ASHBOURNE

Independent Sixth Form College Kensington

STAFF HANDBOOK

Contents

Introduction

Mission Statement

Ashbourne's mission is to be the most desirable destination for A-level students in London by:

- Attracting highly motivated individuals with an 'Asher Profile', who aspire to achieve academic excellence within their potential through a balanced and well-rounded education. Ashbourne wishes to achieve this by respecting the best academic traditions of independent education whilst meeting young people's need for encouraged autonomy and self-reliance;
- Delivering inspirational and innovative education whilst providing a learning experience that is personalised and tailored to the individual needs of each student. We promise small class sizes to ensure students achieve their aspirations in a friendly, informal, international and disciplined college as distinct from a traditional formal school;
- Recruiting and retaining staff with an Asher Profile: rewarding them with competitive remuneration and working conditions to encourage and support their professional development;
- Achieving a level of profitability that will sustain and enhance the college and provide adequate returns to shareholders' investment.

Asher Profile

An Asher is an individual who epitomises the spirit and values of Ashbourne. Ashers are positive, proactive and motivated in all they do. They are ambitious in their chosen field, always striving for excellence through hard work and unwavering in trying their best. They are independent and self-reliant team players, always prepared to lend a hand and go the extra mile to help others. They are courteous, honest, trustworthy, self-accountable and most importantly, committed to treating people fairly at all times. Ashbourne recruits and retains staff with this Asher mentality and rewards them with competitive salaries and working conditions, providing our genuine investment in our employees' professional development.

Sophie Smith, who is a former student and teacher at Ashbourne, says:
"An Asher is someone who is enthusiastic, curious and kind; someone who is quick to help and excited to learn. I look back very fondly at my time at Ashbourne and look forward to seeing smiling faces when I come to work."

We encourage our students to be independent and self-reliant both academically and personally. There are three aspects in particular that we take pride in, which are: individual attention, academic results and diversity.

Individual Attention

Our governing ethos has always been to answer the individual needs of students through providing high quality tuition and pastoral care. Each student receives personal attention and guidance at every stage of their development, primarily through our Personal Tutoring Scheme. The college strives to create a friendly and informal atmosphere where students refer to teachers by their first names, and our class numbers rarely exceed more than 10 students. This enhances student and staff engagement, allowing communication and understanding to develop in a very natural way. At the same time, Ashbourne is very hands-on and complements the excellent relations between staff and students with the proactive insistence on high academic standards.

Academic Results

Ashbourne is among the top performing private A-level colleges in London ranking either number 1 or number 2 in the London league tables for private colleges. In 2019, 47% of students achieved A/A* for A level and more than 50% are now at Russell Group Universities.   Ultimately this is a result of the entire college body working together to support the Ashbourne's mission and reflects the quality of our students, teachers and operations team.

Diversity

Ashbourne is attractive to international students for many reasons; chief among these are the welcoming atmosphere, the extensive range of subjects offered and the overall quality of education that keeps our inflow of oversees students so strong and consistent. Forty per cent of Ashbourne's students are from overseas, representing up to 40 different nationalities. As a result of this there is vast diversity in the different personalities, ambitions and interests making Ashbourne a very exciting place to work and study.

The diversity applies to our staff as well with Ashbourne staff coming from a variety of backgrounds, ethnicities and cultures.

Our Expectations

We ask that all staff and students support Ashbourne's mission with a proactive and positive approach. Additionally, beyond fulfilling the duty of the employee's specific role, we expect that all staff members meet behavioural expectations of Ashbourne, also understanding the responsibility to guide the students to do the same. We therefore we ask that all members of the team familiarise themselves with our Code of Conduct, specified under section 8 of this handbook, to ensure they feel confident in the delivery and relaying of our behavioural expectations.

1. Policies

1.   Child protection and safeguarding

It is surprising how many of our students have a special need of one sort or another. Most of the time these are low level concerns such as anxiety but occasionally they extend to more severe issues

such as eating disorders, self-harm, abuse, sexual or otherwise, and depression. Ashbourne has been quite successful supporting such students in the main because we respect the challenges they may be facing, constantly reviewing their situation, offering counselling where necessary and liaising with appropriate officials. Our Designated Safeguard Lead (DSL) and Assistant DSLs have a significant role to play in this regard.

1.1 DSL and Assistant DSL
DSL: Frances Burns

Assistant DSL: Lee Kirby

Assistant DSL: Ruchi Agarwal

All staff have a responsibility to provide a safe environment in which children learn.

1.2 Early help, the DSL and the referral process
You should identify children who may benefit from early help to deal with possible child protection and safeguarding concerns and issues and understand how the referral process works. In particular you should speak directly with the DSL.

1.3 Abuse
From our Child Protection and Safeguarding Policy you should be aware of the various types of abuse and how they might be identified.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Child sexual exploitation
- Neglect
- Child criminal exploitation
- Peer on peer abuse
- Serious violence
- Female genital mutilation (FGM)

1.4 Mental health
Although proper treatment of mental health issues should be left to professionals, you should also be aware of signs of a problem and alert the DSL if you have any concerns.

1.5 Watchfulness
It is important that everyone act as 'if it could happen here'. Common points of failure to deal properly with safeguarding concerns are:

- Failing to act and refer early signs of abuse
- Failing to listen
- Failure to share information or sharing too slowly

- Failure to challenge the college or the local authority if the concern persists

1.6 Safeguarding concerns about other members of staff
You will find various protocols depending on which members of staff are concerned.

1.7 Safeguarding concerns about the college
If you do not think that the college is dealing properly with issues of safeguarding you might contact an external organisation such as the Local Authority.

1.8 How to report a concern
For safeguarding concerns which are not emergencies you may use our Management Information System (MIS)/FileMaker system to make this known to the DSL or talk to the DSL yourself. In the rare event of an emergency, you may contact the LCSB (Local Children's Safeguarding Board) yourself but, of course, you must still inform the DSL.

1.9 Record keeping
In the absence of a referral to the DSL, a child might confide in you. It is important to keep comprehensive notes should a child disclose a concern to you. You must never promise confidentiality and, as far as possible, listen.

1.10 Keeping children safe in education
The Government's statutory guidance on this is called Keeping Children Safe in Education (KCSIE); you are required by statute to be familiar with Part 1 of this document but should read through it all each year. You will find a copy in the appendix.

1.11 The golden rules of safeguarding

1. Know the Designated Safeguarding Lead (DSL).
2. Should you have any concerns about the welfare of one of your students you should let the DSL know as soon as possible.
3. You are obliged by law to follow up any referral to the DSL to ensure that the concern has been dealt with properly
4. In an emergency, where there is no opportunity to approach the DSL, you must make a referral direct to Social Services.
5. Safeguarding trumps data protection.

1.12 The role of the DSL
All the applications of students to the college must be vetted by the DSL to ensure that:

a. Any safeguarding issues are properly investigated
b. As required, ensuring that the college has the appropriate resources to deal with any safeguarding issues or has the capacity to make 'reasonable adjustments' to ensure the best possible provision of education

c. Because of vulnerabilities often present, any SEND issues present are analysed from a safeguarding perspective.

If there are safeguarding concerns the DSL will liaise with the previous school in order to arrange a transfer of the safeguarding file. The DSL will also make contact with any relevant professionals or agencies who may have relevant information.

The DSL will interview students with safeguarding issues to ensure they know where to turn for support and classify their risk on a scale for 0 to 4, 0 being no risk and 4 requiring a referral to Children's Social Care (CSC).

The DSL will liaise with teachers to open a line of communication should the teachers have any new information or concerns.

The DSL will meet with each of these students throughout the year, the frequency depending on the seriousness of the concern.

1.13 Education
Next to dealing directly with students who are a safeguarding risk, the DSL's primary role is to educate students and staff about important, current safeguarding issues. These include: contextual safeguarding concerns such as mental health, peer-on-peer abuse, online safety and cyber bullying. The DSL is able to educate because of opportunities provided by PSHEE classes for year 11, PT classes for year 12 and 13 and at plenary meetings of Heads of Faculties and Personal Tutors.

1.14 Training
Aside from ensuring that they are constantly up to date with current safeguarding legislation and guidance, the DSL also must ensure that new employees complete safeguarding training upon joining and existing staff are retrained each with particular regard to KCSIE.

1.15 Referrals
Should a safeguarding concern become critical because of strong evidence of abuse, the DSL will refer to CSC, Channel or another relevant agency as appropriate. Referrals will include cases of suspected radicalisation and cases where a member of staff is suspected of abuse.

1.16 Information
The DSL will also ensure that important information about safeguarding is made available to all members of the Ashbourne community, staff, students and parents. They will ensure that the communication and storage of personal data complies with GDPR, bearing in mind that data protection is always a secondary consideration compared to the welfare of children. They will keep accurate, up-to-date records of all safeguarding concerns and liaise with appropriate agencies, schools and professionals to support the welfare of our students and staff.

The DSL will ensure that knowledge of safeguarding is made available to parents, staff, students and prospective students and parents.

The DSL will review the policy and its implementation in a formal meeting with the safeguarding team at the end of each academic year.

1.17 Ashbourne College Child Protection and Safeguarding Policy and Procedure

2. Staff code of conduct

The policy sets out to clarify the legal position in relationships between staff and students and staff and parents. For example, two of the issues dealt with are the proper use of force and the prohibition of intimate physical relations between staff and students. It will set out expectations and standards and confirm professional responsibilities. You are obliged to read this through prior to commencing employment with us but we have summarised below some of the important issues found there.

Most sexual activity involving a person under the age of 16 (male or female) is an indecent assault which is both a criminal offence and a matter for which damages can be awarded. This is so, even when the younger person is alleged to have provoked or encouraged the activity.

2.1 Staff/student relations

Although rare, occasionally the relationship between teacher and student becomes strained emotionally. For example, a student's overweening seeking of affection, a student's persistent grudge, a student's overt sexual flirtation, or vindictiveness leading to false or malicious accusations against a member of staff. In such circumstances you should alert the DSL at your earliest convenience, always keeping a record of circumstances surrounding the case. You should familiarise yourself with the section on allegations against staff found in our Child Protection and Safeguarding Policy and be aware of general procedures found in this policy.

2.2 General conduct

1. Smoking, alcohol and drugs – You should be aware of our policies for each of these, in particular our reservation of the right to test for the presence of alcohol or drugs. These reflect our tough but fair outlook, which underpins the seriousness with which we treat our educational ambitions.
   Neither smoking nor the consumption of alcohol is permitted anywhere within the college premises.
   It is a criminal offence to use, possess or deal in any controlled substances and anyone found through the Disciplinary Procedure to be involved in any of these activities, whether during or outside working hours, will normally be dismissed for gross misconduct.
   For more detail please refer to: the Alcohol and Smoking Policy and the Drugs and Substances Policy.
2. School property – You must report any weaknesses in our physical infrastructure and necessary repairs to our Premises Manager. Of course, you should always leave your classroom tidy after any lesson.

3. Use of premises – You must obtain consent should you wish to use the premises outside of scheduled classes or for purposes other than official college business.

4. Good order and discipline – You are not expected to resist physically any student who is behaving in an aggressive, destructive or abusive way. You must report such to your line manager or another senior member of staff and the DSL. For example, it would be grossly unprofessional not to report a child in possession of alcohol or drugs.

5. One-to-one meetings – You should restrict the time required to that necessary to achieve the purpose of the meeting.
   Avoid any unnecessary physical contact or conduct which might be taken as a sexual advance. Apologise in the case of any accidental physical contact and always report any such incidents.

6. Meetings outside college – These should not take place without the prior consent of your line manager or a senior member of staff.

7. Language – Unless necessary, avoid words with sexual innuendo and always avoid the use of gratuitous sarcasm. Of course, you must never swear.

8. Dress – We encourage all staff to dress in a 'smart but casual' way.

9. Force and physical restraint – Corporal punishment is illegal but you may use 'reasonable force' to prevent a student harming, or threatening to harm, themselves or others, whether inside the classroom or not.
   Before intervening you should strive to tell the student that unless they desist from such behaviour you will apply physical force but will stop when they stop whatever questionable activity.
   Self-defence is permissible provided a minimum use of force.
   There is no legal definition of reasonable force except to say that it is the minimum required to achieve its aim.

10. Physical contact in other circumstances – You may use your professional judgement when considering comforting a child in distress or applying first aid for example. You should note that children who have suffered abuse may be particularly sensitive to the application of any force.
    All children have a right to privacy, for example in changing rooms at the gym.

11. Contact with student outside of school – In general you should avoid communicating except for obvious purposes such as dealing with a homework assignment. You should certainly not give out or seek any contact details and not engage with students using social media.
    When engaged with students outside of school you should always be accompanied by another adult; if this is not possible you should clear such activities with the DSL.
    All activities need some form of parental consent, risk assessment and clearance from the Director of Studies.

12. Confidentiality – You must never reveal the contact details, or indeed any other confidential information, of any member of the Ashbourne community to anyone else. If asked you should always refer to the Head of Administration.

13. Photographing and videoing students – All staff and students sign a 'marketing and photography privacy notice' which asks for their consent (which may be withheld) for the college to use images captured in day-to-day activities for promotional purposes. Regardless, we would always seek consent again from any student or staff member who would appear in such a photograph.
Nevertheless, staff are not permitted to take photographs or make videos of students without the college's consent (and of course the student's consent).
14. Inappropriate material – You must not provide students with any inappropriate material such as pornography or literature supporting extremism; if you discover any student or another member of staff in possession of such you must report immediately to the DSL.
15. Gifts – All gifts with a value great than £100 must be reported to the Director of Studies but, to avoid any suspicion of favouritism, you would be wise to report all gifts.

2.3 Use of Language other than English

Ashbourne is an international college with around 50% of its students coming from countries outside of the United Kingdom. We therefore encourage students to speak English at all times, even when conversing with others from their own country, as it helps them improve their language skills and, more importantly, prevents other students from feeling alienated when around them.

2.4 Ashbourne College Staff Code of Conduct Policy

3.   Whistleblowing

It is possible that you may become concerned about the behaviour of one of your colleagues, management or senior management. This could be a concern about fraud, unlawful or unethical abusive behaviour. It is important to know:

a. What to do
b.   That the college will support any member of staff who raises such a concern.

In general, you should communicate your concern to the DSL although there are slight variations depending on who is involved, including a concern about the conduct of the college itself. For more information please refer to the policy found on our website.

3.1 Duty of Disclosure

You are required immediately to notify Ashbourne College if you are charged or convicted of any criminal offence, if you receive a police caution, reprimand or warning, or if there is a formal child protection investigation of you or any member of your household under section 47 of the Children Act 1989 as amended.

3.2 Ashbourne College Whistleblowing Policy

4.   Acceptable Use of ICT and E-Safety

All teachers must read both of these policies and sign an acceptable use notice to acknowledge their understanding of the critical issues surrounding technology and their support for keeping the college secure.

There are several areas of concern:
a. Security of passwords and usernames
b. Security of our entire information system against malware and spam
c. Security against fraud
d. Data protection in general but especially in relation to the use of social media
e. Cyber security including cyber-bullying and grooming for sexual and terrorist purposes

You should be familiar with the following related policies:
Acceptable Use of ICT
E-Safety
Data Protection
Child Protection and Safeguarding

5.   Student behaviour

A student may misbehave at levels 1, 2 or 3. Level 1 offences are minor and include such examples as minor classroom disruptions, lateness to class, poor quality or untimely submission of homework or both. We expect you to note such using the behaviour share tool on the college's MIS/FileMaker system. This will reach the student's Personal Tutor.

Level 2 offences are repeated incidences of level 1 offences. In this case you should inform the Personal Tutor and Director of Studies. They will then arrange a disciplinary meeting with the student and inform you of the outcome.

Level 3 offences are those which may lead to exclusion. Examples are gross misconduct such as bringing prohibited drugs onto the premises or the failure of a level 2 meeting to achieve an improvement in behaviour.

5.1 Ashbourne College Student Behaviour and Exclusions Policy

6.   Missing Child Policy

The welfare of all children at the college is our paramount concern. Everyone who works here has been trained to appreciate that they have a responsibility to ensure our children are safe. Where staff have a concern that a child is missing from college the Missing Child Policy should be followed.

As you know Ashbourne monitors attendance rigorously every 2 hours (i.e. sometime during each double period throughout the day). If late, students must obtain a late slip from reception and all attendance must be recorded within 5 minutes of the start of any lesson. All unauthorised absences

(UAs) will be telephoned by our Attendance Officer who will note the reasons for absences on our MIS/FileMaker system.

We also ensure the physical security of the premises through the use of security cameras, keypad entry to all buildings, insisting that all students and staff wear a lanyard and patrolling the premises four times throughout each day.

6.1 Trips and outings
This entails special arrangements whose details are found in our Risk Assessment for Educational Visits Policy. If a child goes missing the following procedure should be adopted:

a. Take a head count to ensure no other students are missing
b. An adult should search the vicinity
c. Inform the DSL
    o DSL to inform parents
    o DSL to contact police
    o DSL to inform LSCB and LADO
d. Return other students to college

6.2 Action in the case of poor or irregular attendance
We will inform the Local Authority if a child attends irregularly or is absent without permission for a continuous period of 10 school days.

6.3 Action in the case that a child goes missing from college
- Check with a friend
- Check with Attendance Officer
- Call student's mobile.

6.4 Ashbourne College Missing Child Policy

7. Health and safety
Ashbourne places the greatest importance on health and safety and encourages all employees to participate in developing and practising safe working practice and have regard for the welfare of themselves and others. We all have a responsibility for health and safety.

7.5 Health and safety responsibilities
The Health and Safety Officer and delegates are responsible for overseeing health and safety issues at the college, in particular the manager for premises and IT.

7.6 Management and supervision
All staff with a responsibility for managing health and safety at the college, in particular our Senior Leadership Team (STL), Directors of Studies, Heads of Faculties and Personal Tutors, must promote positive attitudes to health and safety.

7.7 Duties of all staff
- Report all accidents;
- Be familiar with all emergency procedures including fire, lockdown and critical incidents;
- Know the location of all first aid boxes, fire points and fire-fighting equipment;
- Be familiar with our health and safety policy;
- Practise good housekeeping;
- Prevent injury to themselves and others;
- When reaching for objects at a great height make sure you use available ladders and do not over-reach.

7.8 Fire safety
- If you see a fire, sound the alarm;
- If safe to do so, attempt to control the fire, possibly seeking assistance;
- Memorise the location of the fire points and fire fighting equipment;
- Keep work areas as free of waste as possible.

7.9 Evacuation
- Switch off equipment as appropriate;
- If safe to do so, close windows and doors;
- Leave the building by the nearest exit; do not run; use handrails; do not collect personal belongings.

7.10 Fire wardens
In each building a fire warden will sweep the premises and take a roll.

7.11 Electrical safety
- You should never touch any electrical equipment when wet;
- Always disconnect electrical equipment before moving;
- Never attempt to repair without authorisation;
- Always switch off after use;
- Electrical power cables, in particular laptop chargers, should never lay across any area where others may walk.

7.12 Working with computer screens
- Adapt furniture to suit your body;
- Make allowances for natural light;
- Relax periodically by looking into the distance;
- Exercise with moderate stretching from time to time.

7.13 Smoking
There is no smoking allowed anywhere on our premises.

7.14 Personal protective equipment (PPE) and labs

Especially in labs, you must wear the PPE supplied and ensure that it is properly looked after. You should check that the equipment supplied is present and in good order prior to commencing any experiment.

7.15 Security, lanyards

All of Ashbourne's premises are covered by a receptionist who will refuse admission to our premises of any person who is not wearing a lanyard (guests must sign in to receive a visitor's lanyard). If they are not wearing a lanyard and can identify themselves, the receptionist will issue a temporary lanyard. It is therefore essential that all members of staff wear their lanyard and that they refuse admission to class of any student who is not wearing a lanyard. Before admitting them, we ask that you send such students to reception to obtain a temporary lanyard.

As an additional measure of security against intruders and for fire safety, one of the members of our premises team patrols the premises once every two hours. Naturally, should you encounter any person who does not 'belong' you should report this immediately.

7.16 Ashbourne College Health and Safety Policy

8. Data protection

Staff should be aware of the rights set out in our Data Protection Policy and summarised in their privacy notice for data protection. Any individuals about whom they record information on college business (notably in emails and notes) whether digitally or in hard copy files, may have the right to see that information. This absolutely must not discourage staff from recording necessary and sometimes difficult records of incidents or conversations involving colleagues or students, in accordance with the college's other policies. Grounds may sometimes exist to withhold these from such requests. However, the starting position is to record every document or email in a form they would be prepared to stand by should the person, about whom it is recorded, ask to see it.

8.1 Data handling

All staff have a responsibility to handle the personal data they come in contact with fairly, lawfully, responsibly and securely, in accordance with relevant college policies and procedures. In particular there are data protection implications across a number of areas of the college's wider responsibilities, such as safeguarding and IT security. All staff should read and comply with the following policies:

Data Protection
Acceptable use of ICT
E-Safety
Social Media
Managing Images of Children

8.2 Reporting, mitigating and avoiding data breaches

Certain types of data breach must be reported to the ICO (Information Commissioner's Office) within 72 hours. In addition, data controllers must notify individuals affected if the breach is likely to result in 'high risk' to their rights and freedoms. The college must keep a record of any personal data breaches; if staff become aware of any personal data breaches the must inform the college's Lead Compliance Officer.

8.3 Care and data security

Data handlers must always consider what the most assured and secure means of delivery and what the consequences would be of loss or unauthorised access. The college must ensure appropriate security against unlawful processing of personal data and against the accidental loss of or damage to person data.

- No member of staff is permitted to remove personal data from the college premises in whatever form without consent
- If agreed, and data is removed on a memory stick, it should be encrypted
- No member of staff should provide personal data of pupils, parents or other members of staff to third parties without consent.
- Use of personal email accounts or unencrypted personal devices for College business is forbidden.

9.   Equal opportunities

Ashbourne is committed to equal opportunities. A full statement of our policy may be found on our website however we highlight below some of the important elements for staff.

Ashbourne strives to ensure that those employees with protected characteristics are treated fairly. The protected characteristics include: pregnancy and maternity, gender, gender reassignment, sexual orientation, race, age, disability, marital or civil partnership status, and religion. It also tries to ensure that those with disabilities are treated fairly and will implement reasonable adjustments to its delivery to accommodate their needs.

9.1 Equal opportunities must apply to:

- Recruitment
- Promotion and training opportunities
- Benefits and conditions of employment
- Grievance and discipline
- Termination of employment and redundancy

9.2 Promoting equal opportunities

Generally, through our programmes of Personal Safety Health and Economic Education (PSHEE) at year 11 and Personal Tutoring for year 12, we actively promote the rights of all, including those with disabilities and protected characteristics. We would always want to encourage any employee who believes they are being treated unfairly to come forward without fear of recrimination. We will

investigate any complaint promptly. Management and staff have a particularly important role to play to ensure that equal opportunity is a living reality at the college.

9.3 Types of discrimination
Members of staff should familiarise themselves with the different types of discrimination: direct, indirect, harassment and victimisation which are found in Ashbourne's Equal Opportunities Policy.

9.4 Ashbourne College Equal Opportunities Policy

9.5 Related policies
Staff should also be familiar with related policies:
Accessibility
Anti-bullying
Disability
Safer Recruitment

9.6 Part-time staff
Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

9.7 Breaches of the Equal Opportunities Policy
We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Procedure. Serious cases of discrimination may amount to gross misconduct resulting in dismissal.

If you believe that you have been the subject of discrimination you can raise the matter informally in accordance with the Anti-Bullying Policy, or formally through our Grievance Procedure. Complaints will be treated in confidence and investigated as appropriate.

There must be no victimisation or retaliation against staff who complain about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

10.   Dignity at work and anti-bullying

10.1 Anti-bullying and harassment; dignity at work
Staff should be in no doubt that the college does not tolerate any form of bullying or harassment and should familiarise themselves with our Anti-Bullying Policy which deals with the various types of bullying or harassment. If they wish to take formal action against bullying behaviour, they may proceed through the Grievance Policy for staff.

2. Academic expectations, procedures and protocols

1.   Registers, attendance

Teachers are expected to complete their registers within the first five minutes of class. It is highly important that they are taken punctually to comply with our Health and Safety regulations and so that any late attendances are acknowledged fairly. We request that teachers should not leave their registers or database open and unattended when students are in the room.

1.1 Ashbourne College Attendance Policy

2.   Year 11 and children of compulsory school age

For students of compulsory school age, taking attendance for the first session of the morning and afternoon is an essential duty; failure to implement this condemns any school or college to failure upon inspection.

3.   Children missing in education

In a similar vein, it is a critical duty for us to report any student who has missed 20 consecutive school days without authorisation or has not returned to school after 10 days from an authorised absence. In the case of international students this could lead to the revoking of their study visa and failure to report such unexplained extended absences will not be welcomed by the UKVI which is the authority that grants Ashbourne its license to sponsor study visas for international students.

4.   Late slips

If a student arrives to their lesson late, they should not be allowed to join the class until they have collected a late slip card from reception. On the student register they must be shown as late using option 'L'.

5.   Food and drink in class

Students often go out of college during breaks, sometimes to buy food and drink as they are allowed to have hot and cold drinks during class. However, there is a strict policy against bringing hot food into the college, and cold food should not be eaten during class time, unless it's required under their individual health circumstances.

6.   Lanyard and ID policy

Both attendance and lanyard policies are vital to oversight and security. All students, staff and visitors must wear lanyards suspended from their necks; no one should be allowed into the college without a lanyard, even if of temporary issuance.

6.1 Lanyards are colour-coded:

- Black – staff
- Red – visitors
- Blue – senior students
- Purple – students of compulsory school age

6.2 Best practice

Challenge anyone on the premises without a lanyard.

6.3 Ashbourne College Lanyard and ID Policy

7.   Academic

Educational research has revealed a few things that have the greatest impact on children's learning. They are:

- Good teaching
- Assessment
- Feedback
- Active learning
- Homework

Our mantra might be: if students are not thinking, they are not learning.

Interestingly class size is not considered to be a significant factor, nor is streaming.

Among schools and colleges in the country offering A levels, Ashbourne consistently ranks in the top 10% for value added. Ashbourne's students exceed the achievements of other schools with the same GCSE grades. It is our goal to maintain and improve this achievement.

8.   Teacher's standards and appraisals

The Government publishes guidance, a copy of which you will find the in the appendix of this document. This is an excellent guide, sets a standard to which all may aspire and will be used in any appraisal of your work.

9.   The new Ofsted Framework

In addition to standards of teaching, the college's delivery will also be measured against this guidance which provides the basis for all inspections. A link to this guidance can be found in the appendix of this document.

10.   Our expectations in the classroom

1. Teachers must confidently and assertively address any students who breach classroom rules such as: inappropriate language, derogatory comments towards fellow pupils or teachers, use of mobile phone in class, eating in class or possessing any banned substances on college premises such as alcohol or drugs.

2. Teachers must provide a safe and nurturing environment within the classroom by treating all students with respect and providing the necessary attention required so that they are comfortable and confident with the material that is being covered.
3. Teachers must ensure that all students are wearing their student ID badges at all times, both in the classroom and around the college.
4. If a Teacher feels that a student is falling behind on their homework or classwork, they have permission to request that student to catch up the work in a free period.
5. Teachers must not threaten or attempt to suspend or expel students; if a Teacher believes this is a necessary implication, they must notify the student's Personal Tutor with a body of evidence and reasoning to support this belief.
6. Teachers must not reprimand students physically unless it's the only option through which they can protect the safety of themselves or others, and then only with reasonable and controlled force.
7. Teachers must not contact students' parents directly without consulting and receiving approved confirmation from their Personal Tutor.
8. Teachers must not informally refer to inappropriate or sensitive subjects outside of the professional bounds of their Subject material.
9. Teachers must not bring illegal substances onto the premises of Ashbourne or have alcohol on their person at college outside of in-house events where alcohol is provided.
10. Teachers must not scrutinise, criticise or project personal opinions towards the personality, beliefs, religion or lifestyle of students in class.
11. All members of staff are responsible for leaving rooms in a fit and proper state. Please be mindful of simple but effective practice including: cleaning the whiteboard at the end of a lesson, ensuring chairs are tucked under tables and all match in colour, replacing any moved furniture and removing any used mugs/drinking vessels when leaving the room.

11. Lesson plans

We expect teachers to take an organised and proactive approach to thoughtful lesson planning, allocating time before term begins to ensure the correct curriculum content is relayed using effective strategies, at the correct pace. Each lesson plan should outline a clear learning objective that can be tested at the end of the lesson. There should also be a form of testing students' foundational and new acquired knowledge throughout the lesson, which should involve some time dedicated to independent work. Teachers are also expected to ensure students are aware of assessment objectives and therefore are able to reformulate their expanded knowledge in line with the expectations of the exam boards.

12. Lesson format

Students are expected to be in the classroom and ready to work on the hour of their class time. A 10-minute break should commence after 50 minutes, during which students are expected to spend their time wisely, fetching water or visiting the bathroom if needed. They can spend their break times in or out of the classroom, and it's only during this time period that they are permitted to use their mobile inside their lesson room. However, when class recommences on the hour, they must turn their

phones on silent, putting them away out of sight and reach. The class will then continue for another 50 minutes, finishing at 10 minutes to the next hour.

13.   Homework

Prep should be set and received on a weekly basis, with a flexibility allowed depending on the size and time requirement for the task. Homework should be returned back to students with a mark and feedback within a week. Ashbourne tutors commonly use Google classroom to upload homework instructions.

14.   Reports

Teachers write reports for their students four times a year: at the end of HT1, HT2, HT3 and HT4. This will include providing a current working grade, a target grade and towards the end of the year a predicted grade. Within the report teachers must reflect upon the student's personal and academic progress within that particular subject, referring directly to their work ethic, quality of homework, punctuality, level of engagement and participation in class, as well as reflecting upon their Mock Grade result. The reports should be honest but encouraging, outlining areas to improve upon but also areas of accomplishment.

Additionally, after their Mock Exams, Year 12 and Year 13 students will carry out a self-report analysing their result and outlining how they intend to improve and practically go about accomplishing these goals.

14.1 Working grade (WG)

The working grade is designed to give a parent an 'at-a-glance' idea of how the student is currently performing. Based on evidence obtained from preps, coursework and tests, on the topics covered so far, the working grades are the grades that the subject teachers and Heads of Faculty judge are likely to be achieved at the end of this academic year by the pupil if they continue to work at the current level. The working grade may go up and down throughout the year and should be the most important performance indicator for parents.

It is important to note that, especially at an early stage in the course, we expect, the working grades to be below final grade achieved. Data from ALIS and YELIS may be useful when listing initial working grades.

14.2 Target grade (TG)

The target grades are not predicted grades but are based on what teachers believe a student should be aiming to achieve by the end of this academic year. Target grades could and should change throughout the year and will normally be at least a grade higher than the working grade. ALIS and YELIS again can be used for target grades.

14.3 UCAS and predicted grades (PG)

The predicted grade is what the Teacher believes is the most likely final grade to be achieved by the student by the end of this academic year. This is a professional judgment. It should not necessarily

be based on the outcome of a single mock exam but should be a realistic prediction based on the relationship between teacher and student.

A2 Personal Tutors will use the PG for UCAS purposes although they will be allowed flexibility to alter the predicted grade if, in their opinion, it is in the best interests of the student or the college to do so. For example, the PT may elevate the predicted grade by one grade (say from B to A) to ensure the student has a target to work towards, that they are made an offer to aspire to or to give them the opportunity of attending a more prestigious university. The onus will be on the student to demonstrate they have earned this flexibility.

Therefore year 12 grades should reflect performance, targets and predicted outcomes for year 12 (AS) examinations and not their final A2 results. Past performance must be taken into consideration. In some cases, a student may have scored very highly in previous examinations but be struggling with one current unit or module. This is common in maths when a student has a high score from five of six units but is struggling in the sixth.

3. Exams and mock exams

1.   Mock exams

Mock exams always take place during the penultimate week of the first four half-terms. They are in held in the classroom of the timetabled lesson, with the exception of HT4 Mock Week. During this week all mock exams, excluding practical Art subjects, will take place in the location where the students will sit their official exams in the Summer. We see these examinations as a crucial step to help students prepare for the May and June examinations. During this week students will not have classes on Monday, Tuesday and Wednesday.

It is compulsory that any students who fail to complete their mocks on these dates must attend on the Saturday immediately following mock exam week to sit their test.

2.   Official examinations
2.1 Admin for student exam entries
The first stage of submitting students' exam entries begins when teachers receive a list of their Year 13 subject students, who have been allocated with the paper references they are expected to sit. Teachers must either confirm these details with a tick next to the candidate name or use a cross to withdraw them from the paper allocated to them. This will then be sent back to the Examinations Officer (EO) who will process the information and at a later date, send out the official exam entry forms to teachers to fill out and distribute to their students. Teachers must please support students when filling out their forms by checking the exam paper references and other details are correct before handing them back to the EO before the deadline.

2.2 Internal end of Year 12 examinations

For certain AS Linear qualifications, our students will sit Ashbourne internal exams. These students will not be entered for the actual exams with the exam boards but will do question papers prepared by the subject teachers.

We treat internal Year 12 examinations exactly the same as the official AS examinations. These exams are not mock exams and will be the student's end of year grades, which will determine if they should continue with the subject and also their ability to progress to Year 13. Results of internal Year 12 examinations will also be used as a key determining factor for university predicted grades and therefore we require students to prepare for these examinations in the same way that they would an official AS examinations.

According to the Joint Council for Qualifications (JCQ) regulations, Year 12 internal exams may not take place at the same exam hall as official examinations.

Teachers must moderate Year 12 internal exams as a department to ensure that marks are entirely in line with the band descriptions and assessment objectives prescribed by the exam board. Grades must reflect what students would get if these were real exams.

2.3 Individual tuition

Ashbourne can provide extra tuition sessions during term time, Summer Holidays and Easter Holidays to accommodate the individual needs of our students. These sessions are arranged by our Head of Administration, Hien Nguyen; however if students wish to arrange individual tuition they must firstly consult the Director of Studies. Teachers are not permitted to arrange individual tuition with students without consulting the Director of Studies. The college has no obligation to pay for sessions organised without the acknowledgment and consent from the Director of Studies.

4. Appendix

1. Keeping Children Safe in Education

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

Please read this statutory guidance: https://www.gov.uk/government/publications/keeping-children-safe-in-education. Below is part one, which must be read by all staff.

1.2 Keeping Children Safe in Education, statutory guidance, part one: safeguarding information for all staff

What school and college staff should know and do.

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
protecting children from maltreatment; preventing impairment of children's mental and physical health or development;▪ ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. All staff should be prepared to identify children who may benefit from early help.[1]
Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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[1] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.[2]

What school and college staff need to know:

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy;
- behaviour policy;[3]
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
15. All staff should be aware of their local early help[4] process and understand their role in it.
16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.[5]
17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

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[2] The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

[3] All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.
[4] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[5] More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

What school and college staff should look out for:

Early help

18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

20. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

21. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

22. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

23. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

24. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

25. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

26. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

27. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due

to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

29. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,[6] such as rape, assault by penetration and sexual assault;
- sexual harassment,[7] such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,[8] which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

31. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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[6] For further information about sexual violence see Annex A.

[7] For further information about sexual harassment see Annex A.

[8] For further information about 'upskirting' see Annex A.

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance[9].

Female Genital Mutilation

33. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.[10] If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

Mental Health

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on [Preventing and Tackling Bullying,](#) and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Additional information and support

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[9] For further information about county lines see Annex A.

[10] Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

39. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

40. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

41. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

42. If staff have any concerns about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.

43. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

44. Options will then include:
- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;[11] or
- a referral for statutory services,[12] for example as the child might be in need, is in need or suffering or likely to suffer harm.

45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

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[11] Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

[12] Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information <u>must not</u> be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

47. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

48. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

51. The referrer should follow up if this information is not forthcoming.

52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.[13] Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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[13] An analysis of serious case reviews can be found at gov.uk/government/publications/analysis-of-serious-case- reviews-2014-to-2017

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.[14]

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[14] Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally

Referral[3] made if concerns escalate

Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47[4] enquiries appropriate: referrer informed

Section 17[4] enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC[5]

Identify child at risk of significant harm[4]: possible child protection plan

Identify child in need[4] and identify appropriate support

School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support

Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

2. Overview of Teachers' Standards

Department for Education

Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

1 Set high expectations which inspire, motivate and challenge pupils

A teacher must:
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn

3 Demonstrate good subject and curriculum knowledge

and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

5 Adapt teaching to respond to the strengths and needs of all pupils

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
  - showing tolerance of and respect for the rights of others.
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

3. Ofsted: The education inspection handbook

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England. Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006.

Please read this guidance:

https://www.gov.uk/government/publications/school-inspection-handbook-eif.