



**Ministry
of Defence**

**JSP 822
Defence Direction and Guidance for Training and
Education**

Volume 4: Care and Welfare in Training

Preface

How to use this Volume

1. JSP 822, Volume 4 sets out Defence Policy Direction and Guidance on Care and Welfare in Training in Defence¹. The volume contains the majority of Defence Learning and Development policies for the Care and Welfare in Training in Defence; where Defence policy sits outside of Volume 4, it is clearly referenced throughout the volume, and in the Coherence section at Para 5 of Volume 1.
2. The volume is made up of Direction and Guidance:
 - a. **Policy Directives** which provides the Direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.
 - b. **Policy Guidance** which provides the Guidance and best practice that will assist the user to comply with the Directives.
3. The volume employs '**must**', '**should**' and '**could**' language as follows:
 - a. **Must**: indicates that the policy direction is a legal or key policy requirement and is **mandatory**.
 - b. **Should**: indicates the policy guidance is a **recommendation**. Although not compulsory, if a decision is made that any part of this policy cannot be complied with, then the Senior Responsible Owner who is ultimately responsible for that decision must thereby own and manage the inherent risks that arises.
 - c. **Could**: indicates that the policy guidance is good practice and encouraged.
4. JSP 822 is the authoritative policy that directs and guides Defence people to ensure that learning (training and education) in Defence is appropriate, efficient, effective and, most importantly, safe. Organisations across Defence have their own policy documents which local policy teams populate and manage, based on their interpretation of the policy contained within JSP 822.

Users should consult those policies and policy teams, within their organisation prior to JSP 822 and the TSLD Training Policy Team that manages JSP 822.

¹ Note that Organisational Learning is captured under the Defence Organisational Learning Structure (DOLS) Framework owned by Joint Warfare in STRATCOM and is not within the scope of JSP 822. The Pan Defence Skills Framework (PDSF) currently sits in Ch 4 of JSP 755

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1 The Defence Learning Framework (DLF)

1. The DLF develops the Defence People Strategy's direction to maximise the talent of Defence People, providing a high-level framework encompassing the span of Defence individual and collective learning. The DLF provides key principles across ten component areas, covering all aspects of the Defence Learning Ecosystem. Detailed information on the DLF can be found in Volume 1.

Vision: Defence enables Joint Operational excellence through high quality learning that maximises the use of all the talent available to Defence.									
Mission: To enable the competent, efficient and effective delivery of UK Defence Strategic Objectives by FE@R through the provision of high quality, timely and relevant learning to Defence People.									
Key Components of Defence Learning									
Learning Governance:	Learning Design:	Learning Delivery:	Learning Environment:	Learning Culture:	Individual Skills Development (Professional):	Individual Skills Development (Personal):	Collective Skills Development:	Partnerships:	Learning Futures:
Effective governance structures exist with defined responsibilities and robust H2A mechanisms.	The DSAT QMS and DSAT policy and processes are applied effectively to all Defence Learning.	Modern, flexible learning delivery methods are employed to meet Defence and learner needs.	Modern learning environments and technologies engage the learner in achieving high quality learning outcomes.	A positive, proactive approach to Through Life Development (TLD) pan-Defence is embedded across the workforce	Identification, acquisition and recording of Defence Professional Skills is enabled & embedded pan-Defence.	Defence people are encouraged and enabled to attain personal Skills that maximise their talent (KSE-B)	Deliberate and targeted learning occurs that develops team effectiveness and operational capability.	Strong strategic, operational and tactical partnerships are nurtured to maximise Defence Learning outcomes and benefits.	Research, experimentation and innovation drives continuous improvement in Defence Learning.
Principles of Defence Learning									
1. Effective structures and responsibilities are implemented.	1. Learning meets documented requirements and supports the attainment of Skills.	1. Evidence-based methods are employed to achieve learning outcomes.	1. Physical and virtual learning environments are safe, engaging and accessible high-quality places.	1. Positive attitudes to learning are demonstrated at all levels of Defence.	1. WF Skills are captured and recorded in a single pan-Defence repository.	1. A personalised learning pathway, a Skills Passport, and coaching and mentoring provision is available for all.	1. Collective Training is focussed on the development of teamwork capabilities.	1. Collaboration with PAGs, UK Defence Allies and external organisations is harnessed to improve learning outcomes for the benefit of Defence.	1. Lesson exploitation and horizon scanning identifies opportunities and priorities for learning research.
2. Functional and Capability Sponsors are involved from the outset.	2. DSAT Analysis, Design & Evaluation functions are implemented.	2. Experiential Learning is integrated into the workplace.	2. Learning technology capabilities are developed iteratively in an 'evergreen' approach.	2. WF have the opportunity and support to undertake purposeful learning.	2. Defence Skills records are utilised to:	2. Individuals 'own' and 'value' their personal learning journey, supported with access to learning, qualifications, time and resources.	2. Methods and tools are used to accurately measure and assess teamwork capabilities and skills.	2. Collaboration with DfE influences Government learning policy for the benefit of Defence and its WF.	2. Research work in partnership with DST, DSTL and contracted partners is:
3. Learning Requirements are clearly articulated.	3. Design staff have the necessary Skills to maximise the efficacy of learning interventions.	3. A Blended Learning approach is adopted wherever relevant.	3. A pan-Defence Learning Management and Delivery System:	3. Learning achievement is rewarded and recognised.	a. Exploit workforce talents to meet Defence Strategic Objectives.	3. Individuals are encouraged to develop Skills and gain qualifications to prepare them for life beyond Defence.	3. Identify, measure and evaluate collective team & task outcomes at all levels.	3. Collaboration with partner organisations enables the delivery of apprenticeships, professional accreditation and intellectual development programmes.	a. based on agreed requirements;
4. Continuous improvement is driven across Defence Learning.	4. Interventions are modularised by default and access maximised.	4. Learning diagnostics are employed to establish WF Skills and enable a 'fixed mastery, variable time' approach.	a. Provides coherent information to enable evidence-based investment and policy decisions.	4. Informal learning opportunities are encouraged, supported and exploited.	b. Enable professional development and career progression.		4. A full mix of Live, Synthetic and Blended methods are used to provide Collective Training interventions.	4. Outsourced Defence Learning contracts are managed and assured effectively.	b. supported and exploited into practice.
5. Risk is managed, and resource prioritised to maximise Defence Learning outcomes.	5. Existing content is reused / repurposed to reduce duplication and maximise usage.	5. Delivery staff have the necessary Skills to achieve enhanced learning outcomes.	b. Enables coherent and efficient Governance, Design, Delivery, Assessment and Evaluation.	5. Duty of care and trainee welfare is prioritised in all learning environments.	3. Professional Skills Development is based on clear learning outcomes and recognition of accredited / prior qualifications & learning.				3. Opportunities to experiment and innovate are created, and outcomes are transferred into BaU where appropriate.
6. Robust H2A mechanisms provide assurance at all levels of Defence Learning.	6. Capability development addresses the Training DLoD coherently and in a timely manner	6. Learners have the necessary learning and technology Skills to achieve enhanced learning outcomes.	c. Enables immersive learning.	6. Learning design & delivery account for the learning needs of a neuro-diverse workforce.					

2 Defence Direction for Care & Welfare² in the Training Environment

Policy Sponsor: TSLD, CDP

Initial Training (Phase 1³ and 2⁴) seeks to transform civilians into professional Service personnel (SP), capable of operating in the harshest of global environments and pressured situations. Training must therefore be appropriately delivered and progressively challenging in a way that successfully balances the difficulty, level of pressure and complexity, with the ability of the SP to assimilate the required level of knowledge and develop the right skills, attitudes, and behaviours. To support this, there are 3 key training-focused outcomes:

- optimised training environment.
- minimised risk, whilst delivering realistic, robust and operationally focused training.
- maximised support to training workforce (trainees and training staff).

For Commanders⁵ involved in the delivery of Initial Training setting, monitoring, and assuring the key training-focused outcomes are particularly important. These principles are relevant to all individual training establishments⁶.

This Direction details how trainees⁷ in Phase 1 training⁸ and Phase 2 training⁹, (but with continued relevance to Phase 3 training as well) are to be cared for, developed, trained, and managed from basic military training, through preliminary trade training to career courses and operational deployment. It remains relevant to Phase 3¹⁰ training and candidate preparation courses¹¹.

Commanders must ensure that this Direction is followed by those under their command, and that the latter are aware of their responsibilities under it. Directed

² As an employer, the MOD has Care and Welfare obligations for all the trainees in its charge; this duty has legal, moral and presentational components. Welfare is defined in JSP 770 and footnote 10 of this publication.

³ Phase 1- The period of time a trainee is undergoing initial basic military training. This period extends from the day they are attested and enrolled for military service to the day they successfully pass into Phase 2 training.

⁴ Phase 2 – The period of time a trainee is undergoing initial specialisation, sub-specialisation and technical training following Phase 1 training.

⁵ 'Commanders' covers those commanding/in-charge of any form of Phase 1, 2 or 3 formal training organisations (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units. This includes Reserve units and units which are delivering distributed Phase 1 and Phase 2 training).

⁶ For the purpose of this document an 'establishment' is a site made up of one or more training units/schools. It could also refer to a unit which is not a training unit but regularly delivers Phase 1 and Phase 2 training, including Reserve units.

⁷ The term 'trainee' encompasses all those in the receipt of training across Defence, for both individual and collective training, and encompasses such terms as 'Recruit', 'Student', 'Learner', 'Officer Cadet', 'Exercising Troops' etc.

⁸ Also referred to as Basic Training.

⁹ Also referred to as Initial Trade Training.

¹⁰ Known as Subsequent Trade Training (STT) in the Army

¹¹ Often referred to as Phase 0, candidate preparation courses, selection courses or similar pre-Phase 1 courses provide an introduction to Service life, building ethos, values, and standards. Candidates are still within the recruiting pipeline and are not attested into the Armed Forces but maybe accommodated overnight in military accommodation.

tasks are set out in the table at the end of this chapter and referred to in associated chapters which general principles of the provision of Care & Welfare are set out by the Defence Care & Welfare Framework also included at the end of this chapter.

2.1 Introduction

SCOPE

1. This Direction applies to any individual from the Whole Force involved in the provision or support of Defence training and education in Phase 1 and Phase 2 training establishments, units, and groups. Its principles should be extended to Phase 3 trainees, especially where trainees remain U18 after having transferred from Phase 1 through Phase 2 into Phase 3 or where U18s are regularly part of the pipeline or where single Service (sS) direction exists.

OVERVIEW

2. Defence has a formal obligation to ensure the provision of Care & Welfare¹² in Initial Training is consistently delivered across the Armed Forces. This JSP directs the elements of Care & Welfare that must be provided, as a minimum, within Initial Training establishments (ITE). The Commander must personally own the direction set in their establishments as well as drive continuous improvements to this provision based on evidence of progress of SP available to them. Whilst ownership must be retained at the highest level, everyone in the chain of command has a responsibility for supervisory care. Commanders of ITEs must endeavour to implement this Direction, seeking advice through their sS or TSLD when further clarity is required. Where compliance is not achieved, suitable risk assessment and mitigation should be taken and recorded.

3. Commanders of ITEs have responsibilities and obligations that differ from those of non-training commands. Initial Training has attracted much public attention over the last few decades. Reports such as DHALI/B¹³ revealed not only how things can go wrong in training but also how challenging they can be to correct if allowed to develop ungoverned. The findings of those reports have resulted collectively in extensive remedial action and a substantial injection of resources. There is now much closer scrutiny of the conduct of Initial Training, including external 3rd party assurance inspections of training establishments with reference to Care and Welfare by the Office for Standards in Education (Ofsted)¹⁴ governed by an MOU managed by TSLD on behalf of MinDPV.

¹² The MOD's definition of Welfare is: The provision of a widely recognised and accessible personal and community support structure that secures and improves the well-being of serving personnel and the Service community, is capable of adapting to societal, legislative and operational change and, in so doing, optimises the military capability and motivation of all Service men and women.

¹³ The programme of work instigated to address Duty of Care criticisms in the reports by the Directorate of Operational Capability, the House of Commons Defence Committee, the Adult Learning Inspectorate and Mr Nicholas Blake QC, collectively known as DHALI/B.

¹⁴ <https://www.gov.uk/government/organisations/ofsted>.

AIM

4. The aim of this Direction is to detail the specific responsibilities and obligations concerning the conduct of the training and provision of Care & Welfare for Phase 1 and Phase 2 Trainees. In particular:

- a. Risk Assessment and Supervisory Care (Ch 3)
- b. Safeguarding (inc personnel U18 in training) (Ch 4)
- c. Trainee Management (Ch 5)
- d. Personnel & Training (Ch 6)
- e. Assurance of Care & Welfare in Initial Training (Ch 7)

GOVERNANCE

5. The conduct of Initial Training in Defence is governed by a range of sS and Defence policies. TSLD periodically reviews and updates Defence-level Direction and Guidance for Training, Education and Skills, in conjunction with the sS and on behalf of CDP, the Defence Authority for People. Governance is exercised through sS 1st and 2nd party assurance process and through the Defence Care & Welfare Working Group (DCWWG) to the TSLD Policy Advisory Group (TSLD PAG). 3rd party/external assurance is provided by Ofsted under a commissioned inspection regime.

6. TSLD staff will provide advice to Commanders on policy interpretation and implementation as well as comment on the suitability of proposed mitigating actions where compliance is not possible.

ASSURANCE

7. The assurance of Care & Welfare, as required by Volume 5 of this JSP, is detailed in Chapter 7 of this Volume.

DEFINITIONS

8. The following definitions relate to Care & Welfare in Initial Training:

- a. **Initial Training.** Training delivered throughout Phase 1 and Phase 2 to reach Gained Trained Strength (GTS) / Gains to the Trade Trained Strength (GTTTS) .
- b. **Training Establishment.** A site comprising multiple schools or units under a common command where the operational purpose of that site is predominantly or entirely to deliver training to personnel. In some cases, multiple schools within a training establishment may have separate commands. Where an establishment has responsibility for more than one school/unit there will be a need for some level of coordinated activity and mechanisms across the establishment which may be based on geographical area rather than independent school/unit activity¹⁵. Some frontline units may be deemed for the purpose of this policy, as a training establishment, for

¹⁵ For example, at RAF Cosford the Supervisory Care Directive (SCD) emanates from the Commandant and provides clear and overarching direction to the 4 separate training units based there.

part or parts of its output, for example Operational Conversion Units within a Main Operating Base.

c. **Duty of Care.** The MOD's legal and moral obligation to exercise such a degree of care towards an individual, as is reasonable in all circumstances, to ensure their well-being and that of their property.

d. **Care & Welfare.** MOD's legal and moral obligation to the provision of care and support for the well-being of trainees.

e. **Defence Care & Welfare Framework¹⁶.** A MOD developed framework to consolidate policies and expectation associated with delivery of Care & Welfare provision found at the end of this chapter. It's assessment criteria facilitates an executive summary of unit self-assessment reporting as directed in Chapter 7 of this volume.

f. **Care & Welfare Directed Tasks.** All mandated tasks included in this volume are summarised at the end of this chapter and at the start of each chapter in which they appear.

g. **Supervisory Care.** The expression used to define the moral component of the MOD's Care & Welfare provision. Supervisory care involves the conscious overseeing of trainees by an authorised person to ensure the delivery of an appropriate military, pastoral and welfare regime. Supervisory care goes beyond the delivery of military, technical or specialist training and/or education carried out during the normal working day. It includes the inculcation of professional military ethos, the maintenance of values and standards, ensuring appropriate behaviour, providing assistance or advice on welfare and administration, and the mentoring of trainees by military or suitable civilian staff.

h. **Supervisor.** A member of staff specifically authorised and responsible for the supervisory care of trainees. Commanders may nominate and authorise supervisors from all permanent staff (both military and civilian) on the strength of the establishment, as deemed suitable. This normally excludes Military Provost Guard Service/MOD Guard Service staff and MOD Police unless specifically required¹⁷. Civilian duty staff on the establishment during out-of-hours periods may be expected to carry out supervisory care responsibilities, subject to compliance with the Working Time Regulations 1998¹⁸, where applicable. Commanders are to appoint a lead for the recording of Supervisory Care qualifications (including Basic/Advanced Care of Trainees (Basic/Advanced COT)) for those staff in the Supervisor role, as directed in Chapter 6 of this volume.

i. **Normal Working Hours.** Typically, 0800 to 1800 hours when trainees are normally undergoing formal periods of instruction (Class Contact Time), planned

¹⁶ The principles of this framework remain extant for all provisions of Care & Welfare in Initial Training within Defence including USUs and Reserves.

¹⁷ For example when trainees are detailed for Guard Duty/Fire Piquet under the supervision of MPGS, MGS or MOD Police, but noting the requirements of the extant Direction on Armed Guarding of Phase 1 and 2 Establishments contained within DCDS (MSO)/18/01 CDS Operational (CAT TWO) Arming Directive 2018.

¹⁸ <https://www.legislation.gov.uk/uksi/1998/1833/contents/made>. Elements of these regulations do not apply to member of the Armed Forces.

sporting or other organised activities. This period would include the time for lunch and any other short breaks between instructional periods.¹⁹.

j. **Out-of-Hours (Off Duty).** The time spent outside Normal Working or Silent Hours; typically:

Monday to Friday:

0630-0800 - the time between Reveille/Call the Hands and First Parade/Turn to.

1800-2300 - the time after periods of formal training and before Silent Hours/Lights Out.

Saturday and Sunday:

0630-2300 - in the event of no formal training taking place.

k. **Out-of-Hours (Training).** The time spent undergoing formal periods of instruction outside of Normal Working Hours which will occur during Out-of-Hours (Off Duty and Silent Hours). This period would include activities such as night-time shoots and night-time exercises.

l. **Working Hour Limitations.** A trainee in Initial Training must not spend more than 10 hours²⁰ undergoing organised training (including during Normal Working Hours, Out-of-Hours (Training) or a combination of both) in any 24-hour period. Training staff should deliver no more than 12-hours of formal training in any 24-hour period, excluding Out-of-Hours (Training).

m. **Out-of-Hours (Silent Hours).** The time when trainees are expected to be asleep; typically, 2300 - 0630 hours.

n. **Child.** The Children Act 1989 defines a child as any person under the age of 18 years. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection²¹.

o. **Adult at Risk.** Defined as 'an individual aged 18 or over who:

- (1) has care and support needs (whether or not those needs are being met by the local authority) and;
- (2) is experiencing, or is at risk of, abuse²²; and
- (3) as a result of those care and support needs is unable to protect themselves from either the risk of, or experiencing, abuse or neglect.²³

¹⁹ During this period trainees are deemed to be in employment for the purpose of direction of Defence Baring Service disclosures requirements - see Chapter 4, Section 4.6.

²⁰ Where specific exercises in Initial Training mean that a trainee will spend more than 10-hours undergoing organised training in any 24-hour period this must be formally recorded alongside associated risks, safety requirements and appropriate mitigation to reduce all to ALARP whilst meeting training outputs.

²¹ Working Together to Safeguard Children 2015.

²² Abuse can be physical, sexual, or emotional or involve neglect, perpetrated in person or online. It can occur both within and outwith the military environment.

²³ As stated in JSP 834.

Defence Care & Welfare Framework

Policy		Leadership		Staffing		Safeguarding		Trainee Management		Infrastructure		Access to Facilities		Assurance and Governance	
Clear direction and guidance shall exist within units to ensure Care and Welfare is afforded to all under training.		Leadership at all levels will ensure the right resources, personnel and training is in place to facilitate the required Care and Welfare for all involved.		Training will be staffed with specific consideration given to the recruitment, training and continual professional development of staff.		All staff are able to recognise, respond and report concerns of a safeguarding nature and provide suitable Care & Welfare 24/7.		Trainees will be effectively and appropriately managed throughout each stage of training, including any periods between stages.		Recruits and trainees have suitable infrastructure to facilitate safe and effective training in preparation for operational employment.		Where possible and practical regular accessibility of a wide range of facilities will be supported both in and out of working hours.		Care and Welfare Policy and Provision will be assured at the local level, regularly reported and held to account by TSLD on behalf of CDP.	
Outcomes															
1.1	Every Commanding Officer/Sch O/C is to have their own Supervisory Care Directive (SCD).	2.1	Commanding Officer holds a live Commanders' Risk Assessment (CRA) with clearly articulated likelihood, impact and mitigating actions defined.	3.1	Recruitment of trainers and support staff is conducted in line with Safer Recruitment and pre employment suitability confirmed. Inc DBS checks/records.	4.1	Designated Care & Welfare / Safeguarding lead with defined role and responsibilities in relation to safeguarding and Care & Welfare.	5.1	Provide suitable remedial training or developmental employment, and supervisory care for trainees not under training.	6.1	Provision of warm, safe, well maintained accommodation for sleeping and relaxation.	7.1	Provision, with options, of nutritious affordable food supportive of calorific need whilst under training.	8.1	Self Assessment Report is conducted annually and summary of grading reported through sS/TLB rep to TSLD.
1.2	Every Sch/unit will have a clear Diversity & Inclusion Policy directed by the Commanding Officer.	2.2	All Commanding Officers or O/Cs for Initial Training will complete the CO of Training Establishment Course.	3.2	Training staff will be sufficient in numbers to ensure safe, efficient and effective training to recruits and trainees.	4.2	Each Sch/unit will direct, record and manage ratios of supervisory staff to recruits/trainees.	5.2	Ensure numbers of trainees not under training remains at a manageable number.	6.2	Sufficient provision of bathrooms and toilets to facilitate personal hygiene with sufficient access to hot water.	7.2	Opportunity to access food provision options outside of core meal times.	8.2	A culture of Continuous Improvement is established and managed through a live Quality Improvement and Action Plan.
1.3	Each Sch/unit shall have a clear Health and Safety policy to include any robust training, and designated lead.	2.3	Schools/units will ensure clear and regular lines of communications with all staff and students are maintained.	3.3	All trainers will be trained in line with Defence Trainer Capability requirements.	4.3	Provision of Anti-radicalisation programme to inform all and identify/support those at greatest risk.	5.3	Unit ensures timely and effective communications with parents/family.	6.3	Provision of well maintained and fit for purpose training spaces/classrooms.	7.3	Access to offsite leisure, recreational and retail facilities close to unit location.	8.3	Views of recruits and trainees are sought, heard and actioned on issues surrounding training and Care and Welfare.
1.4	Every Sch/unit will have a clearly defined failure policy which will sit above each courses' assessment specification.	2.4	Commanding Officers will have established chain of command to report and escalate any Care & Welfare risks.	3.4	All staff will have routinely refreshed basic or advanced Care of Trainee training.	4.4	Provision of out of hours Care and Welfare, with initial contact available 24/7 through suitable duty personnel.	5.4	Ensure efficient, effective and timely passage of information between units relating to trainees.	6.4	Access to kitchen facilities in order to hygienically prepare and store food. (Phase 2 only)	7.4	Access to physical training facilities inc suitable equipment to ensure physical and mental fitness can be maintained.	8.4	Internal assurance activities, including 1st Party Audit for training activity is conducted at least annually.
1.5	Every Sch/unit will have a clear policy on bullying and harassment, inc management of any allegations.	2.5	Where applicable HQs will provide direction on any additional policy or requirements above that detailed in JSP822.	3.5	Staff are supported throughout employment, inc induction programme covering all trg processes and Care & Welfare.	4.5	Support to mental well being is promoted and supported throughout initial training and beyond.	5.5	Support trainees withdrawal from training whether due to suitability, medical or personal reasons.	6.5	Access to suitable space to practice religious/non religious reflection, inc out of working hours.	7.5	Provision of all required kit and equipment for training, including storage and upkeep facilities.	8.5	Internal assurance activity, including 1st Party Audit, for Care & Welfare is conducted at least annually.
		2.6	Leadership will ensure active liaison with contractors to ensure standards and facilities are maintained.	3.6	Each unit is to have a Sch/unit code of conduct for all staff and trainers, which is published, publicised and promoted to all.	4.6	Specific consideration of Care & Welfare provision is to be afforded to U18, and those with protected characteristics.	5.6	At risk' trainees are identified and managed appropriately.	6.6	Modern learning IT infrastructure including access to Wi-Fi for personal and professional development.	7.6	Access to educational support inc support for those with SpLD or English as second language.	8.6	Training materials are regularly reviewed/refreshed and remain DSAT compliant.
												7.7	Provision of high quality medical and dental facilities, in and out side of working hours.		

Care & Welfare Directed Tasks	
Short Title	Directed Task
Risk Assessment & Supervisory Care	
CRA	conduct and record a Commanders Risk Assessment for all aspects of training and its environment under their responsibility.
SCD	provide a comprehensive Supervisory Care Directive, accessible and disseminated to all staff and trainees.
H&S	ensure health and safety related processes are robust and in accordance with JSP 375.
Pol	remain aware of other services/policies which directly relate to the provision of Care & Welfare within Initial Training.
Safeguarding (inc personnel U18 in training)	
At Risk	ensure that processes exist to identify and manage trainees at risk.
PREVENT	ensure PREVENT policy is enacted within Initial Training.
U18s	ensure elements of the law affecting U18 are adhered to at all times.*
DBS	posts requiring DBS checks are justifiably identified, actioned and outcomes recorded centrally.*
Armed Guarding	ensure U18s do not conduct duties of Armed Guarding whilst in Initial Training.*
Parental Contact	direct clear policy and processes for contact with parents of U18s whilst in Initial Training.*
Trainee Management	
Trainee Induction	ensure a comprehensive induction of all trainees into the establishment or unit.
Welfare	ensure the provision of Welfare support throughout Initial Training,
POI	ensure that the unit staff actively support the passage of information (POI) relating to trainees between phases of training and on into front-line units.
Unprogrammed Time	ensure that unprogrammed time ²⁴ is planned, structured, and monitored by supervisory staff.
Personnel & Training	
COTE	ensure Commanders and if appropriate their representatives charged with executing executive responsibility for the provision of Care & Welfare attend the COTE course within 3 months of taking up post.
Staff Induction	ensure staff are inducted into the training establishment and are fully briefed on the Supervisory Care Directive and its contents.
Staff Training	ensure all Training staff are suitable for instructional duties ²⁵ trained, developed, and monitored iaw with Defence Trainer Capability requirements set out in Chap 6 of this JSP.
COT	ensure all positions with routine interaction with trainees are identified and the incumbents attend, and remain in date for, Care of Trainees (COT) training (Basic/Advanced)
D&I	all mandated single service individual training inc D&I
PREVENT Trg	ensure PREVENT training is conducted iaw with PREVENT policy.
Assurance of Care & Welfare in Initial Training	
SAR	complete a self-assessment report at least annually based on all assurance activity of the provision of Care & Welfare.
QIAP	manage a live Quality Improvement and Action Plan, directly linked to the Self-Assessment Report.
CI	support a culture of Continuous Improvement.
Assurance of C&W	ensure internal assurance of Care & Welfare provision is conducted.
RTS/OCS	ensure trainees have an opportunity to complete the Recruit Training Survey (RTS) or Officer Cadet Survey (OCS) and that the unit reviews findings.
Ofsted	be aware that the MOD commissions Ofsted Inspections as part of the assurance of Care & Welfare within the Armed Forces. All Initial Training establishments/schools/units must have an appointed Senior Nominee and Nominee (point of contact) to facilitate the inspection and review and action findings.
*For Training Establishments/Schools/Units with U18s only.	

²⁴ Including holdovers and those service personnel awaiting trade training.

²⁵ JSP 757 Part 1 Annex C to Chapter 6 – Guidance to ROs on Making Recommendations for Employment on Trainer Duties

3 Defence Direction for Commander's Risk Assessment and Supervisory Care Directives

For many new trainees, Initial Training is part of their formative development, as they transition from civilian to SP. It is therefore vital, that training is delivered and conducted in the most efficient, appropriate, and supportive manner possible.

As an employer, the MOD has care and welfare obligations for all the trainees in its charge; this duty has legal, moral, and presentational components.

The expression used to describe the moral component is Supervisory Care; this entails the provision of an appropriate military, pastoral and welfare regime that goes beyond merely the delivery of military, technical or specialist training and/or education and includes the inculcation of professional military ethos.

It also includes the need for trainees to be mentored by suitable staff, and recognises the particular vulnerabilities associated with Initial Training and the transition from being a civilian to a trained member of the Armed Forces.

Mandated Requirements
<p>All Commanders of Training Establishments must:</p> <ul style="list-style-type: none">• conduct and record a Commander's Risk Assessment for all aspects of training and its environment under their responsibility.• provide a comprehensive Supervisory Care Directive, with main elements accessible and disseminated to all staff and trainees.• ensure health and safety related processes are robust and in accordance with JSP 375.• implement other services/policies if appropriate which directly relate to the provision of Care & Welfare within Initial Training.

3.1 The Commander's Risk Assessment (CRA)

1. The Commander's Risk Assessment (CRA) should not be confused with the separate requirements of Defence Risk Management and Duty Holding Responsibilities (JSP 375)²⁶.
2. Commanders must complete a CRA that covers all aspects of training in their establishment. This will include identifying areas of concern regarding trainee and staff welfare and the training environment. The assessment will identify risks which require

²⁶ JSP 375: Management of Health and Safety in Defence MOD Form 5010

command action and should be built from the 'bottom up'. The CRA is the commander's primary document which will form the basis of a set of orders presented in the form of a Supervisory Care Directive (SCD).

3. The CRA is a complex and substantial piece of work and Commanders must involve themselves personally in its development, along with trainers, administrative and welfare staff. Doing so assists in identifying the risks and in developing appropriate mitigation measures. It also helps to improve the staff and Commander's understanding of the risks and broadens ownership. The CRA must contain an complete explanation of the unit's role and environment and include a comprehensive assessment of risks to trainees and staff. The CRA must also take account of the particular and local factors pertaining to the establishment in question and contain a detailed analysis of the trainee population (including any Phase 3 trainees – particularly if linked to Phase 2 or U18 or if deemed at particular risk), the type of issues they generate, and the nature of training and education being undertaken. Issues pertaining to permanent staff morale, their welfare and support must also be included in the CRA.

4. The reasoning behind each identified risk must be included together with the measures developed to mitigate them to As Low as is Reasonably Practicable (ALARP). The CRA must form a robust and easily understood analysis that identifies a clear relationship between risk and:

- a. the levels of staff supervision (in terms of number, gender, competence etc) for the size, age, maturity, and diversity of the trainee population.
- b. the location and nature of the activity (informed by an analysis of the unit's record of relevant incidents and any other pertinent data such as RTS/OCS surveys, Ofsted inspections, and 1PA/2PA reports).

Commanders must also take account of the implications on training staff of factors such as inexperience, poor work/life balance, medical requirements, promotion boards, career courses or those recently returned from operations, maternity/paternity leave or periods of prolonged illness.

5. **The CRA must be fully reviewed at least annually**, but should remain a live document, updated or amended as changes occur. An example CRA template is provided at Annex A along with factors for consideration in assessing risks. This list is not exhaustive. Commanders are not mandated to use the CRA template, they must however assure themselves that any template they do use is suitable for the recording of risks associated with their care and welfare obligations and they can show clear link between their CRA and SCD. Commanders should consider whether grouping risks by theme (personnel / risk to life / reputation / output) would assist them more easily in maintaining this link.

3.2 The Supervisory Care Directive (SCD)

6. The SCD is the commander's intent for how the unit aims to provide appropriate levels of support, assistance, or advice to trainees during their Initial Training. The SCD must be based on the outcome of a comprehensive CRA, must be clearly linked to the risks identified in the CRA and adjusted as required to ensure all measures in place remain robust and effective. The application of military judgement will be required, reflecting local

circumstances and particular trainee cohorts. All permanent staff, trainees, visiting staff²⁷, and contractors²⁸ are to have relevant details of the Directive explained to them as part of their formal induction and introduction to the unit.

7. The SCD should be a living, practical document that **must be reviewed at least annually**, as changes are made to the CRA, extant risks change, or new risks are identified. It provides training and management staff with an overview of how the unit works and their part in its running. The Directive must stipulate the standards to be achieved and who is to do what, to achieve them. In so doing, the document must provide a framework within which the unit discharges its Supervisory Care responsibilities and must demonstrate and clearly articulate the Commander's commitment to the Care & Welfare of the trainees. It should establish and direct appropriate levels of supervision and welfare cover required at all times including, out-of-hours, weekends, during leave or stand-down periods, during any periods of unprogrammed or holdover time within Initial Training and during periods where trainees are undertaking training off-site or at another unit location. It must also include or refer to appropriate procedures, processes, and policies to ensure compliance with higher level requirements, and consistency/coherence with other Unit/Command/Service/Defence activities as appropriate.

8. Given the central role played by the welfare and medical staff, the SCD must include details of the unit's welfare structure and its governance. As a minimum, this must include an outline of the various welfare forums, their inter-relationships, membership, frequency of meetings, passage of information, escalation routes and confidentiality protocols.

9. Factors for consideration in developing a Supervisory Care Directive are at Annex B. This list is not exhaustive.

3.3 Staffing Process – CRA and SCD

10. Both the CRA and SCD may be produced on behalf of the Commander with input from staff across the establishment, however, it should not be produced in isolation by a single desk officer. Figure 1 shows the inter-relationship between the key Care and Welfare documents and linkages with internal and external assurance processes and Ofsted inspection framework.

11. Where there are several training units located on a single site, and where the site's sole role is the delivery of Phase 1 or Phase 2 training or a combination of the two, unit risk assessments and supervisory care processes must feed into a central establishment CRA and SCD that covers the entire site. Multi-unit/school Training establishments with multiple units/schools who may deliver Phase 3 training alongside Phase 1 or Phase 2 training, or where a school has multiple sites are to adapt this direction to ensure a coordinated, coherent approach is taken towards all individuals on the same site or within the same organisation, as appropriate. Where external organisations, headquarters, or contractors have responsibility for delivering functions or services to support the CRA and SCD, they are to be consulted during the document's creation and review, and where necessary, formal agreements, such as Memorandums of Understanding (MoU) and Command Level Agreements (CLA) are to be drawn up to record such supporting functions.

²⁷ Including staff delivering training to cadets, sporting fixtures, specialist training serials or supporting wider training serials

²⁸ It is recommended that non-permanent contractors as well as being briefed are accompanied by a permanent member of staff especially when working in sensitive areas e.g., female accommodation.

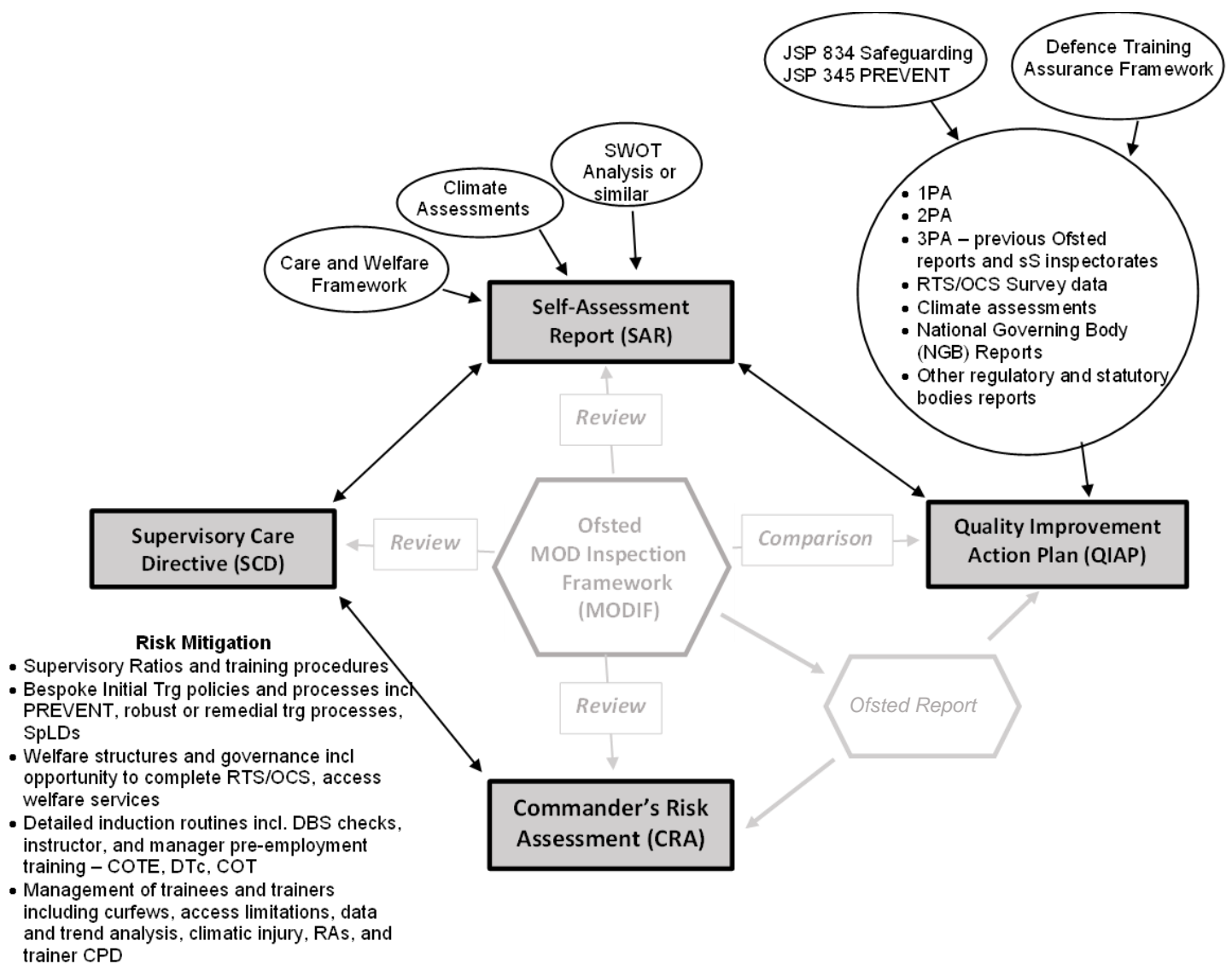


Figure 1: The key Care and Welfare documents and their linkages

12. In addition to policy relating to health and safety, Commanders must ensure that U18s are included in standard Health and Safety at Work Risk Assessments and must take particular account of risks applying to them. The Management of Health and Safety at Work Regulations 1999 places additional duties on an employer to ensure that young persons (defined as any person who has not yet attained the age of 18, but above school leaving age) are protected at work from *'any risks to their health and safety, which are a consequence of their lack of experience, or absence of awareness of existing or potential risks.'*

3.4 Death or Serious Injury

13. Commanders must be familiar with the initial action to be taken when receiving a report of a serious incident, in particular involving death or serious injury. Adherence to Defence Direction will ensure that the establishment, unit or group can deal swiftly and effectively with such incidents.

3.5 Impact of Contracted Support on Provision of Care and Welfare

14. Commanders must ensure they are fully aware of the full range of contracted services that have an impact on the provision of Care & Welfare within Initial Training, which are often essential to the running of a training establishment. Developing positive working relationships with contractors through attendance of specific working groups or forums can enable contractors to better understand the unit's requirements and assist Commanders in delivering effective contracted solutions. Contracted services include but are not limited to:

a. **Infrastructure and Accommodation.** The maintenance of good order and discipline in accommodation, communal training areas and recreational spaces is an essential element of the Care & Welfare provision. Challenges encountered with state and age of accommodation including standards, maintenance or repairs should be recorded in the unit SAR /QIAP²⁹. Where this is thought to increase risk to trainees' reference should be made in the CRA and appropriate mitigations applied through the SCD and in all cases escalated as appropriate. Commanders, and those charged with executing executive responsibility for the provision of Care & Welfare, should have a good working knowledge of key aspects of infrastructure and accommodation contracts including, but not limited to; defect rectification timelines, defect prioritisation, escalation routes, contractor services staff mandated training requirements and security checks where applicable e.g., PREVENT and DBS, and procedures for accessing facilities and accommodation.

b. **Provided Services.** Services which are provided by the service/establishment range from the provision of kit and equipment (and its upkeep and maintenance in the form of washing facilities) through to the provision of Wi-Fi and all have a direct impact on the Care & Welfare provision afforded to trainees. It is acknowledged that not all of these remain in the control of the Commander, in fact many do not, but Commanders should remain cognisant of the impact these and other services have on trainees throughout Initial Training. Wherever possible Commanders should ensure they are involved in articulating what they need from a contract to meet their Care & Welfare requirements.

c. **Catering, Retail and Leisure (CRL) in Initial Training Establishments.** Commanders must note that CRL in Initial Training establishments can differ from operational units, ships or groups. Commanders must therefore ensure that CRL facilities in Initial Training establishments are operating in line with JSP 456³⁰.

15. Where a Contractor does not mandate PREVENT training for their staff this could represent a risk to the unit, its staff, and trainees. This should be recorded in the CRA with appropriate procedures for the effective management of contracted services staff articulated in the SCD or via other suitable mechanisms. All contracted services staff should be made aware of key areas of the SCD on induction to the site or Unit.

²⁹ Further details on the Self-Assessment Report (SAR) and Quality Improvement Action Plan (QIAP) can be found in Chapter 7.

³⁰ JSP 456: The Defence Catering Manual, Vol 4.

4 Defence Direction for Safeguarding (including Service Personnel U18 in Training)

This Direction sets out how Commanders should meet their obligations in respect of the safeguarding, or the management, care, and welfare of Service personnel within Initial Training. Some of these individuals may also be under 18 years of age, or care leavers and as such some principles are directed by law.

Safeguarding requirements apply to all trainees during Initial Training and not just those who are U18.

Service personnel under 18 are legally children, who have particular Care & Welfare needs as well as additional legal requirements beyond those we afford to all Service personnel, including trainees. Maturity and experience can often vary considerably between individuals and as such those U18 may be more at risk than older trainees.

The transition from civilian life through Phase 1 and Phase 2 training, to operational units can provide numerous challenges that require additional support. It is acknowledged that those in Initial Training may be less confident to speak up, ask for help or raise a concern.

Commanders should ensure that the provision of Care & Welfare is maintained throughout **all** phases of training and that any relevant information about a trainee is passed on to subsequent units in a timely fashion. This is especially, but not exclusively important for those U18.

While discharging Care & Welfare responsibilities it is imperative to avoid isolating U18s by treating them in an inequitable way. They are, and must continue to feel, that they are an integral part of the Services, and full members of the team whose contribution is valued.

Commanders must ensure that this Direction is followed by those under their command, and that the latter are aware of their responsibilities under it. At more complex sites where Commanders of Initial Training differ from the Head of Establishment (HoE), it is for the HoE to ensure that those under their command are aware of this Direction and their responsibilities under it.

Mandated Requirements
<p>Commanders must:</p> <ul style="list-style-type: none">• ensure that process exists to identify and manage trainees at risk.• ensure PREVENT radicalisation policy is enacted within Initial Training.• establish and maintain levels of supervision to at least the minimum levels appropriate for their training establishment as articulated in their SCD.

For Training Establishments/Schools with U18s, Commanders must:

- **ensure elements of the law affecting U18 are adhered to at all times.**
- **ensure posts requiring DBS checks are justifiably identified, actioned, and outcomes recorded centrally with DBS at risk personnel captured and managed appropriately.**
- **ensure U18s do not conduct duties of Armed Guarding whilst in Initial Training.**
- **direct clear policy and process for contact of parents or guardians of U18s whilst in Initial Training.**

4.1 The Law on Trainees

1. Commanders are responsible for the care of all personnel under their command and are accountable accordingly. A 'duty of care' is the legal and moral obligation to exercise such a degree of care towards an individual, as is reasonable in all circumstances, to ensure their well-being and that of their property. Breach of the duty of care will give rise to legal liability for loss or damage suffered in consequence. Duty of care also includes statutory duties as set out at Section 2 of the Health and Safety at Work Act 1974, which states that it is the duty of *"every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees."*

2. All those in a position of authority³¹ owe a duty of care to those under their command. This includes but is not restricted to Service personnel U18. It is the Commanders responsibility to bring to the attention of those beneath them in the chain of command all policies and procedures, including those contained in this volume, which are relevant to the discharge of that duty. MOD 'duty of care' responsibilities arise from the employment of individuals, including those U18, not from acting *in loco parentis* to those within the 16-18 age group. A Commander does not have the rights and obligations required by a parent or guardian (such as a local authority looking after a child in care) in respect of a Service person who is U18. Commanders are to comply fully with JSP 834 on Safeguarding.

4.2 Trainees - Under 18s

3. The age of the Service person, the all-encompassing nature of Service life (in particular, Initial Training), and other factors, particular to the individual, such as their maturity and intelligence are relevant to the degree of care & welfare required to meet the duty of care. Although the Services are not in *loco parentis*, the care & welfare of U18s requires particular attention.

³¹ This includes but is not limited to Commanding Officers, COTE, Unit OCs, Cdrs within the training environment.

4. Under the provisions of the Children Act 2004, structures have been put in place to ensure the well-being³² of children and young people. This includes the establishment of a Children's Commissioner, with a remit independent of Government, to look at all issues concerning those U18. The powers of the Children's Commissioner include the right of access to any premises in order to interview a child or young person and a right to review the circumstances of children and young people, including any individual cases. Given the unusual nature of service in the Armed Forces (including such things as frequent moves and security), the MOD has agreed a protocol with the office of the Children's Commissioner. In particular, this focuses all initial contact for any such cases through the MOD Directorate Children and Young People (DCYP), which will facilitate any contact or requirement for cooperation.

4.3 Trainees – Care Leavers

5. There will be individuals who join the Armed Services who are 'looked after' children. In England and Wales statutory responsibility for looked after children and children leaving care rests with Local Authorities (LAs). In Scotland this falls to the Social Work Department and in Northern Ireland to the Health and Social Care Trust. Each has different responsibilities to provide on-going support to young people when they cease to be formally looked after, in some cases up to age 25. Further information and guidance on the roles and responsibilities can be found in JSP 834. Care leavers may not have the family support that others enjoy, and this may make them more at risk. Seeking advice from the single Service welfare services, if required, Commanders must ensure that where they are informed that an U18 is a looked after child or a care leaver, they:

- a. offer the support of the single Service welfare services who may also liaise with the appropriate local authority on their behalf if necessary.
- b. ensure that care leavers, if they request it, are given access to the responsible local authority services to which they are entitled. As far as possible, the care leaver must not be disadvantaged by the inevitable moves that they will experience as a member of the Armed Forces; and
- c. recognise a local authority's statutory responsibility to 'take reasonable steps' to keep in touch, or to re-establish contact if lost, with their care leavers (up to the age of 25) and are to affect a mail forwarding system for correspondence from a local authority to the individual concerned. They are also to encourage care leavers to maintain contact with their responsible local authority.

4.4 Trainees – 'At Risk'

6. In accordance with Chapter 3 of this volume, the Commander of a training establishment is to publish a Supervisory Care Directive which is to be reviewed at least annually. Whilst Direction in Chapter 3 relates to the Supervisory Care of all Phase 1 and Phase 2 trainees, the care for U18s is especially sensitive. Commanders should have systems in place to identify and protect those trainees who may be particularly at risk of

³² Well-being in relation to an individual is defined in the [Care Act 2014, Section 1](#) and relates to (not complete list) personal dignity, physical and mental health and emotional well-being, protection from abuse and neglect, suitability of living accommodation etc

harassment, bullying or discrimination; those who have personal or welfare problems that could affect their performance or health; and those potentially at risk of radicalisation, self-harm, or suicide³³. Such individuals must be identified and monitored using an 'At-Risk Register' system and clear directions on what actions must be taken following the identification of these individuals must be given to both (military and civilian) staff and trainees within the establishment.

7. 'At Risk Registers' should provide a formal record of individual trainee issues, and people highlighted at risk during recruitment whether personal or professional, and the actions taken, and by whom, to support the individual. Registers should be routinely updated, and within appropriate boundaries of confidentiality and detail, be accessible to the individual's chain of command. Where individuals are discussed within a Welfare Forum, the meeting should have Terms of Reference which should be included as Annexes in the SCD. Formal linkages between welfare forums and training/trainee performance mechanisms should also be considered, given that welfare issues and poor training performance are often interlinked.

8. When individuals identified as being at risk pass from one training establishment to another (e.g. from Phase 1 to Phase 2) and from training to operational units, a suitable method of informing the gaining unit of any concerns relating to an individual must be established, so that the gaining unit can ensure that the level of supervisory care is maintained³⁴. If U18s are required to operate outside a training establishment, Commanders must be aware of their potential vulnerability and that systems for the identification and protection of trainees at risk are in place.

4.5 Levels of Supervision in the Training Environment

9. The minimum acceptable levels of supervision (the number of supervisors to the number of trainees in their charge), determined from the CRA, must be clearly articulated in the SCD, having taken into account relevant serials both on-site and off-site during the working day³⁵, out-of-hours, weekends and leave periods. Commanders must pay particular attention to the supervision of U18s to ensure that supervision levels are set at an appropriate level, particularly during out-of-hours periods and at weekends.

4.6 Disclosure Checks and the Defence Barring Service

10. IAW JSP 893³⁶ single Services must ensure that the relevant suitability checks³⁷ have been conducted for staff selected to work in the training environment and who have routine contact with U18s. The blanket checking of all staff just because U18s are within the trainee population is not appropriate unless previously agreed by single Service headquarters.

³³ Guidance on self-harm and suicide is available for the RN in BR3 Part 5 Annex 24E; for the Army in AGAI Vol 3, Ch 110; and for the RAF in AP 9012 Ch 6 and the [Armed Forces Suicide Prevention Strategy and Action Plan 2023](#)

³⁴ All RN personnel are to be transferred to new units in accordance with sS policy.

³⁵ On-site and Off-site serials include where the trainee is being trained by another unit e.g. Adventure training, or completing a training serial with another unit with specialist skills or equipment or subject matter expertise such as Defence Academy Shrivenham or DRIU (Damage Repair Unit) Ship Team Training

³⁶ JSP 893: Procedure for personnel and posts which require a disclosure check.

³⁷ Such as Disclosure and Barring Service checks (previously Criminal Records Bureau (CRB) checks) and their equivalents in Scotland and Northern Ireland.

11. Recruitment of civilian or contractor staff within a training environment should be completed in line with Safer Recruitment policy laid out in JSP 834.

12. Commanders must appoint a Unit Disclosure Officer and ensure that any posts in the establishment, unit or group that require the incumbent to be disclosure checked have been properly identified and annotated. All applications should be processed iaw with sS direction and that the unit register regularly monitored. When applicable, a check must be completed prior to an individual starting in the role. Commanders must take a regular interest in the progress of disclosure checks to ensure they are acting iaw JSP 893³⁸.

4.7 PREVENT

13. PREVENT is the legal duty placed on public bodies by the Counter Terrorism and Security Act 2015. JSP 345 provides full details but as a minimum Commanders must:

- a. ensure permanent staffs, trainers and trainees receive PREVENT training³⁹.
- b. ensure that training staffs and trainees are made aware, of the UK's counter-terrorism strategy CONTEST, particularly the 4 Ps: Prevent, Pursue, Protect and Prepare workstreams.
- c. have appointed a PREVENT lead who is to be responsible for liaison with internal Defence PREVENT stakeholders and external PREVENT Partnerships including the police and Local Authority safeguarding teams.
- d. Provide regular PREVENT content reminders to staff and trainees, following their initial PREVENT training.
- e. understand the **local** risks of radicalisation unique to their unit as well as the wider risks articulating them in their CRA.
- f. share information about individuals upon moving to next phase/front line unit, with each case assessed on case-by-case basis to ensure protection to individuals.
- g. have processes in place for investigating, reporting, and referring⁴⁰ those identified as at risk of radicalisation to local PREVENT partnerships through the Channel panel process and Police.
- h. Understand the level of PREVENT training that has been delivered to contract services staff working in their unit, capturing any associated risks in their CRA and SCD accordingly.
- i. refer to additional sS direction where provided⁴¹.

³⁸ Defence Direction for disclosure checks is given in JSP 893.

³⁹ Trainers and trainees can be made aware of the PREVENT pillar of the Government's CONTEST strategy via free PREVENT training which is available online at <https://www.foundationonline.org.uk>.

⁴⁰ Contact details for the PREVENT referral pathways are listed in Annex B of JSP 345

⁴¹ Single services have published PREVENT directives & Quality Manuals (Royal Navy 20191212 Prevent Radicalisation Directive, RAF 20200306 RAF Prevent Directive, Army 20200501 ARITC Training Quality Manual Prevent Policy)

4.8 Elements of Training Away from the Training Establishment

14. Commanders must ensure that any elements of Phase 1 or Phase 2 training that is conducted away from the main training establishment provides an equal level of supervisory care to that of the training establishment. Where this is not possible, these elements of training should be detailed in the CRA and SCD. Where the training away from the establishment is for a period of more than one week an MoU with that establishment might be appropriate to ensure that there is agreement over care and welfare responsibilities and lines of communication. Staff delivering training 'off site' or away from the main training establishment are still subject to Basic/Advanced COT training requirements as detailed in Chapter 6 of this volume.

4.9 Adventurous Training

15. Commanders must ensure that additional supervision is provided to U18s during Adventurous Personal Development Training (APDT) or Adventurous Training (AT), (Force Development (FD)) and Challenging Pursuits alongside conducting appropriate Risk Assessments. U18s undergoing AT/APDT/FD/Challenging Pursuits will be away from their normal environment and therefore Commanders need to pay particular attention to their needs. Such rules and regulations that normally apply to U18s must continue to be applied including staff to be Basic/Advanced COT trained in accordance with Chapter 6 of this volume.

4.10 Additional Policies Relating to Trainees – Under 18s

16. **Alcohol.** U18s are not permitted by law to purchase alcohol or to consume it in a bar. It is also a criminal offence to sell alcohol to U18s, to purchase alcohol on their behalf or for someone U18 to buy or try to buy alcohol themselves. Whilst individuals aged 16 or 17 may consume beer, cider or wine with a meal in an area which is not a bar and is set apart for serving meals, provided the alcohol is purchased by someone over the age of 18 and the U18 is accompanied by someone over 18, ultimately Commanders are responsible for providing detailed policy on the consumption of alcohol in their unit. However, as a minimum, Commanders must have in place systems and instructions to ensure that U18s are unable to purchase alcohol whilst undertaking Initial Training.

17. **Smoking.** It is illegal to sell tobacco products to U18s. This includes cigarettes, cigars, loose rolling tobacco and rolling papers and applies both to over the counter and vending machine sales. Electronic cigarettes are to be treated the same as tobacco smoking products. Commanders are to ensure that notices stating '*It is illegal to sell tobacco products to anyone under the age of 18*' are displayed at all premises at which tobacco is sold within the unit. A notice displaying the following statement, '*This machine is only for the use of people aged 18 or over*', must be displayed on every tobacco vending machine within the unit.

18. Commanders should be aware that, in accordance with JSP 375⁴² in all MOD wholly or substantially enclosed public places and MOD workplaces and vehicles, smoking of tobacco products and the use of electronic cigarettes or other devices that produce secondary vapour clouds etc that can be passively inhaled is prohibited, and should develop

⁴² JSP 375 Vol 1 Chapter 13

policies, accordingly, including disciplinary procedures for anyone caught smoking tobacco products.

19. **Gambling.** U18s are prohibited by law from playing gaming machines, which are classified as those machines which are games of chance with prizes, e.g. 'fruit machines'. Any gambling machines in a unit⁴³ should not be in areas frequented by U18s. The minimum age to engage in online gambling, including the National Lottery, is 18. Commanders should provide all trainees, but especially those U18, with clear advice and guidance regarding gambling restrictions and any associated disciplinary actions that will be taken against anyone U18 found to engaged in gambling. Commanders should make trainees aware of the potentially negative impacts of gambling, ensuring all associated risks are captured in their CRA and they have the appropriate support and welfare mechanisms in place, articulated in the SCD, for anyone experiencing gambling related challenges⁴⁴.

4.11 Arming and Armed Guard Duties

20. **Weapon security.** Training in the handling of weapons and understanding the responsibilities for weapon security are vital elements of Initial Training. Trainees – regardless of their age – may handle weapons systems (the weapon and relevant ammunition) in a controlled and supervised environment. Commanders are to comply with JSP 440⁴⁵ regarding the access to and storage of firearms. Online Attractive to Criminals and Terrorist Organisations (ACTO) training⁴⁶ is available for both trainees and training staff.

21. **Armed guarding.** U18s are not to carry out Armed guarding duties⁴⁷.

4.12 Welfare, Mentoring and Interviewing

22. When individuals deemed at risk pass from recruitment into Phase 1, one training establishment to another (particularly, from Phase 1 to Phase 2) and from training to operational units, a suitable method of informing the gaining unit of any concerns must be established by the **losing unit**, so that the gaining unit can ensure that appropriate supervision is maintained.

23. **Welfare.** Welfare is a function of command, and its provision is articulated within JSP 770⁴⁸. There is a comprehensive welfare system at a commander's disposal, including Unit Welfare Officers, chaplains, Service welfare organisations, WRVS and sometimes elements of the Council of Voluntary Welfare Workers (CVWW)⁴⁹. Whilst the chain of command is

⁴³ law Army Briefing Note 10/2022 all gambling and gaming machines should have been removed from the Army estate by 30 Jun 22. RNTM 03-002/2 directs the requirement to remove Fixed Point Gambling Machines (FPGM) from all parts of the Royal Navy Estate by 31 Mar 23.

⁴⁴ <https://www.beGambleAware.org> and the National Gambling Helpline (0808 8020 133) can provide advice and guidance alongside unit welfare provision.

⁴⁵ JSP 440 Part 2 V7.2 Leaflet 7A Security Requirements for Firearms, Ordnance, Munitions & Explosives (OME) and ACTO Items

⁴⁶ [ACTO VIDEO](#) - [Watch 'DES_V58-18_ACTO-ENG-1080-QC-OS' | Microsoft Stream \(Classic\)](#)

⁴⁷ DCDS(MSO)/18/01 CDS operational directive (cat two) – Arming directive 2018 for the carriage of firearms by service personnel on general security duties in non-operational environments.

⁴⁸ JSP 770: Tri-Service Operational and Non-Operational Welfare Policy.

⁴⁹ [CVWW](#) includes Church Army (CA), Church of England Soldiers, Sailors & Airmen's Clubs (CESSAC), Dame Agnes Weston's Royal Sailors' Rest (Aggie Weston's), Methodist Force Board (MFB), The Mission to

usually the initial point of contact for an individual with welfare concerns, all Service personnel, including U18s, must be made aware that they have the freedom to approach any welfare agency directly if, for any reason, they do not wish to approach the chain of command. Trainees must be able to use the welfare and support facilities on a 'drop in' basis without hindrance or fear of reprimand once they have brought their requirement to the attention of any member of the training / support staff during Normal Working Hours, Out-of-Hours (Off Duty) or Out-of-hours (Silent Hours) or within 4 hours of completion of Out-of-Hours (Training). Commanders should seek advice from the sS welfare services, as appropriate, in dealing with the specific welfare concerns of those under their command.

24. **Mentoring.** Units that have instituted a mentoring regime for new arrivals have reported considerable benefits, including happier and more effective U18s as well as improved retention. Commanders should consider the appointment of a suitably screened mentor for each U18 (of the same sex where possible). Mentors should not normally be an U18's direct supervisor. All Mentors should be briefed / trained on the role and process⁵⁰, have access to specialist resources, such as chaplains, for advice and form part of an establishment mentoring network. Mentors should meet their charges individually at an appropriate frequency, ideally weekly, and discussions should cover:

- a. work-related issues, including relationships within the chain of command (an essential part of the new arrival's education and induction into the team).
- b. bullying and harassment⁵¹.
- c. homesickness.
- d. hygiene.
- e. finance, gambling, debt, alcohol abuse
- f. any other concerns or problems such as relationships, upcoming tests/evaluations, retests, and other training interventions they may have received or disciplinary issues.

4.13 Contact with Parents or Guardians of Under 18s

CONTACT WITH PARENTS OF U18s – ROUTINE MATTERS

25. Individuals, including U18s, have a right to respect for their private life in accordance with Article 8 of the European Convention on Human Rights (incorporated into UK domestic law by the Human Rights Act 1998). Further, the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) protects the personal data of a Service person. Therefore, personal information or data should not be shared with a third party without the consent of the individual concerned except in accordance with the law. If in doubt, legal advice should be sought.

Military Garrisons (MMG), Salvation Army, Sandes Soldiers' & Airmen's Clubs and Soldiers' & Airmen's Scripture Readers Association (SASRA) & Miss Daniell's Soldiers' Homes (MDSH).

⁵⁰ Including confidentiality, recording of discussions and own support networks.

⁵¹ As defined in JSP 763: The MOD Bullying and Harassment Complaints Procedures.

26. Commanders must seek to establish, and sustain, links with the parent(s)/guardian(s)⁵² of those under Initial Training. This can be achieved by writing to them on the arrival of an U18 giving details of how the unit can be contacted, providing details of the training to be undertaken, and encouragement for parent(s)/guardian(s) to contact the unit if they have any questions or concerns. This must be repeated at the commencement of Phase 2 training if the trainee is still U18. Visits by parents/guardians at appropriate times should also be encouraged. These can be of real value to the trainee, encourage a supportive family atmosphere and promote a better understanding of the Armed Forces. If the guardian of an U18 is the Social Services, but the U18 has been in the long-term care of foster parents or become very close to their foster family then, for minor issues, Commanders should consider whether it is more appropriate to contact the foster family in the first instance. Any serious issues will need to be discussed with the local authority.

27. The legal age of consent for medical, surgical, and dental treatment is 16 ([Section 8 Family Law Reform Act 1969](#)). There is therefore no requirement to obtain parental consent for medical treatment of Service personnel over the age of 16. However, where high risk procedures or elective surgery is being considered, or where a trainee U18 is pregnant, it is advisable to seek medical advice on the basis that the circumstances should be discussed with the parents of the individual, unless that individual refuses permission for such a discussion to occur.

CONTACT WITH PARENTS OF U18s – IN THE EVENT OF AN U18 SEEKING TO VOLUNTARILY WITHDRAW FROM TRAINING

28. In the event of an U18 seeking to voluntarily withdraw from training, the Commander should establish if the U18 has discussed this with their parent(s)/guardian(s). Any decision to approach the parent(s)/guardian(s) of an U18 in these circumstances should include an assessment of the situation of the parent(s)/guardian(s) and that of the U18. Their personal circumstances should be respected and protected before an approach is made; the starting point should be that no approach is made. In exceptional circumstances, if it is considered necessary in order to protect the health, safety, and welfare of an U18 then their parent(s)/guardian(s) may be approached without consent from the U18. However, great care must be taken to avoid unnecessary disclosure of personal data or of any information received in confidence. A decision matrix to assist is provided at Annex C.

⁵² includes any person who has a parental responsibility order under Section 8 of the Children's Act 1989.

5 Defence Direction for Trainee Management

The management of trainees begins before they arrive at the training establishment and continues after they leave. Ensuring the effective passage of information about trainees is an important element of the Care & Welfare provision. This could relate to their performance, concerns over health, injury or mental wellbeing or a concern over learning difficulties. This is especially important for those trainees identified for any reason as at risk during Initial Training.

There are occasions during the training pipeline that periods of holdover or unprogrammed time are unavoidable. These periods of time should always be minimised, but where unavoidable, time not filled with training should be purposefully planned, structured, relevant, and monitored by supervisory staff. If this time is away from the main unit under which the trainee belongs, points of contact should be established and maintained; a formal agreement such as a Memorandum of Understanding might be required between the main unit and temporary receiving unit regarding the care & welfare provision for the trainee/s.

Mandated Requirements
<p>Commanders and their staff must:</p> <ul style="list-style-type: none">• ensure a comprehensive induction of all trainees into the establishment or unit,• ensure the provision of Welfare support throughout Initial Training,• ensure that the unit staff actively support the passage of information relating to trainees between phases of training and between training and front-line units.• ensure that unprogrammed time is planned, structured, relevant, and monitored by qualified supervisory staff.• ensure that exertional collapse policy contained within this chapter is applied, and adhered to, within all physical activity, including training, across all phases.

5.1 Trainee Management

INDUCTION / INITIAL BRIEFING

1. On arrival all trainees must be briefed on the right to leave the Service, policy and consequences of drug use and health issues and nutrition. In addition, and specifically where U18s are part of the trainee cohort in the unit, Commanders must further brief all trainees on U18 specific policies regarding:

- a. the penalties connected with underage drinking and illicit drug taking, the purchase of alcohol and the purchase of tobacco products and the smoking policy (including electronic-tobacco products and policy) included in Chapter 4 of this policy.

- b. arrangements for identification of U18s in the social and welfare facilities on the unit.
- c. the obligation to undertake a regular interview with a nominated mentor.
- d. the need to obtain parent(s)/guardian(s) agreement to an alternative leave weekend address (if not obtained, the U18 is only able to take leave with parent(s)/guardian(s) if appropriate).
- e. the rules applying to the use of gaming machines and online gambling.
- f. procedures for the reporting of bullying and harassment and the role of the Service Complaints Commissioner.
- g. Zero tolerance on unacceptable behaviour and sexual misconduct policy and process.

These points must be reinforced regularly throughout training either in further briefings or in an aide-memoire.

WELFARE PROVISION

2. The sharing of concerns over trainees among welfare practitioners and the chain of command must be formalised within units. Trainees who are at risk or potentially at risk must be identified as early as possible and appropriate action taken to care for their well-being⁵³. Training units must have a formal Welfare Forum with Terms of Reference and regular, centrally co-ordinated meetings. Welfare points of contact must be widely publicised⁵⁴ and trainees apprised of all avenues of complaint, including the Service Complaints Commissioner (SCC)⁵⁵.

3. **Equality, Diversity, and Inclusion (ED&I).** Commanders must ensure that there are sufficient trained E&D Advisors (EDAs) within their establishment or unit, co-ordinated by a central ED&I officer. Trainees must have easy access to EDAs and ED&I reporting procedures must be widely publicised.

4. **Advocates of protected characteristics.** Where the trainee population has a minority of individuals who have a protected characteristic in common, an advocate/focus individual must be appointed. This individual should be charged with providing, where relevant, a specific point of contact for such minority groups. This individual should advocate on behalf of these groups and ensure policies and procedures do not disadvantage these groups.

DISCIPLINE

5. Irrespective of their stage of training all SP, including trainees, are subject to Service Law. However, the application of Service discipline should be appropriate and proportional to the principles of Service Law and sS values, standards and ethos when dealing with those in Phase 1 and Phase 2 elements of Initial Training. In addition, trainees can be subject remedial training, including verbal rebuke and minor sanctions⁵⁶.

⁵³ At risk trainees must be managed in accordance with JSP 834.

⁵⁴ The issue of a contact card to trainees for welfare needs can be very effective.

⁵⁵ For more information on welfare, see JSP 770: Tri-Service Operational and Non-Operational Welfare Policy.

⁵⁶ Defence Direction on Remedial Training in Initial Training is contained within Volume 2 of this JSP.

6. U18s are subject to the same disciplinary arrangements as over 18s⁵⁷. However, Commanders must be aware and take account of U18s' relative immaturity and vulnerability, and offer additional support and advice if appropriate, both during the disciplinary process and beyond, to reduce the risk of re-offending. In the event that an U18 is arrested the Commander must, without delay, refer the matter to the Service Police. The Commander must also provide the arrested person with an appropriate adult to support them. If an U18 is to be tried by court-martial, the Commander must inform their parent(s)/guardian(s).

LEAVE / BOOKING IN AND OUT

7. Commanders must set mechanisms in place so that:

- a. suitable safeguarding and welfare provision is in place for trainees proceeding on leave between Phase 1 and Phase 2 (or any two training locations). It remains the responsibility of the **losing unit** to ensure suitable provision is in place for the whole of the leave period and that provision is understood and agreed by the receiving unit before the trainee proceeds on leave. It must be clearly stipulated and agreed between the two units⁵⁸ when responsibility for the trainee is transferred from the losing unit to the receiving unit so the receiving unit can put appropriate measures in place as required.
- b. supervising staff are aware when U18s are booked out during the working week.
- c. U18s are given clear instructions as to when they need to return to the establishment.
- d. if U18s are allowed to book out at the weekend, they have left a contact address (their parent(s)/guardian(s), or an address agreed by their parent(s)/guardian(s) unless this is not feasible due to exceptional circumstances⁵⁹). NoK details must also be captured in JPA.

8. Such mechanisms could include:

- a. a booking out/in procedure where U18s book out and return to the Unit by 2359hrs. Checks carried out at 0015hrs daily to ensure that all U18s have returned. In exceptional circumstances (such as where their family home is nearby), U18s wishing to remain out after 2359hrs must have a letter of consent from their parent(s)/guardian(s).
- b. providing U18s with cards identifying them as such, that are handed in to a nominated responsible person on leaving the unit and collected on return.

PASSAGE OF TRAINEE INFORMATION – UNITS' RESPONSIBILITIES.

9. When trainees move between phases of training, or from Phase 2 onto front line units, **losing/sending units** must actively engage with the gaining unit to provide information about trainees. This is especially important for those identified as being at risk. A suitable

⁵⁷ JSP 830 - Manual of Service Law, Vol 1 refers.

⁵⁸ A Unit Level Agreement or MoU between the losing and receiving units covering the process of trainee transfer would be beneficial.

⁵⁹ This may be relevant to care leavers or those with specific welfare concerns.

method of informing the gaining unit of any concerns relating to an individual must be established⁶⁰, so that the gaining unit can ensure that the necessary level of supervisory care is maintained⁶¹. This is to ensure that schemes commenced elsewhere are documented and recorded when personnel arrive or return to their unit or establishment. A documentation of learners' progress is to be maintained and records are to be forwarded on assignment and are to be available at the gaining unit on arrival of the trainee.

HOLDOVERS & UNPROGRAMMED TIME

10. **Holdover between and during Phase 1 & 2.** There are occasions during the training pipeline that periods of holdover between, or during, formal training courses are unavoidable. These periods of time should always be minimised, but where unavoidable, holdovers must be purposefully planned, structured, relevant, monitored and recorded by supervisory staff. Where leave is granted, the losing unit Commander is responsible for ensuring robust procedures are in place for the transfer of trainee Care & Welfare responsibilities from their losing unit to the receiving unit. These procedures must be agreed by the receiving unit **AND** on transfer the trainee must be fully briefed by the losing unit⁶².

11. **Unprogrammed time.** There are a number of reasons as to why there may be periods of unprogrammed time during Initial Training. These can have a significant impact on the Care & Welfare of trainees and should always be minimised. When unavoidable such periods must be purposefully planned, structured, relevant, monitored and recorded by supervisory staff.

12. **Time away from the Unit.** Commanders must ensure that any holdovers or unprogrammed time during which trainees spend time away from the main training establishment provides an equal level of supervisory care to that of the training establishment. Any risks identified in achieving this should be detailed in the CRA and mitigating actions evidenced within the SCD. Named points of contact should be established and maintained⁶³. Staff supervising trainees on holdover/unprogrammed time are still subject to a minimum of Basic COT. Advanced COT maybe required in specific circumstances as detailed in Chapter 6 of this volume.

EXERTIONAL COLLAPSE

13. For effective Duty of Care for personnel undertaking any physical activity, all instructors, Commanders and leaders involved in the delivery of education and training, including front line units, must understand the risks and follow the mitigations for Exertional Collapse.

14. Collapse during exertion in both military and civilian populations does occur and can be attributed to many factors, not just exertional heat illness, but other conditions such as Sudden Cardiac Death (SCD), asthma attack, Rhabdomyolysis or collapse associated with Sick cell Trait (ECAST).

⁶⁰ A formalised Unit Level Agreement or MoU between the losing and gaining units stipulating the process for transferring trainee information would be beneficial.

⁶¹ All RN personnel are to be transferred to new units in accordance with sS policy.

⁶² Including being provided with contact details of receiving unit duty staff/welfare team.

⁶³ Where Officers are on formal holdovers between phases of training a central point of contact who can monitor welfare must be established and should be suitably trained in Care of Trainees. This person does not have to be based at the same unit as the Officer under training, but should have regular, at least monthly contact.

15. An individual who is poorly performing or demonstrates distress during, or immediately after physical exercise, may be at risk of exertional collapse, and potentially even death. Poor performance and distress must be recognised early to enable timely intervention, including immediate cessation of the physical activity for all participants. Priority must be given to treating the individual. A dynamic risk assessment should consider whether others participating in the same activity are also at risk and whether the activity can safely resume.

16. Risk factors associated with exercise-related collapse can be personal, environmental, or external and recognised risk factors are listed below, noting this is not an exhaustive list:

a. Personal risk factors include:

- Dehydration.
- Recent or current illness (include raised temperature).
- Recent vaccination (within 24 hours).
- Poor baseline conditioning/fitness level.
- Excess body fat.
- Prior poor fitness test performance.
- Prior exercise related collapse.
- Accumulated fatigue.
- An underlying cardiac condition.
- Asthma.
- Sick Cell Trait (SCT). Clinical evidence suggests that these individuals may be more prone to injury (or death) with physical exertion.

b. Environmental and external risk factors include:

- Lack of appropriate environmental acclimatisation (including heat, cold and altitude).
- Exercise at altitude.
- High ambient temperature and humidity and cold weather.
- Certain medications.
- Dietary supplements containing stimulants, including energy shots or drinks.

17. In addition, an individual's motivation and /or peer, or command pressure (whether actual or self-induced) is equally important to recognise as a risk factor. With an individual pushing themselves during physical activity and ignoring the onset of physical signs and symptoms of distress.

18. **Immediate Actions.** In the event of exertional collapse, the following immediate action drills are to be followed:

a. STOP the activity.

b. EVALUATE, ADMINISTER FIRST AID as appropriate (i.e. Check Airway, Breathing, Circulation and TREAT as required) and CALL emergency services if needed (civilian and / or military in accordance with the Risk Assessment and situation)

- c. ADMINISTER oxygen if available and appropriate.
- d. HYDRATE if tolerating liquids.
- e. INITIATE COOLING techniques as required.
- f. ENSURE appropriate medical follow-up of the individual.
- g. REVIEW others. Only restart the activity when assessed as safe to do so. If a suspected case is observed the activity must be paused and a dynamic risk assessment made. The activity may be terminated or only restarted once further mitigation measures have been approved, recorded, and applied as per the activity protocols.
- h. INFORM the chain of command as necessary.

UNIVERSAL TRAINING PRECAUTIONS (UTPs)

19. The risk of Exertional Collapse can be reduced through Universal Training Precautions (UTPs). These UTPs should be integrated into the planning, design and conduct of fitness tests or other physical activity. They should also be included in an individual's own preparation.

20. The UTPs are as follows:

- a. Acclimatisation to heat, cold or altitude.
- b. Progressive and graduated increase in exercise duration and intensity.
- c. Hydration sufficient to maintain clear-light yellow urine.
- d. Avoid stimulants, diuretics, energy drinks, antihistamines, decongestants, non-steroid anti-inflammatory drugs (NSAIDs), opioids, methylphenidate and weight-loss or other performance-enhancing supplements prior to exercise.
- e. Avoid alcohol prior to exercise.
- f. Ensure work /rest cycles are followed.
- g. Observe participants for no less than 10 minutes post exertion.
- h. Ensure medical facilities are available throughout any programmed physical activity and provide prompt medical attention when early signs of distress are observed.

PHYSICAL ACTIVITY OPT-OUT

21. Illness and other personal risk factors outlined in paragraph 14 can increase the risk of exertional collapse, and it is recognised that there may be times when an individual is well enough to conduct many of their work duties whilst not feeling well enough to take part in physical activity. Personnel are not to take part in physical activity of any nature where,

having been briefed on the nature of the activity by the chain of command, they do not feel sufficiently well enough to take part, and should inform the activity owner if this is the case. The physical activity opt-out policy relates to both physical training sessions and broader military training or tasks involving physical activity⁶⁴. Units must ensure that those instructing or leading physical Training, or other military training activities involving physical activity, are aware of this policy as an exertional collapse mitigation measure. For completeness the opt-out policy must be written into all generic risk assessments that involve physical activity.

22. The physical activity opt-out policy does not provide a ‘bypass’ mechanism for activities that must be completed: where an individual has need to opt-out of a physical activity that forms part of a formal career course, output standard assessment, operational readiness requirement, or other mandatory activity, the chain of command must arrange an alternative time for the individual to repeat the test or serial when the individual is well enough to take part.

23. Opting out of physical activity due to feeling unwell does not automatically necessitate that the individual ‘reports sick’ to medical services. Many conditions (e.g. common cold) are self-limiting and suitable for self-management. Where there is a wider concern about an individual’s health (e.g. recurrent episodes of opting out over a short time period for specific activities) appropriate action is required and the chain of command informed.

‘BAD DAY’ POLICY

24. A liberal ‘Bad Day’ policy is to be implemented for individuals showing any signs of distress during a fitness test or training activity. Individuals showing signs of distress are free to stop and their attempt is to be declared void. At the beginning of all fitness tests and physically demanding activity, individuals are to be reminded of the ‘Bad Day’ policy and that they are free to stop should they suspect that they are unwell or injured.

25. This policy is referred to in the following JSPs:

- a. JSP 375 (Management of Health and Safety in Defence)
- b. JSP 419 (Adventurous Training in the UK Armed Forces)
- c. JSP 660 (Sport in the UK Armed Forces)
- d. JSP 545 (Tri-Service Regulations for Recruiting)

⁶⁴ Due to the complexity and variation in Training Systems across Defence, sS should put the necessary processes in place to ensure that this policy is effectively and efficiently implemented in context.

6 Defence Direction for Personnel & Training to Support Care & Welfare in Initial Training

While the Commander is central to the provision of Care & Welfare within Initial Training, a number of key positions must support them in this task. It is essential all those charged with the delivery of Care & Welfare understand their responsibilities and have the knowledge and skills to carry out what is required of them. All training should be DSAT compliant and be recorded for assurance activities, be that internally by the relevant single Service/Joint audit team or externally for Ofsted.

Where the element of Initial Training sits within a front-line unit the Commanders must facilitate attendance on the COTE course by those who are charged with executing executive responsibility on their behalf. Those who are required to complete the COTE course should do so before taking up post or within the first 3 months of their tenure.

All staff training requirements are to be considered whole force. In some cases, this may require alternative arrangements to support contractor delivered training. These alternative arrangements should be agreed with single Service commands.

Mandated Requirements
<p>The Commander must:</p> <ul style="list-style-type: none">• ensure they, and their representative charged with executing executive responsibility for the provision of Care & Welfare attend the COTE course at the earliest opportunity and not later than 3 months after taking up post.• ensure staff are inducted into the training establishment and are fully briefed on the Supervisory Care Directive and its contents.• ensure all Training staff are selected, trained, developed, and monitored iaw with Defence Trainer Capability requirements set in Volume 2 of this JSP.• ensure all positions with routine interaction with trainees are identified and the incumbents attend, and remain in date for, Care of Trainees training (Basic/Advanced).• ensure PREVENT training is conducted iaw with PREVENT policy.

6.1 Training for Commanders of Initial Training

1. Ensuring that staff are properly trained is central to establishing effective Supervisory Care. The COTE course⁶⁵, delivered by DCTS, provides up-to-date Command-level preparation to understand the complexities of the modern Initial Training environment, including: their part in the provision of Care & Welfare and the challenges specific to commanding a training establishment. It has external speakers from Ofsted as well as Head Office updates from TSLD. All Commanders of Initial Training (Phase 1 and 2) regular or reserve training establishments (including those who are lodger units) **AND** their nominated deputies or those charged with executing executive responsibility in training units on their behalf, are required to attend the COTE course prior to or within 3 months of taking up appointment⁶⁶. In addition, those who also routinely interact directly with Phase 1 or 2 trainees⁶⁷ must complete the Advanced Care of Trainee (Advanced COT) training package.

2. **Commanders of University Service Units.** The Officer with overall responsibility for University Service provision/HQ must also complete the COTE course before or within 3 months of taking up post. It is strongly recommended that Individual Unit Commanders of USUs also complete the COTE course.

6.2 Staff Induction

3. All staff joining an Initial Training establishment should undergo a formal induction during which the individuals, whether service, civilian or contractor are briefed on the SCD and their responsibilities within it. All staff should be updated on any significant changes to the CRA or SCD as they occur and regular recap / refresh training of elements of the units SCD should be considered as part of ongoing staff development.

6.3 Defence Trainer Capability (DTC)

4. Commanders must seek to ensure that all trainers (military, civilian and contractor) in Initial Training attend the appropriate Defence Trainer Capability course training iaw JSP 822, Volume 2, Chapter 7⁶⁸. They must ensure effective on-going trainer support, mentoring and development. Whilst trainers should arrive at an Initial Training unit already DTC qualified iaw their TORs, invariably Commanders will be required to manage the arrival of unqualified trainers capturing the risks this poses and appropriate mitigation implemented in their CRA and SCD respectively, Commanders must prioritise course attendance and maintain records of trainer qualifications centrally. This is a whole force requirement.

⁶⁵ On successful completion of the COTE training, personnel will be awarded the JPA competence 'TrainingDevelopment/CO DHALI Brief/Joint'.

⁶⁶ For example, where an operational conversion unit or similar training unit sits within a MOB, the CO can delegate requirement for attendance to the OC of the OCU/School. RAF Force Protection Training Flights, being a phase 3 school, do not trigger a COTE requirement.

⁶⁷ For example, conducting 1-2-1 interviews without others present.

⁶⁸ And adhere to sS direction on trainer capability where applicable.

6.4 Care of Trainees (COT) Training

5. As part of the SCD and CRA, Commanders must identify which staff need Basic or Advanced COT training. A record of staff and their training status is to be maintained and made available for assurance activity. The requirement of both basic and advanced COT is a whole force requirement. In some cases, this may require alternative arrangements to support contractor delivered training. These alternative arrangements should be agreed with the single Service commands.

6. **Basic COT.** All staff within an Initial Training establishment must complete Basic COT. Where Initial Training is a small, self-contained element within an operational base the Commander of the School should direct who is required to complete Basic COT through the SCD. This is a short online training package which includes the principles of Safeguarding⁶⁹ and provision of Care & Welfare within Initial Training. This course is valid for 3 years. This is a whole force requirement, but where contractors are not able to access online training course a short locally delivered brief on the SCD and its contents may be used as an alternative. Completion of this alternative should still be recorded.

7. **Advanced COT.** Where staff within Initial Training establishments have routine contact with Phase 1 or 2 trainees Advanced COT must be completed within 3 months of taking up post⁷⁰. This is a minimum of half a day's training which covers the required elements of Safeguarding within Initial Training⁷¹. This course is valid for 3 years only and must be retaken in full to remain in date. Advanced COT is included within the Defence Trainer Course but may also be delivered locally within a Training Unit by a Defence Trainer who is in date for Advanced COT⁷². Locally delivered Advanced COT should be contextualised to the unit's SCD and local personnel who support the provision of Care & Welfare can be introduced to participants. Individuals can attend another unit's Advanced COT course but should make sure they are fully aware of their own unit SCD and its contents on completion. Advanced COT can also be delivered as part of a longer induction course if required or as a 1-2-1 in smaller units. Full details on training materials are available on the DLE under [DCTS site](#).

6.5 PREVENT

8. Commanders are to ensure that all permanent staff receive training in accordance with extant MOD PREVENT policy guidance⁷³ so as to be able to recognise and report potential radicalisation. In addition, Commanders are to ensure that their establishment has a PREVENT Lead appointed, who is to be responsible for liaison with local PREVENT Partnerships and police PREVENT leads ensuring that any new PREVENT policy guidance is implemented; and ensuring that establishment induction routines remain up-to-date and effective with regard to PREVENT. All staff with regular contact with trainees must;

- a. understand what radicalisation means and who might be vulnerable and why.

⁶⁹ Safeguarding level 1 within a MOD training environment.

⁷⁰ Basic COT must be completed before Advanced COT but can be included as part of the Delivery.

⁷¹ Advanced COT covers required elements of Safeguarding level 2 for those working with trainees in Initial Training.

⁷² Details and resources are available from DCTS as the Training Provider for this distributed training. TSLD is TRA and should be engaged for any policy questions.

⁷³ JSP 345 - Applying Prevent within Defence.

- b. know what measures are available to prevent people being drawn into terrorism.
- c. know how to challenge extremist ideology.
- d. know how to get support for personnel who may be being exploited.
- e. have appropriate training which is widely available and must be recorded on JPA or MyHR.

9. Commanders are to ensure for all those individuals not considered permanent staff but who work regularly within their unit that they are provided with an awareness of PREVENT during their Unit induction / arrival process.

7 Defence Direction for Assurance of Care and Welfare in Initial Training

Single Service (sS) 2nd party assurance (2PA) teams routinely assess the implementation and effectiveness of policies within the Initial Training environment. Coupled with external 3rd party Ofsted inspections, these assessments spread good practice and identify potential improvements to policies and to their implementation. Further feedback is received from users and as a result of the wider Defence Training Assurance process detailed in this JSP.

Mandated Requirements

The Commander must:

- **complete a Self-Assessment Report (SAR) and the Defence Care and Welfare Frame (DC&WF) return at least annually based on all assurance activity of the provision of Care & Welfare.**
- **manage a live Quality Improvement and Action Plan (QIAP), directly linked to the Self-Assessment Report.**
- **support a culture of Continuous Improvement (CI).**
- **ensure internal assurance of Care & Welfare provision is conducted.**
- **ensure all trainees have the opportunity to complete the Recruit Training Survey (RTS) or Officer Cadet Survey (OCS) within a formally timetabled session during Working Hours and as a Unit review the findings.**
- **be aware that the MOD commissions Ofsted Inspections as part of the assurance of Care & Welfare within the Armed Forces. All Initial Training establishments/schools/units must have an appointed Senior Nominee and Nominee to facilitate Ofsted inspections and review and action findings.**

7.1 Self-Assessment

1. **Self-assessment.** Rigorous self-assessment is the fundamental tool by which CI is delivered. A structured and all-embracing approach must be developed and implemented with 1st party assurance activities, including the provision of Care & Welfare for all Initial Training establishments. The assessment criteria should be structured around key polices outlined within this chapter and additionally the MOD Inspection Framework (MODIF)⁷⁴ used by Ofsted for inspections. Self-assessment must be designed to provide establishments with a coherent method to scrutinise effectively all aspects of training provision, as a routine part of their core business. It must be conducted annually, either as a discrete exercise or as a rolling process over the course of the year.

⁷⁴ [Handbook for inspecting Initial Training for the Armed Forces, with reference to welfare and duty of care. \(Includes MOD Inspection Framework\)](#)

2. **Self-Assessment Report (SAR).** The SAR ⁷⁵ must be based on the elements within Defence Care and Welfare Framework. It must also include a concise description of what the training establishment or unit does, to whom, for whom and how. It should consolidate the conclusions drawn from a SWOT⁷⁶ analysis undertaken within each of its constituent elements, analyse all aspects of training and support activities, and detail how the establishment seeks to improve its effectiveness. The SAR should highlight strengths as well as areas the establishment/unit seeks to improve. The SAR should be **self-critical** and must lead logically to a plan to improve the establishment or unit's performance. All elements covered in the Defence Care & Welfare Framework⁷⁷ should be covered within the SAR. The Defence Care and Welfare Framework once scored will serve as the executive summary for the SAR. The Red/Amber/Green coloured scores⁷⁸, and executive summary **must be completed annually**⁷⁹ and submitted through sS Assurance Reps to TSLD. The most recent executive summary should be included as an annex to the SAR, which should expand on any areas which are highlighted either as requiring attention or as Good Practice.

7.2 Quality Improvement Action Plan (QIAP)

3. **Quality Improvement Action Plan.** The key product of self-assessment and other assurance and reporting activities should be a single, integrated QIAP⁸⁰ for commanders and their staff to drive progress and monitor improvement. The findings and recommendations of all assurance activities⁸¹ **must** be incorporated into these plans, together with other relevant sources of managerial information such as working group decisions and locally gathered data from surveys or climate assessments. Outcomes should have clear timeframes and identify who is being held to account against reported progress details within the QIAP. Links should be made from the QIAP to reference policy requirements, the CRA, the SCD, the SAR, surveys such as the RTS/OCS or scoring/evidence linked to the Defence Care & Welfare Framework.

7.3 Continuous Improvement (CI)

4. In the past, training establishments have tended to prepare for 2nd and 3rd Party Assurance visits with a largely reactive approach. This has resulted in a lack of integration of effort and continuity of effect, with establishment and unit responses and improvement plans being driven mainly by external programmes and agendas. The concept of CI helps to overcome these weaknesses.

5. CI is a proactive concept that comprises activities which may be implemented at establishment and unit level, and amongst groups of similar training establishments. Aside from providing an effective means to improve performance on a continuous basis, CI is designed to have 2 other beneficial outcomes:

⁷⁵ A Reserves Care and Welfare Framework will be developed on conclusion of the Ofsted Reserves review work due for completion Q4 2025. Once in place Reserve units will commence SAR returns.

⁷⁶ Strengths, Weaknesses, Opportunities, Threats.

⁷⁷ The framework can be found in Chapter 2 of this volume.

⁷⁸ Criteria confirmed and distributed by TSLD through sS/TLB assurance reps.

⁷⁹ SAR returns to TSLD should meet the following timelines: Regulars NLT 30 Jun each year, USU's NLT 31 Aug each year. Whilst Reserves do not currently complete SAR returns the DC&WF provides a useful handrail for 1PA and SAR completion (see footnote 73).

⁸⁰ May be known locally by another title.

⁸¹ This includes findings from internal audits, Ofsted inspections and audits by Service Command and Defence staff.

- a. It provides a robust mechanism to safeguard against the consequences of staff turnover, particularly that of Commanders and executive staff.
- b. Training establishments will be well prepared for external assurance visits, as the SARs and QIAPs provide a comprehensive basis for any such inspection, audit, or evaluation. It prevents duplication of effort and the feeling of inspection fatigue.

CI can be supported in several ways, 3 of which are highlighted below:

- a. **Peer Review.** A process for effective peer review may exist amongst groups of establishments with similar training outputs, or which comprise a formal operating group. The key benefits are increased objectivity, the spreading of fresh ideas and good practice between establishments, and improved assurance to the operating group commander. Peer review is encouraged within and between single Services.
- b. **Independent Advisory Panel (IAP).** Direction for the implementation within Initial Training sits within single Services. Careful consideration should be taken in the formation and engagement of an IAP with the creation of terms of reference which outline clear expectations for all parts of the arrangement.
- c. **Spreading Good Practice (GP).** Initial Training units, their chains of command and all those supporting them through audits, surveys and working groups have a responsibility to spread good practice to ensure CI can be optimised across Service and inter-Service training boundaries. GPs not only aid in CI but can have a positive effect in avoiding poor behaviours and repetition of safeguarding mistakes. Through the COTE course TSLD will highlight GP that has been identified through 1PA, 2PA and external inspections. sS should also look to utilise current systems e.g. DURALS or sS equivalents as a platform to record GP.

7.4 Internal Assurance

6. **1st Party Assurance.** Compliance with all Care & Welfare Policy should be reviewed and reported as part of 1st Party Assurance activities. This can be done as part of a wider training audit or with a separate Care & Welfare focus. Where there are deficiencies or areas of Non-Compliance these should be included within the CRA and QIAP as well as used to inform the next Self-Assessment conducted. Any Non-Compliance should also be reported via the Customer Executive Board (CEB). Self-Assessment against the Defence Care & Welfare Framework should be completed annually. Regular Units receive the Defence Care & Welfare Framework in June each year, with TSLD requiring a consolidated return from sS representatives at the end of July. USUs receive the Framework in January each year with a consolidated return required by TSLD at the end of March. Reserve Units are not currently required to complete the Care and Welfare Framework.

7. **2nd Party Assurance.** Care & Welfare compliance must be reviewed and reported as part of 2nd Party Assurance Activity conducted by sS 2PA teams or by higher headquarters or TSLD. 2PA should assess progress against any areas of Non-Compliance identified during 1st Party Assurance Activities as well as the non-conformity itself. The Care & Welfare executive summary against the Defence Care & Welfare Frameworks must be reviewed as part of all 2PA where applicable.

7.5 External Inspection

8. Ofsted⁸² provides fully independent 3rd Party (i.e. external) assurance through two types of inspection programme;

- a. Commissioned (Care & Welfare) inspections requested by Defence via TSLD
- b. Statutory (Apprenticeship) inspections required under the Education and Skills Act 2006.

9. The 2 programmes of Commissioned (Care & Welfare) and Statutory (Apprenticeship) inspections are conducted entirely separately, using separate inspection frameworks and visits will not be combined. For more information on Statutory inspections see Volume 5 Annex B

10. **Ofsted Commissioned inspection.** Ofsted is commissioned by Defence to provide Ministers with independent external oversight of Initial Training across Defence. They examine training establishment's provision of Care & Welfare including self-assessment processes using the MOD specific Inspection Framework (MODIF)⁸³. Ofsted will seek to determine the progress made in addressing issues of duty of care, welfare and support for trainees within Initial Training. Findings and recommendations are provided to the unit⁸⁴, with more general MOD recommendations made in the published Annual Report to Ministers⁸⁵. Training Establishments/Schools/Units are required to ensure a Senior Ofsted Nominee⁸⁶ and an Ofsted Nominee is available should notification of an inspection be made. Both Nominees should make themselves aware of the details contained within the MODIF, attend the online TSLD-led Ofsted Nominee workshops and act accordingly⁸⁷.

11. **Actions following Ofsted Inspections.** Following an Ofsted Inspection Commanders should work with TLB Assurance leads to ensure actions are taken to address recommendations. Where changes in policy are required the TLB Assurance SME will engage with TSLD as appropriate. Recommendations or actions agreed to address recommendations should be included in the unit QIAP and progress tracked accordingly.

12. **Actions on a grading of Requires improvement or 'Inadequate'.** Where a unit receives an inspection grading of 'requires improvement' or 'inadequate' in one of more judgement areas, the respective TLB Assurance SME (in consultation with the unit Commander and their immediate chain of command) is required to provide a recovery plan detailing remedial action and timescales to address recommendations made by Ofsted. TLB assurance reps will provide a copy of the agreed action plan to TSLD within 3 months of a unit receiving their final unit report and grading from Ofsted. TSLD will work with Ofsted to confirm a timeline for re-inspection and may, if deemed appropriate, conduct a formal or informal visit of the unit before Ofsted re-inspect. Any visit will be agreed in consultation with TLB Assurance SMEs.

⁸² Ofsted is the nationally recognised inspectorate of schools and colleges and the adult work-based learning sector.

⁸³ This is available publicly but also annually via DIN – [Link to MODIF](#).

⁸⁴ Within both the main narrative of the report and separately in the recommendations section

⁸⁵ Published on [GOV.UK](#) Q3 each year.

⁸⁶ This should be the Commander or a member of the Senior Leadership Team and the requirement for them to act as the Senior Nominee should be included within their TORs.

⁸⁷ Contact TSLD Compliance HEO for nominee event dates.

7.6 The Recruit Trainee Survey (RTS) and Officer Cadet Survey (OCS)

13. Following a major recommendation⁸⁸ from the Directorate of Operational Capability Appraisal of Initial Training 2002 the RTS and OCS Tri-Service surveys were commissioned to solicit trainees' views on their experiences during Initial Training. The RTS and OCS surveys are managed by a private contract with IFF for regular trainees⁸⁹. Separate arrangements may be in place for Reserve trainees, with individual surveys conducted in-house by TLBs, using complimentary question sets.

14. **Survey Completion.** Every trainee who has completed more than two weeks of Initial Training **must** be given the opportunity to complete the survey during Working Hours. Trainees should be encouraged to complete only a single return for each Phase of their training, less Officers who will complete an OCS only at the end of Phase 1. For most trainees this will be in the final week of Phase 1, and then for all less officers again in the final week of Phase 2 (or if they choose to leave the Service after having completed at least 2 weeks training in either phase). Survey completion timelines are summarised below:

Survey	Phase 1 Early Departures	Phase 1	Phase 2 Early Departures	Phase 2
RTS	Any time after week 2 and on departure	Last week of training	Any time after week 2 and on departure	Last week of training
OCS	Any time after week 2 and on departure	Last week of training	Not applicable	Not applicable

15. Trainees should be encouraged to complete the relevant survey as close to graduation/end of course as possible and not before the final week of course, and the Survey **must** be completed during a formally timetabled session within Working Hours. Trainees should be allocated a quiet environment and should not confer on or discuss their answers.

16. The RTS and OCS can now be completed on personal mobile devices if computer rooms are not available/practical, but they should still be allocated time in a suitable environment. The same survey link and password works for mobile completion. Completion of either survey is voluntary and fully anonymous. Those wishing to opt out **must** do so through initiation of the survey, so their access is registered.

17. **Survey Administration.** The surveys should be administrated by someone who is not part of the trainees' direct training team to preserve anonymity and allow trainees to be comfortable with expressing their honest opinions. This administrator should read the standardised verbal brief to all trainees immediately prior to completing the survey. The brief is at Annex E.

⁸⁸ Major Recommendation 69: All recruits and trainees should be invited to complete and sign a questionnaire, administered, and retained by an authority outside the chain of command, about their experiences during Initial Training. This should be properly structured to solicit trainees' views about the quality and benefits of training.

⁸⁹ Prior to 1 Apr 21, the surveys and annual reports were produced by Ipsos Mori.

18. **Survey Management.** A Point of Contact within each training establishment **must** be appointed and will be responsible for the management of the RTS/OCS. Whilst they do not need to be the individual administering the survey on each occasion, they must provide assurance that the survey continues to be managed in accordance with current direction. The number of completions⁹⁰ and frequency of review of the results, via the results portal, should be in line with graduation/outflow numbers i.e. not less than monthly or once within six weeks of graduation if fewer than 12 graduations per year.

19. **Survey Question Set.** Each survey is comprised of a set of core questions which are completed by all Services, and additional questions depending on Service interest. Core questions are reviewed on an annual basis. Any amendments must be agreed via the RTS/OCS Steering Group chaired by TSLD. Should Defence Colleges have any concerns on the question set or escalation routes for issues, unit reps should contact sS RTS/OCS reps in first instance.

20. **Survey Results Portal.** The results of the surveys are presented on an online portal, which training establishments, HQs and Service Assurance teams have access to. The survey portal, called “Trainee Voice”, has 5 years of historical survey data available to view. Annual summaries are published on gov.uk site.

21. **Comments of Concern.** Whilst it is emphasised, both in the survey and via the brief at Annex E, that trainees are strongly encouraged to report any serious issues to the appropriate sS authority/local staff, rather than through the RTS/OCS, occasionally comments of concern may continue to be received. Unfortunately, survey completion in the very late stages of training coupled with the time it takes for survey answers to be analysed, anonymised, and fed back to units, often means trainees who have made comments of concern have already moved on to their next phase of training and units are unable to act effectively to rectify any perceived issues. Units are therefore strongly encouraged to reiterate to trainees, immediately on completion of the survey, the options available to trainees through which they can raise issues of concern as detailed in Annex E. If comments of concern are made the TLB Assurance POC will be alerted. TSLD may also be notified.

22. **Training.** IFF Research provide training on the administration and reviewing of results through the portal on regular occasions. Training will involve a more in-depth look at the functions of the portal most relevant to attendees and offer the chance to ask location specific questions if needed.

23. **Governance.** The RTS/OCS is governed through the TSLD chaired RTS/OCS steering group (RTS/OCS SG) which reports to the TSLD Policy and Assurance Group (TSLD PAG) as required.

24. For questions about any aspect of the Recruit Trainee Survey or Officer Cadet Survey, contact Catherine.smith827@mod.gov.uk. IFF Research also have an RTS/OCS helpdesk email for any technical issues, issues with administration or portal queries which is RTSandOCShelpdesk@iffresearch.com.

⁹⁰ Either fully completed or attempted but opted out of completion (within survey).

7.7 Points of Contact

Defence	People TSLD H2A SO1
RN	Navy Command HQ, Trg Pol Strat SO1
Army	Army HQ, DPers Services Pol SO1
RAF	Air Command, 22 Gp, Trg Pol SO1
Strategic Command	tbc



8 Annexes

- A. Example of a Commander's Risk Assessment and Factors for Consideration
- B. The Supervisory Care Directive – Factors⁹¹ for Consideration
- C. U18s Parent(s)/Guardian(s) Contact Decision Matrix
- D. Other Factors Relating to U18s in Training⁹²
- E. Verbal Brief - to be read to trainees immediately prior to completion of RTS/OCS

⁹¹ These factors should be considered in conjunction with the Care of Service Personnel Under the Age of 18 contained within this JSP.

⁹² These elements are not new just moved from previous chapter – they are not policy that TSLD owns, more guidance/signposting to be considered.

Example of a Commander's Risk Assessment and Factors for Consideration

Commander's Risk Assessment (CRA)				Assessment Ref: CRA 04/23			
Establishment/Unit/School:	TSLD	Risk Point of Contact:	Name	Craig	Position	Prevent Lead	
Risk Event / Activity:	Risk of Radicalisation	Risk Assessor:	Name	Moore	Rank/Grade:	Lt	
Generic or Specific Risk Assessment:	<input type="checkbox"/> Generic <input checked="" type="checkbox"/> Specific	Risk Assessor's signature:					
Associated policies / procedures / Standing Operating Instructions (SOIs):	Counter Terrorism and Security Act 2015 JSP 345, JSP 822, JSP 839	Assessment Date:	01-Oct-23	Review Date:	01/04/2024	(Step 5)	
		SCD Reference(s):	(Step 4) Chapter 4 Section 2: PREVENT training in Initial Training Chapter 7 Section 2: Contractor Induction				
Situation / Event / Concern: (Step 1)			Who is at risk? (Tick all appropriate) (Step 2)				
Requirement to safeguard and support vulnerable people to stop them being drawn into terrorism.							
Risk Description: (Step 3)							
Trainees and trainers demonstrating signs of being vulnerable to extremism or terrorism, which if manifest in positive action, could have a significant negative impact on all personnel in the Unit and wider AF reputational damage.			<input checked="" type="checkbox"/> ALL personnel on site <input type="checkbox"/> ALL trainees				
Location of unit within *** miles of **** where recent terror attack (20**) have occurred			<input type="checkbox"/> ALL staff (military and contractor <input type="checkbox"/> ALL trainees U18 ONLY				
Contractors employed under *** contract are not mandated to undertake PREVENT training			<input type="checkbox"/> ALL visitors <input type="checkbox"/> General Public				
Assessment / Existing Control Measures: (Step 3)			Other				
All Trainees and staff receive Prevent training within 2 weeks of joining and every 6 months via elearning			Assessment of risk with existing control measures				
Induction booklet for all trainees and staff includes application of Prevent policy within the Unit and information of local Prevent issues							
CO is engaged with local Prevent Partnerships who meet on a 6 monthly basis							
Inspected by Ofsted iaw Prevent guidance							
			L	I	Score	Residual Risk	
						Yes	No
						<input checked="" type="checkbox"/>	<input type="checkbox"/>
			3	3	9		
Reasonable Additional Controls that can be implemented to reduce the Risk to ALARP: (Step 4)			Assessment of risk with existing control measures				
Local police and members of local Prevent partnerships deliver termly briefs to all staff and trainees							
Briefs by Unit Prevent Lead as required and when policy/procedure has been updated							
			L	I	Score	Residual Risk	
						Yes	No
						<input checked="" type="checkbox"/>	<input type="checkbox"/>
			3	2	6		
Commander	Name and Rank	Post / Position	Date	Signature			
Existing and additional controls agreed	Bond Cdr	CO Unit **	10-Oct-23				
Has risk been elevated? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>							
If yes Commander to confirm additional controls implemented:							

Key Guidance: This section provides a quick overview of some of the key concepts in a Commander's Risk Assessment (CRA) providing a worked example. The Notes section gives further information.

Situation / Event / Concern: Condition, hazard, activity, action that may cause harm.

Risk: is the chance that someone or something could be harmed by the situation / event / concern measured by multiplying the likelihood (probability) of the situation / event / concern occurring with its impact (severity). For example, there may be a 'possible' likelihood that someone could be affected by radicalisation (3 rating - see below) combined with a 'major' impact of single life changing injury or multiple injuries (3 rating), which creates a score of 9 (low risk). However, the risk should be 'as low as reasonably practicable' (ALARP) through implementation of control measures such as mandated PREVENT training.

Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this CRA, it is beholden on the person creating the risk to continue to monitor the situation/event/concern and control measures. Any changes in the situation/event/concern (including environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment such that the risk remains ALARP.

PERSONS UNDERGOING TRAINING CANNOT BE DEEMED COMPETENT UNTIL THEIR CAPABILITY IS PROPERLY ASSESSED

TRAINING STAFF WHO ARE NOT SQEP CANNOT BE DEFINED AS COMPETENT IN AREAS WHERE THEY DO NOT HOLD THE RELEVANT SKILLSET OR QUALIFICATION TO MANAGE THE TASK

5 Step Process → **Step 1** - Identify the situation/event/concern **Step 2** - Determine who is affected and how **Step 3** - Evaluate the risks and identify control measures **Step 4** - Implement your control measures updating SCD with coordinating direction **Step 5** - Review your risk and update as necessary

Likelihood (L)	Multiplied by	Impact (I)	Risk Score Calculation						
1 – Remote / Rare		1 – Minor		Likelihood →					
2 – Unlikely		2 – Moderate		1	2	3	4	5	
3 – Possible		3 – Major	Impact ↑	5	5	10	15	20	25
4 – Probable		4 – Severe		4	4	8	12	16	20
5 – Highly Probable (Almost Certain)		5 – Critical		3	3	6	9	12	15
		<i>Note: impact number is unlikely to change with control measures</i>		2	2	4	6	8	10
		1		1	2	3	4	5	

Risk = Likelihood x Impact

Likelihood		Definition
5	Highly Probable (Almost Certain)	Is expected to occur in most circumstances
4	Probable	Will probably occur at some time, or in most circumstances
3	Possible	Fairly likely to occur at some time, or some circumstances
2	Unlikely	Is unlikely to occur, but could occur at sometime
1	Remote / Rare	May only occur in exceptional circumstances

Impact		Definition (Health Safety and Environment and business continuity)
5	Critical	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries. Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact. Normal operations cease
4	Severe	<ul style="list-style-type: none"> A single death or multiple life-threatening injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a major environmental effect or multiple incidents causing significant effect. Normal operations severely reduced
3	Major	<ul style="list-style-type: none"> Single life changing injury or multiple injuries which have a short-term impact on normal way of or quality of life. Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation. Single incident causing significant environmental impact. Normal operations restricted
2	Moderate	<ul style="list-style-type: none"> Multiple injuries requiring first aid. Moderate damage to an area, and that can be remedied internally. Multiple incidents causing minor environmental effect. Minor disruptions to normal operations
1	Minor	<ul style="list-style-type: none"> An Injury requiring first aid Limited short-term damage to an area of low environmental significance/ sensitivity Incidents causing minor environmental impacts Normal operations not affected

Risk Management		
Risk Rating	Authorisation	How risk should be managed
1-3 (Very Low)	OR4 - OF3	Review annually (very low) 6 monthly (low) to ensure conditions have not changed and working within risk appetite and ALARP (more frequently if local policy dictates)
4 -9 (Low)	OF4	
10-14 (Medium)	OF5 / 1* Commander	Review Quarterly. Good Risk Mitigations to ensure impact remains ALARP and tolerable.
15-19 (Medium to High)	2 * HQ	Review termly and actively manage. Assess output requirements against desired outcomes and current resources.
20 (High)	3* / 2* Commanders	Contingency planning / dynamic risk assessment may suffice. Limited risk mitigations to achieve risk ALARP and tolerable.
25 (Very High)	4*	Operational Capability where the required outcome impacts on defined military capability

Risk Assessment – Factors for Consideration

1. These factors are not exhaustive and additional factors, as deemed appropriate by Commanders, are to be considered⁹³. The assessment framework must identify and explain factors, associated risks (their frequency and likelihood) and their mitigation measures/precautions.

Low Risk Environments

1. A potentially low risk environment has:
 - a. a stable and/or homogeneous trainee population.
 - b. a high level of training and experience already acquired by trainees.
 - c. a well bonded cohort of trainees.
 - d. a low proportion of trainees on holdover/unprogrammed time/awaiting training or discharge.
 - e. a high average age of trainees.
 - f. a high educational attainment among trainees.
 - g. good availability and close proximity of recreational facilities (e.g. gyms, and games rooms where alcohol is not served).
 - h. good availability of non-uniformed welfare staff (SSAFA, RVS etc).
 - i. low turnover of training staff.
 - j. few or no gapped training (and appropriate support) posts.
 - k. staff who have completed mandatory training as appropriate.

High Risk Environments

3. A potentially high-risk environment has:
 - a. evidence or history of bullying/harassment within the establishment.
 - b. a fluctuating and/or diverse trainee population and typology.
 - c. a low level of training and experience of trainees.
 - d. a lack of bonding within trainee cohorts.
 - e. a high proportion of trainees on holdover / unprogrammed time / awaiting training or discharge.
 - f. a low educational attainment/low academic level among trainees.

⁹³ Additional factors, if identified, should be passed to TSLD to share good practice across Defence.

- g. mixed gender training and the mixing of trained and untrained personnel.
- h. a lack of available or proximate recreational facilities (other than bars etc).
- i. a lack of welfare support.
- j. high turnover of training staff.
- k. a significant number of gapped training (and appropriate support) posts.
- l. staff who have not completed mandatory training as appropriate.

Supervisory Care during Out-of-Hours

4. Factors to determine the level of supervisory care during out-of-hours periods:
 - a. Available direction/guidance on alcohol consumption.
 - b. The proximity of the duty supervisor (e.g. living in the same block, on the base, or outside the establishment on a mobile phone).
 - c. Weekends and leave policy, which may increase or reduce the requirement for supervisory staff.
 - d. The unit's guard structure and duties, which may allow staff who are on guard duty to take on limited supervisory activities.
 - e. The geographical location of the unit, which may affect the number of trainees likely to be within the bounds of the establishment during out-of-hours periods, increasing or decreasing the requirement for supervisory staff.
 - f. The nature and distribution of the accommodation (e.g. single, multi, or barrack style, the standard of furnishing).
 - g. The balance of male/female trainees within the unit, noting the need for a suitable number of male/female supervisory staff at any time.
 - h. The ease of contact with families and friends (e.g. mobile phone policy, telephone availability, wifi and internet access).
 - i. The 48-hour limit on weekly working time in the Working Time Regulations, which may restrict the use of trainers for out-of-hours supervision⁹⁴.

Specific Factors for Consideration during the Risk Assessment

5. Specific factors for consideration during the risk assessment are:
 - a. Self-harm and suicide
 - b. alcohol and drug abuse or addiction.

⁹⁴ The MOD has limited derogations from the Working Time Regulations in some instances. Legal advice should be sought on whether a particular activity is exempt. Guidance on Working Time Regulations for SP is provided in 2008DIN01-050.

- c. bullying, harassment, inappropriate behaviour⁹⁵.
- d. radicalisation risk/behaviour⁹⁶.
- e. homesickness, engagement with parents/guardians.
- f. access to telephones/use of mobile phones.
- g. compassionate leave.
- h. trainees on holdover / unprogrammed time / awaiting training or discharge. To include procedures for informing them of progress.
- i. basic life skills and financial awareness.
- j. inculcation of core values.
- k. access to weapons and ammunition.
- l. trainees U18.
- m. Adults at risk.
- n. mental health, suicide awareness and other medical problems.
- o. recreational facilities including access to alcohol and gambling.
- p. bounds (restrictions on trainees).
- q. tracking individuals at risk - 'At Risk Register'.
- r. care leavers: not all care leavers will be U18 when they join, and the local authority has a responsibility for them until the age of 25.
- s. Climatic Injuries⁹⁷.

Good Practice

- 6. Good practice has been seen when the following are evidenced:
 - a. Commanders' personal involvement.
 - b. Analysis of trainee population.
 - (1) Where are they from (e.g. urban, rural, overseas, ethnic or national origin, social background, educational attainment)?
 - (2) What types of issues do they bring?

⁹⁵ Including online abuse

⁹⁶ Trainers and trainees should be made aware of the PREVENT pillar of the Government's CONTEST strategy. Free PREVENT training is available online at <https://www.foundationonline.org.uk/>. Establishments should have protocols in place to report and investigate any radicalisation concerns.

⁹⁷ Direction and guidance on Heat Illness and Cold Injury prevention can be found in JSP 375.

- c. Analysis of historical and welfare data.
 - (1) Good integration across all welfare functions to understand types of problem, patterns and how previously resolved.
 - (2) Likelihood and frequency.
- d. Analysis of training activities.
 - (1) What are the risks, including psychological, physical and environmental?
 - (2) Maintenance and exploitation of historical medical data on causes of injuries.
- e. Regularly refreshed (at least annually).
- f. Personnel and admin staff, welfare staff and trainers are included in the process to identify mitigation measures / precautions and improve ownership.
- g. Inclusion of all activities, on and off site, where appropriate.
- h. Development of unit historical data/perspective; for example, history of self-harming incidents, history of Minor Administrative Action, the Remedial Training Log, the Equality and Diversity Log, Injury Log.

The Supervisory Care Directive – Factors⁹⁸ for Consideration

1. Introduction and Purpose of Supervisory Care Directive, to include a statement from the Commander directing that the SCD be taken as their orders for the running of the Supervisory Care regime in the establishment.

Arrival and Induction Procedures⁹⁹

2. New trainees to be met on arrival and escorted to accommodation.
3. Process in place for early arrivals and courses commencing after leave periods.
4. Induction briefing to include, as a minimum, and at an appropriate level:
 - a. Explanation of the Supervisory Care Regime, to both staff and trainees.
 - b. The need for all staff and trainees to be aware of at risk behaviour and the mechanism for reporting such behaviour.
 - c. The need to retain a close dialogue between the chain of command, medical, welfare and pastoral staff on at risk individuals and supervisory care issues in general.
 - d. For civilian medical staff in particular, the implications of working in a military environment and the sensitive boundaries between patient confidentiality and justifiable Service concerns.
 - e. Explanation of the provisions of the 'training covenant'¹⁰⁰ to all staff and trainees.
 - f. Issue the Training Covenant Card to every trainee. Card must include key names and contact details of those responsible for supervisory care (both inside and outside the chain of command) and welfare support, together with any relevant national helpline details.
 - g. How trainees may raise training or other personal concerns.
 - h. Procedure for nominating NoK, including the requirement to address potentially complex family arrangements.
 - i. Unacceptable behaviour, and the complaints process (both informal and formal).

⁹⁸ These factors should be considered in conjunction with the Care of Service Personnel Under the Age of 18 contained within this JSP.

⁹⁹ COs should implement appropriate follow-up sessions to ensure a thorough understanding of supervisory care issues.

¹⁰⁰ For example, the ARITC Code of Conduct and Behaviour for Recruits.

Monitoring of Trainees

5. Systems in place to ensure that the movements of all trainees can be accounted for at all times (including weekends, off duty or leave). Such systems will depend upon the nature and phase of training and should not infringe on trainees' freedom of movement.
6. Delegation of authority to NCOs should not take place without appropriate and responsible officers maintaining proper oversight and accountability.
7. Appropriate levels of supervision and welfare cover, as a ratio between supervisory staff and trainees, determined based upon the outcomes of the Risk Assessment and the training design processes as laid out in JSP 822.

Maintenance of Discipline/Service Standards

8. Maintain good order and discipline in accommodation, communal, training and recreational areas.
9. Ensure appropriate regime is in place to manage poor performance.

Training and Supervisory Staff

10. Ensure that the need for disclosure checks has been correctly identified.
11. Monitor the completion of disclosure checks for all relevant personnel.
12. Ensure that staff are adequately trained, assessed and monitored in the training and, where appropriate, supervisory care of trainees¹⁰¹.
13. Ensure sufficient, qualified staff are available, commensurate with the activity risk, in accordance with risk assessments and training documentation.
14. Ensure that appropriately trained personnel (e.g. Chaplains/Padres, medical staff) are available to assist any trainee in need of counselling.
15. Allow trainees to have access to a supervisor of their own sex.
16. Ensure these tasks are maintained whilst trainees are training away from the unit, such as during AT.
17. Consider the fitness of staff to provide appropriate supervisory care if they are also under other pressures (workload, domestic etc).

Specific Factors for Consideration for SCD

18. Specific factors to be considered for a SCD are:
 - a. self-harm and suicide.

¹⁰¹ In particular, ensure that the requirements of JSP 822, Volume 4, Chapter 6 are met.

- b. alcohol and drug abuse or addiction.
- c. gambling including online.
- d. bullying, harassment, inappropriate behaviour.
- e. radicalisation risk/behaviour.
- f. homesickness.
- g. access to telephones/use of mobile phones.
- h. compassionate leave.
- i. engagement with parents/guardians.
- j. care leavers and engagement with the relevant local authority.
- k. trainees on holdover / awaiting training or discharge; to include procedures for informing them of progress.
- l. financial awareness.
- m. skills for Life.
- n. inculcation of core values.
- o. access to weapons and ammunition.
- p. trainees U18.
- q. at risk adults.
- r. mental health and other medical problems.
- s. recreational facilities including access to alcohol, tobacco, and gambling.
- t. bounds (restrictions on trainees).
- u. tracking individuals at risk - 'At Risk Register'.

Good Practice

19. Good practice has been seen when the following is evidenced:

- a. write as a Directive.
- b. avoid being descriptive.
- c. specify:
 - (1) what is to happen, when and how.
 - (2) set standards to be achieved.
 - (3) identify who is to do what.

- (4) outline the organisation's welfare structure.
- d. keep it short – do not replicate Standing Orders.
- e. consider pocket Aide Memoire for trainers.
- f. have an effective feedback loop.
- g. consider the use of table-top exercises to validate procedures.
- h. conduct post-incident analysis.
- i. review regularly.

Framework¹⁰² for Supervisory Care Directive

Whilst not prescribing a standard format as factors differ between establishments, the following format is considered good practice. Where extant Direction/ guidelines cover an issue raised in the Supervisory Care Directive, it is to be referenced for detailed Direction.

Introduction

- Statement of Commander's commitment to the care of the trainees within their establishment. Link to and reference CRA.
- Reference to relevant procedures, processes and policies.
- Applicability of Supervisory Care Directive.
- Governance of Welfare forums.

Outline of Course(s)

- Emphasise those elements that may put particular pressure on trainees.

Arrival

- Procedures.
- Induction briefing.
- Initial letter to parents/guardian.

Accommodation

- Trainees.
- Supervisors.

¹⁰² Variations to this framework should be considered by the relevant training command and passed to TSLD if considered good practice.

Conduct of Training

- Training failures.
- Management of poor performance.
- End of course reports.
- Skills for Life deficiencies.

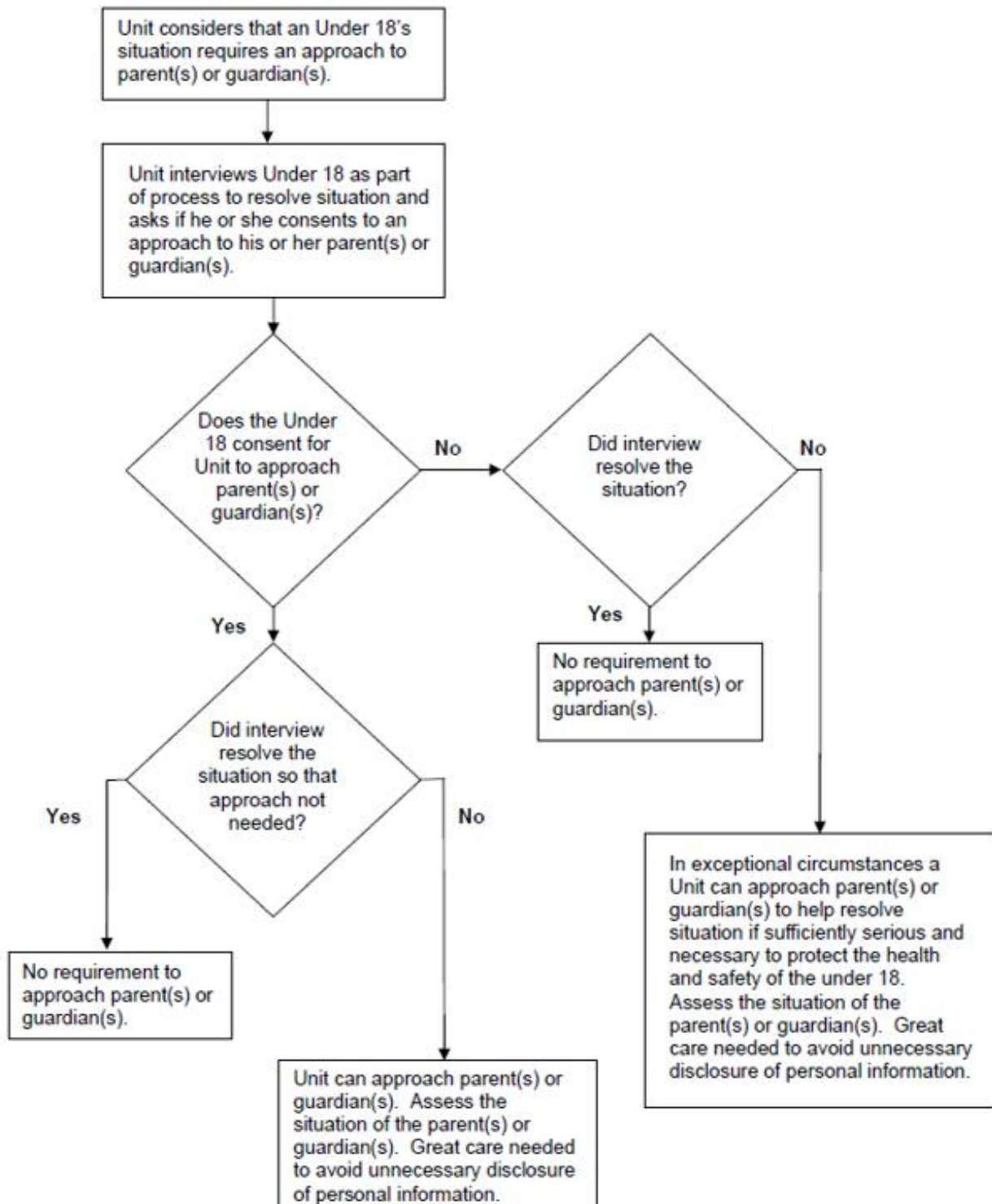
Staff Training and Validation

- Mandatory training.
- Optional training.
- Trainer monitoring and development.

Supervisory Care of Trainees

- The minimum ratio of supervisory staff to trainees against all serials both on and off-site during normal working hours and out of hours, at weekends and during leave periods, and the risk mitigation strategy if these ratios cannot be met.
- Normal working hours.
- Out-of-hours, including checking of trainees during silent hours.
- Access to support – welfare/medical/ chaplain etc.
- Booking in/out procedures.
- Incidents involving trainees.
- Weekends and leave policy, including restrictions on night leave.
- Mealtimes, including fourth meal where applicable.
- Monitor trainees' adherence to a balanced, nutritional, diet.
- Specific exercises/activities.
- Process for the transfer of trainee information between phases of training and onto front-line units.

U18 Parent(s)/Guardian(s) Contact Decision Matrix



Other Factors Relating to U18s in Training

THE OPTIONAL PROTOCOL TO THE UN CONVENTION ON THE RIGHTS OF A CHILD

1. This Protocol strengthens the rights of children by increasing the protection afforded to them by prohibiting their participation in armed conflict. The UK was involved fully in the negotiation and drafting of the Optional Protocol and signed at the UN Millennium Summit on 6 Sep 2000. The UK ratified the Optional Protocol on 24 Jun 2003, and every five years it is required to present evidence to the UN Convention on the Rights of the Child on the implementation of the Optional Protocol on the involvement of children in armed conflict. The main effects of the Optional Protocol are that it:

- a. requires all feasible measures to be taken to ensure that members of the Armed Forces who have not attained the age of 18 years do not take part in hostilities.
- b. prohibits the compulsory recruitment of those who have not attained the age of 18 into national Armed Forces; and,
- c. requires safeguards to ensure that recruits U18 must be genuine volunteers; have the informed consent of their parents or legal guardians; be fully informed of the duties involved in such military service; and provide reliable proof of age prior to acceptance into military service.

2. At the signature of the Optional Protocol, the UK entered the following declaration with the UN Secretariat:

'The UK will take all feasible measures to ensure that members of its Armed Forces who have not attained the age of 18 years do not take part in hostilities. However, the UK understands that Article 1 of the protocol would not exclude the deployment of members of the Armed Forces under the age of 18 to take a direct part in hostilities where: there is a genuine military need to deploy their unit or ship to an area in which hostilities are taking place; and by reason of the nature and urgency of the situation it is not practicable to withdraw such persons before deployment; or to do so would undermine the operational effectiveness of their ship or unit, and thereby put at risk the successful completion of the military mission and/or the safety of other people.'

THE RIGHT TO LEAVE THE ARMED FORCES DURING INITIAL TRAINING

3. Service personnel, including those U18 have a statutory right to discharge:

a. **Discharge as of Right (DAOR) as a new trainee.** All new trainees,¹⁰³ who have completed 28 days' service and having given 14 days' notice, have a right to discharge within the first 6 months of service¹⁰⁴.

b. **Discharge U18 (DU18).** After the first 6 months of service, all Service personnel U18 retain a right to claim discharge up to their 18th birthday. The terms of this discharge include a cooling-off period and are therefore different to those for DAOR. Service personnel U18 who, after 6 months' service, wish to leave their Service must give notice in writing and before their 18th birthday to their Commander. U18s will not be discharged until the end of a cooling-off period¹⁰⁵. The maximum cooling-off period will be 3 months. This may be reduced but only if both the Commander and the U18 agree to a shorter cooling-off period. Once an U18 has submitted an application to leave, the longest period that an individual will be required to continue to serve is 3 months. The cooling-off period provides the safeguard of a period for reflection in which the U18 may rescind a hasty and subsequently regretted decision. An U18 who has notified their Commander of their intention to leave will not be discharged if they change their mind about leaving before the date of their discharge¹⁰⁶. The U18 should normally notify their Commander of their wish to change their mind by submitting a withdrawal of notice; the U18 must then be allowed to remain in Service. Commanders retain the power to discharge a Service person regardless of age for other reasons, but they should generally not consider individuals unsuitable because they have previously exercised the right both to apply for discharge and to remove that notice. Commanders are to ensure that all Service personnel U18 are made aware of their right to discharge.

4. A Service person over the age of 18 may, in very limited circumstances, also have a right to discharge. This will occur only where the Service person:

- a. notifies their Commander of their wish to leave before their 18th birthday; and
- b. their 18th birthday falls before the end of the 3 months maximum cooling-off period.

In these circumstances (unless they change their mind) the Service person will be discharged at the end of the cooling-off period¹⁰⁷.

¹⁰³ By which is meant those on their first enlistment to a particular Service. However, the right will be extended to individuals who have been discharged on medical grounds and subsequently re-enter.

¹⁰⁴ New trainees who are 18 and over also have a right to discharge. For those in the Army, the right must be exercised within their first 3 months. For trainees in the Royal Navy, the Royal Marines and the Royal Air Force, their right must be exercised (like those under 18 years) within the first 6 months.

¹⁰⁵ A Service person will not be discharged, if during the cooling-off period, they change their mind about leaving. Additionally, discharge may be delayed beyond what would be the end of the cooling-off period if at the time the Service person is serving a sentence of Service detention. Where this occurs the date of discharge will be postponed until the Service person is released from MCTC.

¹⁰⁶ There is no limit on the number of times a Service person may give notice to the Commander before reaching the age of 18.

¹⁰⁷ A Service person serving a sentence of Service detention will not be discharged until their release from MCTC.

5. Regardless of the means of discharge of an U18, Commanders are to ensure that:
- a. the U18 has contacted their parent(s)/guardian(s) and will return to them or has their permission to return to a different address. If the parent(s)/guardian(s) will not accept the U18 back into the home, or the U18 does not wish to return, then the Commander¹⁰⁸ must liaise with the social and welfare services if appropriate.
 - b. where the U18 was in local authority care before joining the Armed Forces (such as a care leaver) they are unlikely to have had the family support that others enjoy, and this may make them more vulnerable. As a consequence, care leavers represent a 'special group with specific needs' and extra sensitivity is required. The relevant local authority is to be contacted and appropriate arrangements made for the return of the U18 to their care. Where necessary, assistance should be requested from the single Service welfare services that could assist with contacting the local authority.
 - c. the U18 has been provided with a rail warrant, departure times of trains that will allow return home by 2359hrs and provided with transport (or fare) to the nearest railway station. If arrival by 2359hrs on the day of departure is not possible the U18 must be provided with overnight accommodation at the parent unit.
 - d. the U18 has sufficient funds for incidental expenses. This could be funded through an Early Payment in Cash and repaid from their final salary.
 - e. the parent(s)/guardian(s) have been contacted and provided with arrival details. The discharging unit must contact the arrival address the following day to ensure the individual has arrived. If he or she has not arrived any follow-up action should be agreed with the parent(s)/guardian(s).

LIFESTYLE CHANGE

6. New trainees, particularly those U18, are at risk of suffering homesickness, and may have trouble coping with the significant lifestyle change that the first weeks of life in the Services may bring. Commanders must ensure that all those in contact with U18s are aware of the risks and the early indicators of developing problems to prevent incidents of self-harm and, in extreme cases, attempted suicide¹⁰⁹.

MARRIAGE AND CIVIL PARTNERSHIP.

7. Whilst the law on marriage and civil partnership is complex, in general U18s require their parents' permission to marry or enter into a civil partnership. Commanders will wish to seek specific advice in the event of the issue being raised.

¹⁰⁸ In cases where a Service person will be over 18 at time of discharge and therefore classed as an adult, the CO will need to determine whether contact with parents/guardian or local authority is deemed appropriate; this will depend on the assessed vulnerability of the individual.

¹⁰⁹ Guidance on self-harm and suicide is available for the RN in [BR3 Part 5 Annex 24E](#); for the Army in [AGAI Vol 3, Chap 110](#); and for the RAF in [AP 9012 Chap 6](#).

FAILURE OF COMPULSORY DRUGS TEST (CDT).

8. The Commander must employ single Service Policies for Disciplinary or Administrative Action regarding U18s. The Commander must act in accordance with Service regulations¹¹⁰. If it is determined that an U18 is to be discharged, notification to the parent(s)/guardian(s) must be made in accordance with the right to leave the Armed Forces.

DEPLOYMENT OF U18s

9. Service personnel U18 are not to deploy to any operations outside of UK, except where the operation does not involve personnel becoming engaged in, or exposed to, hostilities. U18s are not to be deployed on UN peacekeeping operations in line with UN policy. In addition to general safeguarding principles, the following steps are to be taken to ensure that members of the Armed Forces who have not reached the age of 18 do not take a direct part in hostilities or are not put at risk from exposure to hostilities. In particular, when a unit is about to deploy to a potentially hostile situation and an individual U18 cannot be retained as part of the Unit Rear Ops Group, they are to be removed from such unit unless:

- a. it is not practicable to do so; or
- b. to do so would undermine the operational effectiveness of that individual's unit and put at risk the successful completion of the military mission and/or the safety of other personnel.

10. Decisions on the removal of U18s from units will be made whenever the appropriate Service commanders, in concert with the Chief of Joint Operations, consider there is a greater than low probability of members of the unit having to take a direct part in, or be put at risk by, hostilities. The decision to retain U18s in units which having been deployed in benign circumstances, find themselves in a rapidly worsening operational scenario, lies with the Commander, but must be based on the same criteria as above, i.e. an immediate presumption of removal if feasible. Commanders are to adhere to single Service rules on deployment and posting of U18s overseas¹¹¹.

¹¹⁰ Defence Direction: JSP 830: Manual of Service Law; JSP 835: Alcohol and Substance Misuse and Testing; and single Service guidance.

¹¹¹ RN regulations, [QRRN 0829](#); Army regulations, [AGAls Vol 2 Chap 060](#); RAF regulations, [AP3392 Vol 5, Leaflet 120](#).

Verbal Brief - To be Read to Trainees Immediately Prior to Completion of RTS/OCS

Introduction for Participants

This survey gives you the chance to record your experiences whilst at [UNIT]. Please answer based on your own experiences, not what others may think.

Your opinions will be used to make the training and conditions at [UNIT] better for future trainees, so please answer openly and honestly. The survey will take around 20 minutes to complete, depending on how much you have to say.

You will not be asked to record your name anywhere on this survey and your responses will remain anonymous. Owing to the anonymity, once completed your data cannot be withdrawn from the survey. Your answers will be combined with those from other trainees and reported to [UNIT] and to those involved in the training evaluation process.

All written comments will be made available to [UNIT] and those involved in training evaluation - please do not provide personal or identifiable details about yourself or others in any comments.

If you have a situation that you think should be reported and you want confidential support or help, please use the contact details shown in the box below. The survey should not be used to highlight any allegations of wrong-doing or criminal activity as these cannot be investigated under the rules governing the independence of the survey data. The survey is anonymous, and any issues should be reported through the other means listed below. If you have experienced poor or unfair treatment, we encourage you to speak to these contacts in this or your next unit.

If you believe you have been badly or unfairly treated whilst at your unit, there are several ways you can get help:

- **Speak with your Welfare Team or Padre**
- **Speak with your unit's Equality and Diversity Adviser (This person will be identified on notice boards)**
- **Call the Defence Bullying Harassment and Discrimination (BHD) Helpline on Freephone: 0800 783 0334.**

Your survey data is collected on behalf of the MOD and stored securely by an outside and independent agency, IFF Research. For more information about how IFF Research stores and uses the data, please visit:

<https://www.iffresearch.com/iff-research-gdpr-policy/>

How to complete the questionnaire:

- Please put a tick in the box alongside the answer that best applies to you.
- A few questions will need you to give your answer in numbers, please type in the numbers in the box provided e.g. (26) years.
- Some other questions will require a typed answer, where this is the case please ensure you do not provide the personnel details of others.
- provide the personnel details of others.