

# LEARNER NEWSLETTER

KEEP SCROLLING FOR HOT TOPICS TO CHAT THROUGH WITH YOUR TUTOR!

## “CITIUS, ALTIUS, FORTIUS – COMMUNITER”

As many of you know we received a monitoring visit from Ofsted in July. We received wonderful feedback from the inspectors, which we can share with you once our report is published. It was great to get feedback or acknowledgement like below:

- Apprentices study an ambitious curriculum which is adapted as required
- Apprentices are placed on the right course to develop new knowledge, skills and behaviours
- Tutors and employers work closely to plan a curriculum that meets the needs of apprentices and employers
- High priority placed on improving teaching and learning
- Investment in staff and staff training
- Improved employer involvement
- More apprentices achieving their programme

At the same time, we need to continue to see more employer engagement, and more engagement with functional skills by apprentices. Tutors will work with you on this.

Thank you so much to staff, learners and employers who participated in any way. The inspectors were very complimentary and thankful.

We are well into the Olympics, with so many different events. It's amazing the lengths many athletes go through to be at the Olympics.



What also stood out to us was the Olympic motto:

- Faster, strong, higher – together
- Citius, Altius, Fortius – Communiter (Latin)

The Olympic Committee President stressed the importance of solidarity within the Olympic Movement and beyond: “We want to put a strong focus on solidarity. That’s what the word ‘together’ means – solidarity.”



Within your apprenticeship, you are your own Olympian. Whether you pass (Bronze), merit (silver) or distinction (Gold), you have so much to work for, so much to achieve. Like an 100m runner you have to cross the line within a certain time, your planned end date. Like a swimmer, who needs to learn breathing techniques, you have to balance work and learning. Like a gymnast you need poise, composure and skill, just like your assignments need to demonstrate.

Please take time to be your own Olympian, at home and work. Take time with your apprenticeship, but attain each part of your curriculum faster, strong, higher and together!

We hope you have a great Summer!

Rick Shuttleworth, Director.

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## EQUALITY AND DIVERSITY – LEFT HANDERS

**The day aims to raise awareness of the everyday issues that left-handed people face as they live in a world designed for right-handed people.**

Being right-handed is more common than being left-handed, with only 10% of the population being left-handed. Your dominant hand can be viewed from in the womb as Peter Hepper studied several hundred baby scans where the baby was sucking its thumb and 90% of babies who sucked their right thumb became right hand dominant, whereas 75% of left thumb suckers became left-handed.

Which hand is your dominant is also influenced by genetics; if one parent is left-handed you are more likely to be left handed and if both parents are left handed then there is one in four chance that their child will be left-handed.

Babies will often use both hands and not show their dominant hand until they are around 2 years old.

In the animal kingdom there are a few animals who show a preference between the right and left hand, two left-handed animals include kangaroos and parrots.

Up until the 1970s children were encouraged not to use their left hand to write with at school, although this article outlines how being left handed still causes difficulties at school and is not supported:

<https://www.theguardian.com/education/2017/aug/14/left-handed-children-penalised-by-lack-of-support-in-uk-schools>

What can be difficult for left-handed people?

At school, left-handed children are often asked to move desks so that they do not bump into the person sat next to them, they may also smudge their writing as their hand will go over what they have already written. Left-handed adults may also find it difficult to use daily items such as a tin opener or a pair of scissors.

Fortunately, the prevalence of left-handed individuals and the challenges they may face have been recognised with shops such as [www.anythinglefthanded.co.uk](http://www.anythinglefthanded.co.uk) selling items to make daily activities easier for those who are left-handed.

## BRITISH VALUES - RESPECT

The Cambridge dictionary defines respect as ‘admiration felt or shown for someone or something that you believe has good ideas or qualities’.

Within British Values ‘mutual respect’ is one of the aspects we should thrive to achieve, this means having respect for your colleagues, customers/service users, and anyone else who has contact with the business.

Respect also involves having respect for yourself, whilst on an apprenticeship it is important that your tutor has respect for you but that you also have respect for them, this includes meeting deadlines set, submitting work to your highest standard and attending appointments scheduled.

As tutors, we understand that things may change, that appointments need to be changed and deadlines may need to be reviewed. However, we can't help if we don't know your circumstances.

Respect is also evident in submitting work that contains plagiarism, this shows a lack of respect for your own achievements and those that have completed the work previously. We run your work through plagiarism checkers and if plagiarism is detected you will be expected to redo the entire piece of work, hold yourself accountable for your own progress and show what you can do.

At Achieving Excellence, we respect all of our learners and colleagues and thank you for all you do for the sector you work in, and we want the best possible outcomes for you.

If you feel that you are not being shown respect in your workplace or with your tutor please do speak to us.

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## PREVENT – GANG MENTALITY

‘Herd mentality, mob mentality or pack mentality **describes how people can be influenced by their peers to adopt certain behaviours on a largely emotional, rather than rational, basis.** When individuals are affected by mob mentality, they may make different decisions than they would have individually.’

Anyone, of any age, can be part of a gang. As humans, we are social beings and thrive as being part of a group however, unfortunately, some groups do not always adhere to rules and laws. Gangs can be a group of individuals who value the same ideologies such as causing harm to others, political views or moral views.

Gang culture started to increase after child labour was regulated in 1833 and because of this young children could not get jobs in factories and therefore contribute towards household costs, this saw an increase in crime rates as children were stealing to provide for their families and children were seen working together to commit crimes. Throughout history there have been ‘famous’ gangs in various areas of the UK such as the Peaky Blinders and the Birmingham Boys in Birmingham which has formed the basis of the popular TV show,

London was the first city noted to have major problems with criminal gangs and 9 different gangs were present in 1888, by 2007 this had risen to 169 different criminal groups being known to the Metropolitan Police.

There are many reasons why an individual may join a gang, this can include; enhance prestige or status among friends (Baccaglini, 1993), Gangs provide other attractive opportunities such as the chance for excitement (Pennell et al., 1994) by selling drugs and making money (Decker and Van Winkle, 1996). Thus,

many youths see themselves as making a rational choice in deciding to join a gang: They see personal advantages to gang membership (Sanchez-Jankowski, 1991).

### What are the signs of someone joining a gang?

- Withdrawing from family.
- Declining school attendance,
- Staying out late without reason.
- Displaying an unusual desire for secrecy.
- Exhibiting signs of drug use.
- Breaking rules consistently.
- Speaking in gang-style slang.

### Additional information:

<https://theconversation.com/why-do-young-people-join-gangs-members-explain-the-appeal-of-risk-taking-120844>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

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## SAFEGUARDING – ANTI BULLYING

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyberbullying
- sexualised bullying

<https://www.familylives.org.uk/advice/bullying/general-advice/what-is-bullying>

What are the impacts of bullying?

Bullying can be very upsetting to the person who experiences this, and the impact can be long term, bullying can lead to low self-esteem, isolation or mental health difficulties such as self-harm or suicidal thoughts.

Who is bullied?

Bullying can happen to anyone and in any place, we often think that children are the only ones who can be bullied but this is not the case, adults can be bullied in the workplace and it is vital that you understand how to recognise signs of this in your work place and report any concerns that you have to look after the welfare of yourself and your colleagues.

Who can help?

If you feel that you are being bullied at work then speak to your line manager, your tutor at Achieving Excellence or one of our safeguarding team

[safeguarding@achievingexcellenceukltd.com](mailto:safeguarding@achievingexcellenceukltd.com)

If you need support with your mental health, please contact your GP or access support services such as The Samaritans.

[Anti-Bullying Week 2024: Choose Respect \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)



Remember to contact us at [safeguarding@achievingexcellenceukltd.com](mailto:safeguarding@achievingexcellenceukltd.com) with any health, safeguarding or welling concerns!

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## HEALTH AND WELL-BEING – BREASTFEEDING AWARENESS

#WBW2024 will focus on breastfeeding and employment/work. It will showcase the impact of paid leave, workplace support and emerging parenting norms on breastfeeding through the lens of parents themselves.

Globally, more than 800 million women workers do not have adequate maternity protection and take up rates among men of parental leave are low.

Within the UK the statutory maternity leave is 52 weeks and is made up of; Ordinary maternity leave – first 26 weeks and additional maternity leave – last 26 weeks, this means that there are different rates of pay for the ordinary and additional maternity leave.

Statutory maternity pay is paid for up to 39 weeks and you get; 90% of your average weekly earnings for the first 6 weeks then £172.48 or 90% of your average weekly earnings (whichever is lower) for the next 33 weeks.

Once a mother has returned to work if they continue to breast feed it is important that this is catered for at work, that women are given the opportunity to express whilst at work to be able to continue to facilitate their choice to breast feed.

The last UK-wide **Infant Feeding Survey** was conducted in 2010, and we are calling on UK governments to reinstate this. Key findings were:

- Breastfeeding initiation: 81% (up from 76% in 2005)
- Exclusive breastfeeding at six weeks was 24% in England compared to 17% in Wales and 13% in Northern Ireland – see below for more recent survey results from Scotland
- Exclusive breastfeeding at three months: 17% (up from 13% in 2005)
- Exclusive breastfeeding at four months: 12% (up from 7% in 2005)
- Exclusive breastfeeding at six months (as recommended by the World Health Organisation) remained at around 1%

What does your work setting do to provide support for those returning from maternity leave to continue to breastfeed?

[World Breastfeeding Week August 2024: Closing the Gap - The Breastfeeding Network](#)

[World Breastfeeding Week \(who.int\)](#)

