

# Libra

## Policies and Procedures

Coordinator Kirsty Crosby

Head Teacher Kirsty Crosby

Nominated Director Joan Wilkes

Last Review Date 16.10.18

Next Review Due 14.10.19

Mid-year updates

## **Quality Assurance**

We believe this policy relates to the following legislation:

- Standards and Framework Act 1998
- Equality Act 2010
- Education & Inspections Act 2006
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are an effective self-improving school committed to the process of continuous improvement and with high expectations of all pupils, school staff, parents, and directors.

In order to support continuous improvement we believe we must implement effective processes of quality assurance such as school aims and policy making, self-evaluation, planning for improvement, staff development, leadership and the effective deployment of staff as we believe quality assurance is our guarantee that the service we offer meets the accepted quality standards.

We aim to raise standards by allowing everyone to achieve full potential, by taking into account local and national priorities, by involving all school staff, parents and pupils in the key processes and by reporting the school's achievements and attainments to wide audience.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To have in place effective processes of quality assurance.
- To involve all pupils, school staff, directors, and parents in the process of quality assurance.
- To share good practice within the school.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Directors**

The Directors have:

- the responsibility to oversee all aspects of the process of Quality Assurance;
- delegated the implementation of the key processes of Quality Assurance to the Headteacher;
- delegated powers and responsibilities to the Headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- make effective use of relevant research and information to improve this policy;
- nominated a designated Equalities Manager to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **Role of the Headteacher and Senior Management Team**

The Headteacher and the Senior Management Team will:

- work in conjunction with the Senior Leadership Team to ensure all staff, pupils and parents are aware of and comply with this policy;
- manage Quality Assurance procedures;
- ensure school aims are devised and reviewed in consultation with all school staff, directors, pupils and parents;
- ensure school aims focus on improving the quality of pupils' learning experiences;
- ensure the effectiveness of procedures for implementing policy by involving all school personnel in regular development and review of policies and guidelines;
- take full account of the views of parents and pupils when implementing policy;
- undertake self-evaluation by using Quality Indicator audit sheets;
- gather further evidence for self-evaluation from pupil attainment, targets, views of parents, views of pupils, views of school staff and results of monitoring and evaluation;
- as a result of self-evaluation produce an improvement plan for identified school priorities in consultation with all school staff, directors, pupils and parents;

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- regularly monitor and evaluate the improvement plan;
- ensure self-evaluation informs staff development and the needs of the school;
- have in place a programme for staff development that is matched to the needs of individuals and of the school;
- ensure information from the Performance Management process informs the schools self-evaluation process;
- ensure their leadership and management skills are of the highest quality and are regularly reviewed;
- in terms of exams, senior staff will ensure that all invigilators are observed by appropriately authorised staff during their first live tests and annually thereafter, completed forms to be retained by the school;
- ensure all school personnel are well matched to their roles and are deployed effectively;
- produce a detailed action plan for each identified school priority;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

### **Role of School Staff**

School Staff will:

- comply with all aspects of this policy;
- contribute to the Quality Assurance process by being involved in the:
  - formulation and review of school aims and policies
  - self-evaluation process
  - formulation and the monitoring and evaluation of the school improvement plan
  - staff development and performance management process
  - formulation of the annual Standards and Quality report
- be aware of all other linked policies;

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- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Invigilators inc Observations**

All exam boards including BCS, require observations of Invigilation to be carried out for all Invigilators. This is to ensure that assessment regulations are being met, and corrective action can be taken where there are non-compliances.

As a minimum, the Centre Manager must ensure:

- All new Invigilators complete appropriate training
- All new Invigilators are observed at their first live test session
- All Invigilators are observed annually.

To document the quality assurance of invigilation, Centre Managers must:

- Ensure the observations are completed by a Centre representative who is registered with BCS
- Ensure the observer observes the whole test session
- Ensure the Invigilator Observation Reports are completed and signed at the time of the observation
- Retain the reports as these will be required for audit, or on request by BCS.

If issues are identified with any of the observations, there is a requirement that feedback is provided to the Invigilator, and corrective action taken. This may include further training on areas of weakness. It may also be appropriate to conduct a further observation to check that improvements have been made.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- contribute to the Quality Assurance process;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Directors;
- contribute to the Quality Assurance process;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- contribute to the Quality Assurance process;
- be asked to comment on the annual Standards and Quality report;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as newsletters and half termly reports
- information displays in the main school entrance

### **Training**

We ensure all school staff have equal chances of training, career development and promotion.

- Our staff receive periodic training so that they are kept up to date with new information
- Out staff receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement.

### **Linked Policies**

- |  |                                       |
|--|---------------------------------------|
| ▪ Self-Evaluation and School Improvement | ▪ Continuing Professional Development |
|--|---------------------------------------|

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▪ Leadership and Management	▪ Monitoring and Evaluation
▪ School Effectiveness	▪ Senior Leadership Team
▪ Target Setting	▪ Teaching and Learning

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**Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Quality Assurance	As mentioned above			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

<b>Conclusion</b>	<b>We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.</b>
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**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher and coordinator work closely	✓			
• Policy endorsed by directors	✓			
• Policy regularly discussed at meetings of the Directors	✓			
• School staff aware of this policy	✓			
• School staff comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy			✓	
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
<b>A statement outlining the overall effectiveness of this policy</b>				
It is effective and suitable for purpose				