

ORMISTON
CHADWICK
ACADEMY

AGE QUOD AGIS



BTEC Courses

(Including BTEC Tech Awards (2022))

Staff Handbook

Contents

Page

3	Registration, entry and certification of learners
5	Assessment
7	Internal Verification
8	Assessment Malpractice (including the use of AI)
11	Appeals
13	Collaborative arrangements and operational procedures
15	Distance and/or Blended Learning policy
16	Special Consideration & Reasonable Adjustment
18	Health & Safety policy
23	Equality & Diversity

BTEC Registration, entry and certification policy

Aims:

- To register individual learners to the correct programme within Pearson stated timescales.
- To enter individual learners for assessment, where required, by published deadlines.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment.
- Register each learner to meet with Pearson requirements. The subject Leaders shall submit a list of learners' names to the QN by October before the published deadline of November 1st. The QN shall confirm the list is accurate, before passing it to the Examinations Officer who shall register the pupils through Edexcel online.
- Register each learner on the appropriate programme code, at the start of teaching and before any assessment activity is completed
- Provide a robust mechanism for programme teams to check the accuracy of learner registrations. If entries are requested by subject leaders after the submission date the QN and Head of Centre shall make a decision based on suitability of candidate. Late entries will only be made in exceptional circumstances, where a subject leader can provide a timetable to show how a Learner will complete work already covered on the programme.
- Make each learner aware of their registration status and number, if requested
- Inform the awarding body of any withdrawals, transfers, or changes to learner details. This will be completed by the examinations officer following approval from the programme leads and QN.
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates (ECD)'
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines. The subject Leaders shall submit a list of learners' names to the QN and Examinations Officer before the published entries deadline, who shall enter the students through Edexcel online.
- Provide a robust mechanism for programme leads to check the accuracy of individual learner entries. This will be done by the subject leader passing on series entries to the Quality Nominee and Vice Principal (curriculum) as well as the examinations officer. The QN and Examinations officer will cross reference with Edexcel online to confirm accuracy of entries and discussed with programme leads where required.
- Ensure that certificate claims are timely, to meet Pearson published deadlines and term time checkpoints.
- Audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep and maintain accurate learner records safely and securely for three years post certification, in line with Pearson Terms and Conditions
- Timely registration and entry for PSAs (Pearson Set Assignments) and external assessments will be completed to meet set Pearson Deadlines.

- The Exams officer (in liaison with the Quality Nominee) will ensure certifications and cash-ins are completed in a timely manner for students in their year of certification.

This policy will be reviewed annually by the Quality Nominee.

Assessment Policy

Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. Students are provided with Pearson Set Assignments (PSA) for the BTEC Tech Awards.
- Provide clear, published dates for handout of assignments and deadlines for assessment. Pearson set clear dates for the release of PSAs and deadlines for submission, programme leads set out their own handout and deadline dates in relation to the context of their course.
- Assess learner evidence using only the published assessment and grading criteria.
- Ensure assessment practices meet current BTEC assessment requirements and guidance. Programme leads meet annually to ensure assessment practices are in place in each subject and are provided with any updates through the QN.
- Ensure that assessment decisions are impartial, valid, and reliable.
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for plagiarism & assessment malpractice. Appropriate levels of control are applied to assessment periods in the BTEC Tech Awards during completion of the PSA as outlined by Pearson.
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for external examination and moderation as required by Pearson, to meet published deadlines.
- Monitor standards external examination and moderation reports and undertake any remedial action required. Moderator reports are available to download by the QN and Examinations Officer on dates specified by Pearson and passed on to Programme leads. Chief examiner reports are used annually by programme leads.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff. Standardisation materials are utilised across the BTEC programme teams to understand the role of the assessor. Programme leads meet with the QN.
- Provide resources to ensure that assessment can be carried out accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms & Conditions of Approval

- Have all learner evidence available for review when requested, in line with Pearson Terms and Conditions of Approval.
- Follow submission, resubmission and retakes guidance in line with Pearson policy and through liaising with the Quality Nominee and Vice Principal.
- Learner work will be retained by the centre in line with specific Pearson requirements for the subject by Programme leads, as this may vary between subject areas.
- Learner work will be completed for the Set Pearson Assignment within the set timeframe for that series.

This policy will be reviewed every 12 months by the Quality Nominee.

Links

BTEC Programme Specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website: [Subjects | Pearson qualifications](#)

BTEC Quality Assurance for BTEC Tech Awards: [Centre Guide Quality Assurance BTEC Tech Awards 2025/26](#)

Internal Verification Policy

Aims:

- To ensure there is an identified and appropriately experienced Lead Internal Verifier in each principal subject area of the BTEC Tech Award.
- To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity
- To ensure that the Internal Verification procedure is open, fair, and free from bias
- To ensure that there are accurate and detailed records of Internal Verification decisions.

In order to do this, the centre will:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and complete standardisation annually with the programme team
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures. Exemplar standardisation materials are used to ensure internal standardisation is completed across the assessment team for each programme area.
- Effective internal verification roles are defined, maintained, and supported and that internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used where necessary. All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place (N/A for BTEC Tech Awards)
- An appropriately structured sample of assessment from all programmes, units, sites, cohorts, and assessors is internally verified. Assessment decisions are internally or externally (where required from another school or within the trust) standardised before submitting marks for moderation.
- Secure records of all internal verification activity are maintained and retained to meet Pearson requirements
- The outcome of internal verification is used to enhance future assessment practice comply with the requirements as set out in the Pearson Centre Guide to Internal Verification.
- Staff complete moderation procedures in accordance with Pearson and centre requirements to meet published deadlines for each assessment series.
- Internal standardisation of the assessment team (using exemplar standardisation materials, available on the qualification web page)
- Internal standardisation of assessment decisions (to make sure all assessor's marking is to the same standard before submitting marks for moderation) is to be completed within subject areas at the direction of the subject programme leads. Internal Standardisation can be completed with staff from another school or within the trust where required.
- Moderation procedures: Subject leads will provide marks to be uploaded by the Exams Officer and will arrange upload of the selected sample to the LWT portal by the specific deadline outlined by Pearson.

Links

BTEC Quality Assurance for BTEC Tech Awards: [Centre Guide Quality Assurance BTEC Tech Awards 2025/26](#)

Assessment Malpractice Policy

Aims:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To report all alleged, suspected, and actual incidents of malpractice to Pearson
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone.
- Seek to prevent potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Require learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Advise learners of the centre's rules regarding whether AI tools (e.g. ChatGPT) can be used and if so, require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tool made in the production of the work. The centre does not permit the use of AI to be used within learners work.
- Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ suspected malpractice policies and procedures
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 1. Allegation
 2. Awarding body's response
 3. Investigation, where Head of Centre establishes the full facts and circumstances by interviewing the Learner and person making the allegation.
 4. Report by Head of Centre, using form JCQ/M1
 5. Decision
 6. Appeal
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

1. Warning.
2. Loss of marks for a section.
3. Loss of all marks for a unit.
4. Disqualification for a unit.
5. Disqualification from all units in one or more qualifications. The seriousness of the malpractice will determine which sanction is applied.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT or AI to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment, examination or test.
- The process the centre will follow if there is an allegation of pupil malpractice is as follows;

Assessor identifies malpractice and questions the learner. If the Learner admits malpractice this is recorded and sanctions are followed as stated previously.

If the Learner denies malpractice the case will be examined by a different subject leader who make a judgement based on the evidence.

If the Learner disagrees with the decision then the QN and/or the Head of Centre shall examine the case and make a judgement based on the evidence.

If the learner is still not satisfied the BTEC Quality Nominee will contact the Awarding Body and inform them that the internal malpractice procedure has been exhausted without resolving the issue.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep learner coursework/portfolios of evidence secure.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation.
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Improper certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- If an allegation of staff malpractice is made there will be an investigation by the QN and Head of Centre. If it is found that there are serious grounds for the allegation then the QN will investigate each piece of work marked by that member of staff and the Head of Centre will contact Edexcel for further assistance/guidance.

This policy will be reviewed every 12 months by the Quality Nominee.

Links

BTEC Malpractice Policy: [Centre guidance for dealing with malpractice and maladministration](#)
BTEC Quality Assurance for BTEC Tech Awards: [Centre Guide Quality Assurance BTEC Tech Awards 2025/26](#)

Appeals Policy

Aims:

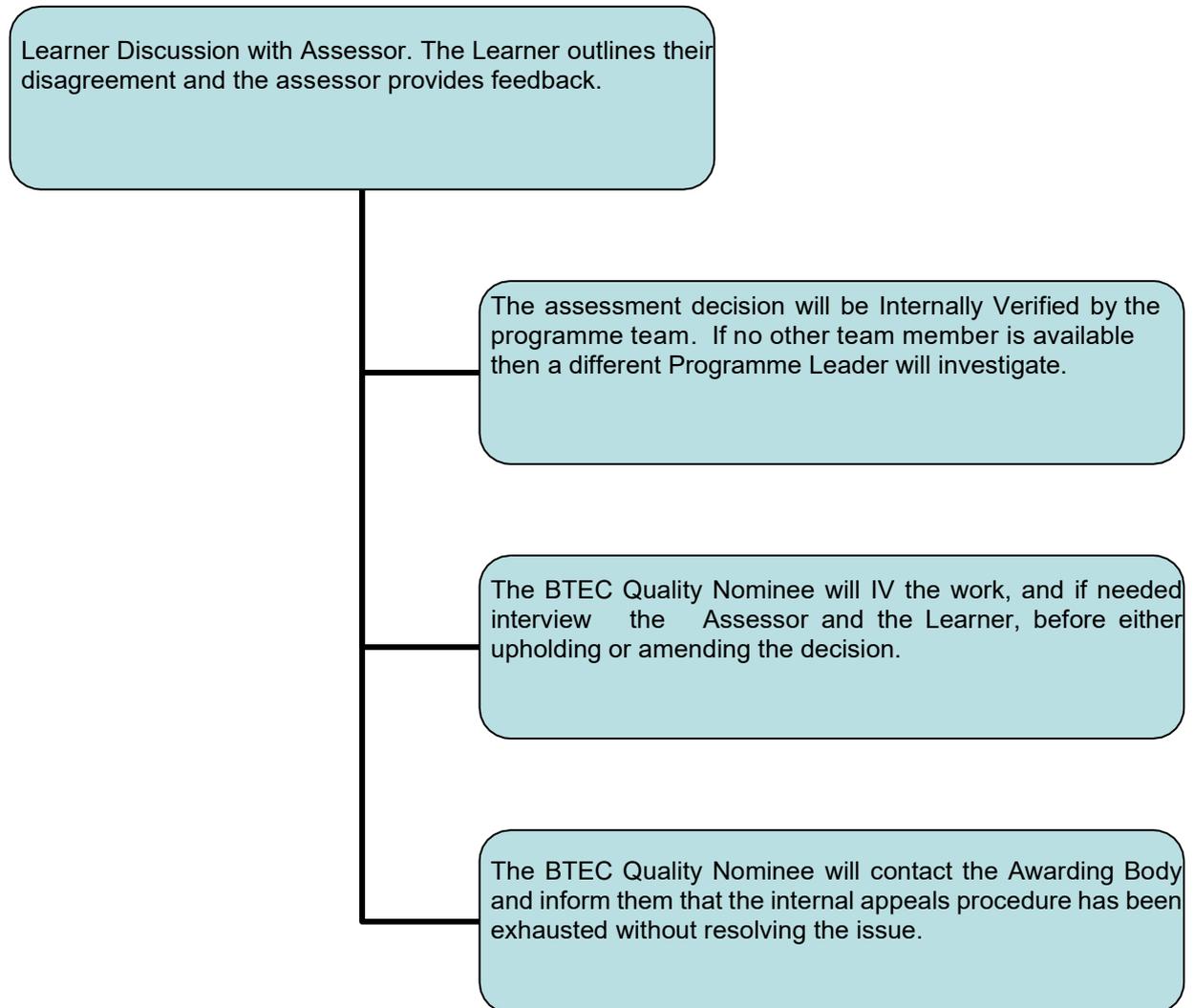
- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- Comply with the requirements as set out in the JCQ Appeals information.

Challenging Assessment Decisions

If a Learner is in disagreement with the initial decision of the assessor the following process will take place until either the Learner is satisfied or the Awarding Body has been contacted.



This policy will be reviewed every 12 months by the Quality Nominee.

Links

Appeals Policy: [Policies for centres, learners and employees | Pearson qualifications](#)

Please note: this does not apply until internal centre processes have been exhausted.

Collaborative and consortium arrangements policy

Aims:

- To ensure that all collaborative and consortia arrangements (including exceptional arrangements) are approved and meet requirements.
- To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson.
- To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.

In order to do this, the centre will:

- have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorized by Pearson, prior to recruitment and the start of teaching the qualification.
- Make sure that all providers have qualification approval before applying for approval under a collaborative arrangement (if appropriate)
- Identify a Lead centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered.
- Ensure a Lead Internal Verifier (LIV) is appointed annually for each qualification delivered within the collaborative arrangement.
- Ensure that the LIV completes standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification
- Make accurate learner registrations and claims under the appropriate consortium programme code and / or subsite
- Have appropriate policies and procedures for registration and certification of learners in place
- Ensure Pearson and all centres in the arrangement have access to all quality assurance documentation linked to registered learners.
- Ensure all centres in the arrangement have access to all learner progress and achievement records
- Ensure that all centres in the arrangement are included & participate fully in the regular evaluation and review of all qualifications delivered in the collaborative arrangement
- Retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- Participate in BTEC quality assurance monitoring through the appropriate Quality Model and Standards Verification (SV)/ External Examiner (EE) sampling – Moderation procedures for the BTEC Tech Award.

- Complete the annual Edexcel Online account confirmation and accept our terms and conditions, to confirm that all required Centre Quality processes and procedures are in place and operating effectively.
- Apply the outcomes of Standards Verification / External Examiner activity and support any essential actions required
- Ensure we / or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications.
- comply with the requirements as set out in the Pearson Centre Guide to Collaborative arrangements for vocational qualifications .
- The centre does not currently operate any collaborative/consortium arrangements.

This policy will be reviewed every 12 months by the Quality Nominee

Links

BTEC Centre's guides to collaborative arrangements: [BTEC Centre Guide to collaborative arrangements for vocational qualifications](#)

Distance and blended learning policy

Aims:

- To ensure that distance and / or blended learning delivery meets the guidelines set by Pearson
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this, the centre will:

- Apply for distance learning approval, prior to any recruitment, enrolment, or delivery / assessment of any intended permanent distance learning provision.
- Accurately register learners on Edexcel Online, indicating the 'study mode' of delivery, if distance learning.
- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Provide learners studying via distance learning with appropriate resources, support, and online virtual delivery, as required
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Ensure the setting of assignments is undertaken in the face-to-face sessions for blended learning, and that deadlines are clear.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval.
- Policies in regards to submissions, authenticating learners work and secure storage of assessments will continue to follow the academy policy.

This policy will be reviewed every 12 months by the Quality Nominee

Links

Distance Learning policy: [Distance learning and assessment policy](#)

BTEC Subject Specifications: [Our qualifications](#) | [Pearson qualifications](#)

BTEC Special Consideration and reasonable adjustments policy

Aims:

- To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and must be made within seven days of the last examination of the series
- To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process.

In order to do this, the centre will:

Reasonable Adjustments:

- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis.
- Provide evidence of need, if requested by Pearson
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make them available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson here on the website.

Special Considerations:

- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for special consideration if the situation meets current JCQ guidance
- Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner's performance in external or internal assessment
- Make any applications on a case-by-case basis

- Inform the learner where a special consideration application has been submitted to Pearson
- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the Vice Principal/Head of Centre

This policy will be reviewed every 12 months by the Quality Nominee

Links:

Ormiston Chadwick Academy Reasonable Adjustments Policy for BTEC Courses: [Special-Consideration-and-Reasonable-Adjustment-for-BTEC-Courses-Policy-2022.pdf](#)

HEALTH AND SAFETY POLICY

STATEMENT OF INTENT

It is our policy to carry out our activities in such a way as to ensure so far as is reasonably practicable, the health, safety and welfare of our employees and all persons likely to be affected by our activities including the general public where appropriate. We will co-operate and co-ordinate with partnerships, contractors, sub-contractors, employers, Halton County Council departments and the occupiers and owners of premises and land where we are commissioned to work in order to pursue our Health and Safety Policy aims.

Our aims are to:

- Provide and maintain a safe and healthy working environment ensuring the welfare of all persons
- Maintain control of health and safety risks arising from our activities
- Comply with statutory requirements as a minimum standard of safety
- Consult with all staff on matters affecting their health, safety and welfare
- Provide and maintain safe systems, equipment and machinery
- Ensure safe handling, storage and use of substances
- Provide appropriate information, instruction and supervision for everyone
- Ensure staff are suitably trained and competent to do their work safely
- Continually develop a safety culture to remove or reduce the possibility of accidents, injuries and ill-health
- Assess risks, record significant findings and monitor safety arrangements
- Review and revise safety policies and procedures periodically and when circumstances may introduce a requirement to amend or improve arrangements
- Develop and maintain a positive health and safety culture through regular communication and consultation with employees and their representatives on health and safety matters

Our health and safety management system has been developed to ensure that the above commitments can be met. All staff and governors will be instrumental in its implementation.

ORGANISATION

Employer Responsibility

The overall responsibility for health and safety at Ormiston Chadwick Academy is held by **Halton County Council** who will:

- Ensure that health and safety has a high profile
- Ensure adequate resources for health and safety are made available
- Consult and advise staff regarding health and safety requirements & arrangements
- Periodically monitor and review local health and safety arrangements

Responsible Manager

The responsible manager for the premises is *the Headteacher* who will act to:

- Develop a safety culture throughout the unit/centre/school/premises
- Consult staff and provide information, training and instruction so that staff are able to perform their various tasks safely and effectively
- Assess and control risk on the premises as part of everyday management

- Ensure a safe and healthy environment and provide suitable welfare facilities
- Make operational decisions regarding health and safety
- Ensure periodic safety tours and inspections are carried out
- Ensure significant hazards are assessed and risks are managed to prevent harm
- Ensure staff are aware of their health and safety responsibilities
- Periodically update governing bodies/partnerships as appropriate
- Produce, monitor and periodically review all local safety policies and procedures

All Staff (including volunteers)

All staff have a statutory obligation to co-operate with the requirements of this policy and to take care of their own health and safety and that of others affected by their activities by:

- Supporting the unit/centre/school/premises health and safety arrangements
- Ensuring their own work area remains safe at all times
- Not interfering with health and safety arrangements or misusing equipment
- Complying with all safety procedures, whether written or verbally advised, for their own protection and the protection of those who may be affected by their actions
- Reporting safety concerns to their staff representative or other appropriate person
- Reporting any incident that has led, or could have led to damage or injury
- Assisting in investigations due to accidents, dangerous occurrences or near-misses
- Not acting or omitting to act in any way that may cause harm or ill-health to others

Caretaker/Site Manager

The caretaker/site manager is responsible for undertaking a wide range of typical health and safety related duties on behalf of, and under the direction of the responsible manager. He/she is to work within the parameters of any provided training and in accordance with risk assessments and the on-site safe working practices. He/she is to work within their level of competence and seek appropriate guidance and direction from the headteacher/responsible manager and/or the Children's Services Health & Safety Team as required.

On-Site Health & Safety Co-ordinator/Officer

The on-site health & safety officer/co-ordinator to the school will manage, advise and co-ordinate local safety matters on behalf of, and under the direction of the responsible manager. He/she is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

All Teachers & Supervisors

The responsibility of applying local safety procedures on a day-to-day basis rests with the teachers and supervisors. Where any new process or operation is introduced in the area of their responsibility, they are to liaise appropriately so that the associated risks are assessed and any precautions deemed necessary are implemented. They are to ensure that all new members of staff under their control are instructed in their own individual responsibilities with regards to health and safety, and they will appropriately monitor those new staff. They are to make periodic inspections of their areas of responsibility, taking prompt remedial action where necessary to control risk.

Safety Committee

The purpose of the safety committee is to assist in the assessment of safety related matters and provide appropriate support to the responsible manager/headteacher. The safety committee is to periodically meet to monitor and discuss on-site health and safety performance, and recommend any actions necessary should this performance appear or prove to be unsatisfactory. Safety committee staff will be kept informed of all changes in practices and procedures, new guidance, accidents, incidents and risk related matters.

Fire Safety Co-ordinator

The Headteacher is the fire safety co-ordinator who is the competent person for fire safety on the premises and acts on behalf of the responsible manager. He/she is to attend the fire safety co-ordinator training course and refresh this training every three years. The fire safety co-ordinator is responsible for the local management and completion of day-to-day fire safety related duties and upkeep of the fire safety manual.

The fire safety co-ordinator is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

The facility management trained member of staff is the competent person for the overall management of general premises facilities and acts on behalf of the responsible manager. He/she is to attend the facilities management training course and refresh this training every six years. He/she is responsible for the local management and completion of day-to-day premises matters and duties. He/she is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

Administration Of Medicines

Arrangements regarding medicines are set out in the Administration of Medicines Policy.

Child Protection

Arrangements regarding child protection are set out in the Child Protection Policy.

Emergency Procedures

General emergency evacuation for non-fire related emergencies is to be carried out in accordance with the unit/centre/school/premises emergency evacuation plan. The unit/centre/school/premises has a fire emergency plan for fire related emergencies and an emergency evacuation plan for all non-fire emergencies.

All staff will receive a brief and/or a copy of the emergency evacuation plan at induction, and they will be periodically provided with updated information as the emergency evacuation plan is routinely reviewed and amendments are introduced.

Personal Emergency Evacuation Plans are to be completed, provided and exercised for any vulnerable persons to be able to ensure safe, assisted evacuation in the event of an emergency incident.

Fire Safety

Arrangements regarding fire safety are set out in the Fire Safety Manual. The fire safety co-ordinator is the competent person for fire safety on the premises and is the immediate point of contact for all fire safety related enquiries on site.

The responsible manager/headteacher will ensure through the fire safety co-ordinator that:

- All staff complete the mandatory *fire safety induction e-learning course* every year
- Fire safety procedures are readily available for all staff to read
- Fire safety information is provided to all staff at induction and periodically thereafter
- Fire safety notices are posted in the key areas of the building close to the fire points
- Evacuation routes and assembly points are clearly identified
- Staff are aware of their own responsibilities for knowing the location of fire points and fire exits. They should also know the location of the assembly point in the event of fire
- All staff are familiar with the flammable potential of materials and substances that they use and exercise maximum care in their use, especially with those marked *flammable*
- Fire evacuation procedures, fire safety training and fire alarm testing are carried out in accordance with corporate guidance and the premises fire safety manual
- The fire risk assessment is reviewed annually by the fire safety co-ordinator and amended as new hazards or required amendments are identified

First Aid

Arrangements regarding first aid provision are set out in the First Aid Policy. The names and locations of the first aid trained staff on site are listed in the first aid policy and also clearly signposted around the unit/centre/school/premises. First aid is never to be administered by anyone except first aid trained staff with in-date training certification, operating within the parameters of their training.

General Equipment

All general equipment requiring statutory inspection and/or testing on site (*eg. boilers, hoists, lifting equipment, local exhaust ventilation, PE equipment, climbing apparatus*) will be inspected by appropriate competent contractors as provided by the term contractor under PBRs arrangements, or as locally arranged.

Equipment is not to be used if found to be defective in any way. Defective equipment is to be reported and immediately taken out of use until repairs can be carried out.

Good Housekeeping

Tidiness, cleanliness and efficiency are essential factors in the promotion of good health and safety. The following conditions are to be adhered to at all times:

- All corridors and passageways are kept free from obstruction
- Shelves in storerooms and cupboards are stacked neatly and not overloaded
- Floors are kept clean and dry, and free from slip and trip hazards
- Emergency exits and fire doors are not obstructed in any way
- Supplies are stored safely in their correct locations
- Rubbish and litter are cleaned and removed at the end of each working day
- Poor housekeeping or hygiene conditions are immediately reported

Hazardous Substances

Hazardous substances, materials, chemicals and cleaning liquids are not permitted to be used or brought into use on site unless a documented COSHH assessment has been undertaken by the trained COSHH assessor, and the product has been approved for safe use on site by the responsible manager/headteacher. The premises COSHH assessor acting on behalf of the responsible manager/headteacher is *the Site Manager*.

Inspections and Monitoring

Daily monitoring of the premises, through working routines and staff awareness, is expected to identify general safety concerns and issues which should be immediately recorded in the premises defect book and reported to *the Site Manager*.

Monitoring and inspections of individual departments will be carried out by Heads of Department and/or the subject teachers as nominated by the Head of Department.

Routine documented inspections of the premises will be carried out every *six weeks* in accordance with the premises monthly inspection schedule. Inspection findings are to be recorded on the locally adapted CSAF-005/CSAF-010 Monthly Premises Safety Inspection Checklist.

Equality and Diversity Policy

Introduction:

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability. The school aims through its proactive approach to inclusion, to enable pupils to fully participate in the life and activities of their communities. Addressing fundamental prejudices against disability in both children and adults is a core element of our inclusion work.

This policy aims to promote understanding of the principles and practices of equality and justice, aiming to equip pupils with an awareness of the diverseness of society and to appreciate the value of difference. This policy is a proactive approach to the promotion of equal opportunities with regard to race, gender or disability

The Law and Discrimination:

In all its dealings with pupils, staff, governors, parents, prospective employees and outside agencies, the school will actively comply with current laws and legislation with regard to discrimination. The principal statutes currently applying are:

- Gender: Sex Discrimination Act 1975, Sex Discrimination (Gender Reassignment) Regulations 1999, Equality Act 2006
- Race: Race Relations Act 1976, Race Relations (Amendment Act) 2000
- Disability: Disability Discrimination Act 1995, Special Educational Needs and Disability Act 2001, Disability Discrimination Act 2005
- Sexual Orientation: Employment Equality (Sexual Orientation) Regulations 2003
- Religion or Belief: Employment Equality (Religion or Belief) Regulations 2003, Equality Act 2006
- Age: Employment Equality (age) Regulations 2006

Aims:

- To ensure that pupils and staff recognise that discrimination on the basis of colour, culture, origin, gender or disability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Ensure the principles and practice of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents; governors and visitors.
- Equal Opportunities practices should be evident in
 - 1) the formal curriculum (the programme of lessons);
 - 2) the informal curriculum (extra-curricular activities); and
 - 3) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all pupils for life whatever their gender, colour, origin, culture or ability.
- Ensure pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Ensure pupils are seen as individuals and each pupil's education and care is developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

Policy into Practice

- **Admission:** The school follows the LEA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission.
- **Accessibility:** The school has an established set of Accessibility Procedures and an Accessibility Plan to ensure that all pupils shall have full access to the curriculum and that no member of the school community (pupil, staff, governor, or visitor) shall be denied reasonable access to any part of the school premises as a result of any individual disability.
- **Registration** Pupil and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
- **Discrimination** All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities.

All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents is to be maintained by the headteacher.

- **Language** The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
- **Culture, Class and Race:** The school acknowledges that members of the school may come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life
- We understand the need to be different without being excluded. We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, Muslim girls' headscarves etc. although the needs of safety security and effective learning in the school shall always take precedence and any such items of dress shall be consistent with school uniform policy.
- We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.
- We endeavour to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding. We make use of the Multi-Cultural Centre for advice and teaching support.
- We will not tolerate racist behaviour in any form.
- **Gender:** We constantly examine our curriculum, procedures and materials to ensure there is no gender bias or inequality.
- We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media.
- We are committed to providing a curriculum which avoids unnecessary gender division.

- All pupils experience subjects previously considered to be suitable for a single sex.
- We ensure
 1. that all pupils have opportunities for working with pupils of both sexes,
 2. that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
 3. that pupils are encouraged to pursue less conventional subjects and interests
 4. We do not differentiate between the sexes in respect of our school uniform.
- **Religion:** We acknowledge that members of the school may come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
 - **Resources:** The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self-imagery. We try to ensure that our resources include non- sexist books which value the achievements of all. Displays will similarly reflect a range of cultures and races. All materials in use in the school are to be monitored by the subject co- ordinator.
- **Relationships**

Relationships between pupils, staff, and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy.
- **Responsibilities**

All staff within the school have a responsibility for the maintenance and implementation of this policy. The headteacher has a responsibility to ensure that all pupils, parents and staff are aware that the school has an Equal Opportunities policy and enable anyone so wishing to receive a copy of the policy.
- **Monitoring and review**

The school monitors the achievements of pupil groups (gender, race, disability, vulnerability) to ensure that they achieve in the same proportion as the general body of pupils.

The school monitors and records all incidents of harassment / bullying and also records whether such incidents are motivated by any act of minority discrimination

The headteacher is responsible for monitoring on a day to day basis the effective implementation of this policy.

An appointed governor shall prepare an annual report upon the effective implementation of this policy