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| <b>Title</b>            | <b>Apricot Learning Charter</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Cross References</b> | <b>Internal:</b> <ul style="list-style-type: none"> <li> Child Protection and Safeguarding Policy</li> <li> Training and Learning and Assessment Policy</li> <li> Curriculum Policy</li> <li> Behaviour and Attendance Policy</li> <li> Online Safety Policy</li> </ul> |
| <b>Date</b>             | <b>October 2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## 1. Our Aim

The Apricot Learning Charter sets out the shared commitments that help students experience safe, positive and purposeful online learning. Apricot Online provides alternative education for students with a wide range of needs and starting points. Success therefore does not look identical for every learner: progress may include rebuilding confidence, increasing engagement and attendance, developing routines, completing learning, gaining qualifications or preparing for reintegration and future education, training or employment.

The Charter is based on partnership. Students, parents/carers, commissioners and Apricot Online each have a role in helping the placement succeed. Expectations should always be applied in a way that reflects the student's agreed programme, individual needs, SEND, health and wellbeing, and placement objectives.

## 2. Shared Commitments

| <b>Commissioner / Parent or Carer</b>                                                                                                                               | <b>Student</b>                                                                                                                                                       | <b>Apricot Online</b>                                                                                                                                                                                                                         |
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| <b>Ready to learn</b><br>Help the student have access to the equipment, internet connection and appropriate learning environment needed for their agreed programme. | <b>Ready to learn</b><br>Log in and be ready for agreed lessons as fully as I am able. Let an adult know if something is making this difficult.                      | <b>Ready to learn</b><br>Provide clear timetable and access information, explain what is needed for lessons and communicate promptly if a technical or platform problem changes arrangements.                                                 |
| <b>Attendance and punctuality</b><br>Support attendance at the agreed timetable and let Apricot know promptly about absence or barriers to attendance.              | <b>Attendance and punctuality</b><br>Attend my agreed lessons and arrive on time where I can. If I am struggling to attend or stay in a lesson, I will tell someone. | <b>Attendance and punctuality</b><br>Monitor attendance and engagement, recognise patterns or changes, share agreed information with commissioners and respond appropriately where attendance may indicate a barrier or safeguarding concern. |

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| <b>Learning and progress</b><br>Take an interest in progress and support realistic routines, deadlines and agreed learning goals.                                                                                     | <b>Learning and progress</b><br>Take part in lessons and complete work to the best of my ability. I will ask for help when I need it and keep trying even when learning feels difficult.                        | <b>Learning and progress</b><br>Provide high-quality live online teaching, appropriate resources, assessment and feedback. Adapt teaching to individual starting points, SEND and barriers to engagement, and report progress regularly.                                                               |
| <b>Behaviour and relationships</b><br>Support respectful behaviour and reinforce agreed expectations for online learning.                                                                                             | <b>Behaviour and relationships</b><br>Treat staff and other students with respect. I will follow reasonable instructions and help keep the online classroom safe and positive.                                  | <b>Behaviour and relationships</b><br>Create a calm, respectful and supportive learning environment. Recognise positive effort and achievement and respond fairly to behaviour concerns in line with Apricot policies.                                                                                 |
| <b>Health, wellbeing and safeguarding</b><br>Share relevant information that may affect learning, safety or wellbeing and keep contact details up to date.                                                            | <b>Health, wellbeing and safeguarding</b><br>Tell a trusted adult if I am worried, unsafe, upset or need help. I understand that adults may need to share information to keep me or someone else safe.          | <b>Health, wellbeing and safeguarding</b><br>Listen to concerns, take safeguarding seriously and respond promptly. Work with the commissioner, parent/carer and relevant agencies where support or protection is needed.                                                                               |
| <b>Online safety</b><br>Support safe and appropriate use of devices, internet access and social media and raise concerns that may affect the student's welfare or learning.                                           | <b>Online safety</b><br>Use Apricot systems responsibly. I will not share login details or lesson links, bully or harass others, or share inappropriate content. I will report anything online that worries me. | <b>Online safety</b><br>Provide secure, controlled online learning arrangements, teach students how to stay safe online and respond to cyberbullying, harmful content, grooming, exploitation and other online-safety concerns.                                                                        |
| <b>Communication and partnership</b><br>Respond to reasonable communications and attend review meetings where required. Share information that helps Apricot understand the student's needs and placement objectives. | <b>Communication and partnership</b><br>Tell Apricot what is working well and what is making learning harder. I will take part in reviews or give feedback in a way that works for me.                          | <b>Communication and partnership</b><br>Communicate regularly and professionally with students, parents/carers and commissioners. Raise concerns early, provide agreed reports and contribute to EHCP, placement, safeguarding, tribunal, inspection or other professional meetings where appropriate. |

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| <p><b>Moving forward</b><br/>Work with Apricot and the student to review progress and next steps, including reintegration, qualifications, further education, training or other agreed outcomes.</p> | <p><b>Moving forward</b><br/>Work towards the goals agreed for me and recognise the progress I make, including small steps.</p> | <p><b>Moving forward</b><br/>Keep the placement under review and help identify realistic next steps. Celebrate progress in engagement, confidence, learning and achievement as well as formal outcomes.</p> |
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### 3. Using the Charter

This Charter is intended to support a positive partnership rather than operate as a punitive contract. Where a student is unable to meet an expectation, Apricot Online will consider the reason, the student's individual circumstances and whether additional support, adaptation or a placement review is required.

The agreed timetable and placement plan take priority over generic expectations. A student on a phased or reduced programme is not expected to attend provision that has not been agreed for them.

### 4. Our Shared Goal

We want every student to feel safe, respected and able to make meaningful progress from their own starting point. By communicating openly and working together, we can reduce barriers, build confidence and create the best possible opportunity for successful engagement with education.

**Authorised by:** Jodie Butler, Operations Director

**Date:** October 2026

**Review Date: October 2027**