record, monitor and assure staff training, continuing professional development (CPD) and mandatory-training compliance. It is intended to support safe practice, pupil welfare, effective education, staff development and the effective discharge of the proprietor's responsibilities.

It replaces the previous standalone "Staff Mandatory Training Compliance Procedure". The compliance process is now contained in section 10 of this policy.

2. Scope

This policy applies to all people working at or on behalf of the school, including the proprietor, leaders, employees, agency and supply staff, volunteers, contractors and trainees, to the extent relevant to their role and contact with pupils. Role-specific requirements and access arrangements must be applied proportionately.



3. Principles

- Training and CPD will be planned from risk, pupil need, job role, statutory and regulatory requirements, inspection findings, incident learning, appraisal and school-improvement priorities.
- No person will undertake duties for which they lack the necessary induction, competence, supervision, authorisation or risk controls.
- Mandatory learning will be scheduled, tracked and completed within paid contractual time or otherwise by agreement. The school will consider reasonable adjustments and accessible learning arrangements.
- Completion alone is not treated as proof of competence. Where a role requires practical competence, the school will assess, observe, supervise or otherwise assure competence.
- Training access and CPD decisions will be fair, transparent and non-discriminatory, with appropriate regard to equality, disability and individual needs.
- Safeguarding is everyone's responsibility. Training and updates will promote a child-centred approach and an "it could happen here" culture.

4. Legal and regulatory framework

This policy must be read alongside the current versions of the following, together with applicable local safeguarding-partnership procedures and the school's own policies. The reference list is deliberately reviewed annually rather than treated as static:

- The Education (Independent School Standards) Regulations 2014 (as amended), including the proprietor's responsibilities for welfare, health and safety, staff suitability and leadership and management.
- Keeping Children Safe in Education (KCSIE) 2026. All staff must read Part One in full and follow the school's safeguarding arrangements; the brief overview is complementary only and is not a replacement.
- Working Together to Safeguard Children, current edition, and local multi-agency safeguarding arrangements.
- Children Act 1989; Equality Act 2010; Health and Safety at Work etc. Act 1974; Data Protection Act 2018 and UK GDPR, where applicable.
- The Prevent duty and relevant current statutory guidance.

This policy does not replace specialist advice, contractual terms, statutory guidance or the school's safeguarding, disciplinary, health and safety, medication, first-aid, behaviour, staff conduct, risk-assessment, equality, data-protection or whistleblowing policies.

5. Roles and responsibilities

Role	Responsibilities
Proprietor – Karim Lalani	Ensure suitable arrangements, resources, oversight and assurance are in place; receive compliance and risk reports; ensure leaders have appropriate knowledge and skills; challenge unresolved risk.
Headteacher – Sarah Porter	Own and implement the annual training plan; approve role profiles; ensure induction, training access, appraisal links and CPD evaluation; report material risks to the proprietor.
Designated Safeguarding Lead (DSL) – Sarah Porter	Advise on safeguarding-training content and updates; ensure induction and annual updates meet current safeguarding expectations; maintain evidence of staff understanding; identify role-specific safeguarding development.
Line managers	Confirm role requirements; support completion; monitor competence and due dates; remove or manage duties where competence is not current; address barriers promptly and fairly.
School Office Manager – Natasha Gibson	Maintain the central training matrix and evidence; issue reminders; produce reports; protect personal data; escalate overdue or missing records.
Staff	Complete required learning, engage with updates, raise barriers early, provide valid evidence where requested, apply learning in practice and seek support or supervision where unsure.

6. Induction, probation and role changes

Before unsupervised work with pupils or performance of safety-critical tasks, the school will complete a role-appropriate induction and put in place any necessary supervision or restrictions. Induction will include, as relevant:

- the child-protection policy, staff code of conduct, behaviour policy, safeguarding response to children who are absent from education or go missing from education, local referral pathways, whistleblowing arrangements, and the identity and role of the DSL and deputies;
- KCSIE Part One in full, recorded as read and understood, plus any required school-specific safeguarding briefing;



- health and safety, emergency and fire arrangements, site-specific risks, first-aid arrangements, online safety/filtering and monitoring expectations, data protection and confidentiality;
- role-specific procedures including medication, food hygiene, physical intervention, moving and handling, intimate care, medical needs, behaviour support, transport or other operational activities where relevant;
- the training matrix, deadlines, evidence requirements, support route and compliance escalation process.

Probation, agency onboarding, return after prolonged absence, material role change, incident learning and changes in pupil need will trigger a review of training, competence, supervision and restrictions. Completion dates must not be used to authorise a person beyond their assessed competence.

7. Mandatory training and refresher arrangements

The training matrix in Appendix A is the school's controlled schedule. It establishes a minimum baseline; the Headteacher, DSL or line manager may require additional, earlier or role-specific training after risk assessment or changes in guidance. "Refresh" may mean formal retraining, update, assessment of competence or another evidenced method appropriate to the subject and provider requirements.

Safeguarding and child-protection training must be regularly updated. In addition, all staff will receive safeguarding and child-protection updates as required and at least annually. This may include briefings, staff meetings, e-bulletins, scenario work, policy updates and/or refresher learning, with evidence of communication and understanding retained.

8. CPD planning, access and evaluation

The CPD plan will be informed by the school improvement plan, self-evaluation, inspection and external-review findings, appraisal, pupil needs, health and safety, incidents and near misses, policy and legal changes, workforce development, staff feedback and available resources. CPD may include coaching, mentoring, peer observation, reading, professional networks, accredited learning, in-house workshops and external provision.

The Headteacher/School Office Manager will use transparent criteria when prioritising requests, including pupil benefit, role relevance, risk, statutory requirements, development needs, value for money, operational cover and equitable access. Decisions and any agreed follow-up will be recorded.

The impact of significant CPD will be evaluated proportionately through, for example, staff reflection, supervision, competence checks, observations, feedback, audit, pupil outcomes,



practice change and incident trends. Evaluation informs future planning; attendance alone is not an outcome measure.

9. Records, quality assurance and reporting

- A central training matrix will record the person's role, training requirement, provider, completion date, expiry/review date, evidence location, competence or authorisation where applicable, reasonable adjustments/support and escalation status.
- Evidence may include certificates, signed read-and-understood declarations, attendance records, assessment results, training materials, supervision records and practical competency sign-off. Records will be accurate, secure and retained in line with the school's retention schedule and data-protection arrangements.
- The School Office Manager will issue routine reports to line managers. The Headteacher will review compliance at least termly. The proprietor will receive an anonymised or proportionate summary at least termly and immediate notification of material safeguarding, legal, regulatory or operational risk.
- The school will sample the quality and currency of training, trainer competence, certificates, staff understanding and transfer into practice. Errors, expired certificates, gaps and recurring non-compliance will be investigated and corrected.

10. Mandatory-training compliance procedure

The purpose of this procedure is timely completion and safe practice, not automatic sanction. Managers must first establish the nature of the requirement, any immediate risk, the availability of paid time and training, barriers, reasonable adjustments and whether an alternative control is needed. If a person lacks a required competency or authorisation, the school will risk-assess and may restrict, supervise or reallocate duties pending completion.

10.1 Stage 1 — reminder and support

When a required module or refresher becomes overdue, the Training Administrator or line manager will issue a written reminder. It will identify the requirement, due date, completion route, evidence required, available support and an initial completion window of up to two calendar weeks, unless a shorter period is necessary to control risk or a longer period is reasonably required as an adjustment. The manager will confirm that sufficient paid contractual time has been identified or agreed.

10.2 Stage 2 — professional discussion and action plan

If the requirement is not completed by the agreed date, the line manager will hold a documented professional discussion. It will explore barriers, validate the requirement and record a clear action plan, practical support, adjusted arrangements where appropriate, an immediate target date and any interim safeguards. Where the issue concerns safeguarding, health and safety or another safety-critical activity, the manager will consult the relevant lead without delay.



10.3 Stage 3 — formal management action

If non-compliance continues without a satisfactory reason after the agreed Stage 2 plan, the matter may be referred to the school's disciplinary or capability procedure. Formal action is not automatic: it must follow the applicable procedure, be fact-specific, proportionate and fair, and take account of evidence, contractual arrangements, disability or other equality considerations, training access, support offered and risk controls. The employee will receive the procedural rights and representation arrangements provided by that procedure and law.

10.4 Stage 4 — continued non-compliance

Continued failure to comply following formal action may lead to further action under the relevant disciplinary or capability procedure, up to and including dismissal where justified. Decisions must not be predetermined. Safeguarding or safety-critical restrictions remain in place for as long as required by the risk assessment.

10.5 Absence, technical failures and disputes

The school will pause or adjust deadlines where absence, system failure, inaccessible training, a pending reasonable-adjustment request or a valid dispute about the requirement prevents completion. Staff must notify their manager as soon as practicable. Genuine evidence of completion submitted late will be recorded and considered; the school will distinguish record gaps from training gaps.

11. Information sharing and confidentiality

Training records are employment and compliance information. Access will be limited to those with a legitimate role in management, safeguarding, health and safety, HR, audit or regulatory assurance. Safeguarding information disclosed during training, supervision or compliance discussions will be handled under the safeguarding and information-sharing procedures; confidentiality must not prevent appropriate action to protect a child.

12. Monitoring, review and related policies

This policy will be reviewed at least annually and sooner following a significant change in law, statutory guidance, local safeguarding arrangements, school provision, incident, audit, inspection or identified weakness. It should be read with the school's Safeguarding/Child Protection Policy, Staff Code of Conduct, Whistleblowing Policy, Supervision and Appraisal Policy, Equality and Diversity Policy, Health and Safety Policy, First Aid Policy, Medication Policy, Behaviour/Physical Intervention Policy, Data Protection Policy, Risk Assessment Policy and Disciplinary/Capability Procedures.

Appendix A — Controlled mandatory training matrix

The Headteacher/CPD Lead must complete the provider, role applicability, due date and local procedure columns in the live matrix. Frequencies below are policy baselines or review points, not a substitute for provider instructions, individual competence assessment, risk assessment or current statutory guidance.

Requirement	Who	When / review point	Evidence / assurance
Safeguarding and child protection	All staff, proprietors, volunteers and others as relevant to role	At induction before unsupervised work; regularly updated thereafter. Safeguarding updates at least annually and whenever required.	Read-and-understood record for current KCSIE Part One; induction record; update attendance/acknowledgement; assessment or discussion as appropriate.
DSL / deputy DSL training	DSL and deputies	Before or promptly on appointment; refreshed/updated in line with current statutory guidance and role need.	Provider evidence; role-specific update log; supervision/quality assurance.
Prevent / radicalisation awareness	All staff as relevant to role	At induction and refreshed through safeguarding updates or earlier where risk/guidance requires.	Training or briefing evidence; staff awareness checked.
Staff conduct, low-level concerns, allegations and whistleblowing	All staff	At induction; annual update and after policy change.	Signed acknowledgement / briefing record.
Online safety, filtering and monitoring	All staff; enhanced role-specific learning for relevant leaders/IT staff	At induction; annual update and after material system or risk change.	Briefing record; role-specific competence/oversight evidence.
Health and safety and site induction	All staff and regular contractors	Before duties begin; refresher and local briefings as risk assessment requires.	Induction checklist; local-risk acknowledgement.
Fire safety and emergency procedures	All staff	At induction; refresher and drills in accordance with fire-	Attendance and drill records; competence/role checks.



		risk assessment and school procedures.	
First aid	Nominated first aiders; other staff as determined by first-aid needs assessment	Before appointment to first-aid role; renew in accordance with qualification/provider requirements and needs assessment.	Valid certificate; first-aid needs assessment; rota/coverage evidence.
Administration of medication	Only staff authorised to administer medication	Before authorisation; refreshed at least every two years, sooner where procedure, medication, pupil needs or competence requires.	Training/competence sign-off; authorisation record; supervision/audit.
Food hygiene / food safety	Staff handling, preparing or supervising food, as risk-assessed	Before duties; refresh in line with role, risk assessment and provider requirements.	Certificate/briefing and local-procedure sign-off.
Behaviour support / physical intervention	Only staff whose role or pupil plans require it	Before undertaking the relevant intervention; annual practical/theory refresh or sooner if provider, risk, pupil plan or incident review requires.	Current provider certification; practical competence sign-off; incident review.
Moving and handling / intimate care / medical needs	Only staff whose role or individual pupil plans require it	Before duties; refresh as risk assessment, individual plan and provider requirements dictate.	Role/pupil-specific competence assessment and plan acknowledgement.
Data protection and confidentiality	All staff	At induction; annual update and after significant procedural change.	Acknowledgement, briefing or learning record.
Equality, inclusion and SEND awareness	All staff	At induction; CPD through appraisal/need and when policy, cohort or risk requires.	Training/briefing record; practice review as appropriate.



Appendix B — Safeguarding learning outcomes and annual update checklist

The DSL will maintain a detailed, current safeguarding learning-outcomes checklist and amend it for changes in KCSIE, Working Together and local procedures. As a minimum, induction and updates must enable staff to understand:

- the school's safeguarding systems, the DSL/deputies, early help, referral routes, recording expectations, confidentiality and what to do if the DSL/deputy is unavailable;
- the child-centred approach, indicators of abuse and neglect, extra-familial harm, child-on-child abuse, sexual violence and sexual harassment, exploitation, serious violence, domestic abuse, mental health, missing/absent education, online safety and filtering/monitoring risks;
- the requirement to act immediately on concerns, record facts, not promise confidentiality to a child, and make a direct referral where appropriate if internal routes do not result in action or delay would place a child at risk;
- Prevent, radicalisation and Channel referral arrangements; FGM reporting duties where applicable; allegations, low-level concerns and whistleblowing; and the heightened vulnerability of children with SEND or other additional needs;
- current local safeguarding arrangements and any school-specific risks, including prejudice-based harm and discrimination where relevant to current guidance and local context.

Appendix C — Reference sources

- Keeping Children Safe in Education (current 2026 edition):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The Education (Independent School Standards) Regulations 2014, revised version:
<https://www.legislation.gov.uk/uksi/2014/3283>
- KCSIE 2026 summary of changes (NSPCC): <https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>

This document is an operational policy, not legal advice.