



CACHE
LEVEL
2

» Louise Burnham

Certificate in Supporting Teaching and Learning



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Answers to the 'Check your understanding' questions can be found online at:
www.hoddereducation.co.uk/product/9781510427242

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How to use this book

Learning outcomes

By the end of this unit you will:

LO1 Know the different types of schools and colleges in the education sector

LO2 Understand the organisation of schools and colleges in terms of roles and responsibilities

Prepare for what you are going to cover in the unit.

Getting started

What do you know about safeguarding and your own responsibilities under the law? Make notes and discuss with others in your group.

Activities or discussions to help you to start thinking about the unit topic.

LO1 Be able to plan displays for a learning environment

AC 1.1 Use identified techniques for displaying information

Learning outcomes and assessment criteria are listed in the same order as in the specification to help you to find your way through the text.

Activity

Find a copy of your school/college's safeguarding policy and outline the main points as well as those under the headings above.



Practical tasks to support your learning.

In practice

Look at your organisation's safeguarding policy and outline the procedure for whistleblowing in your school or college.

Real-life situations that show how theory links to practice.

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Case study



Zenna is working in a sixth-form college and supports a pupil who has additional needs. She does not see any plans in advance and so the first time she knows about the lesson is when she comes in with the pupil.

- 1 Why is this not an ideal situation for Zenna, the pupil or the teachers she works with?
- 2 What should Zenna do?

Scenarios that explore the kinds of issues you may come across and pose questions about how you might resolve them.

Research it



What can you find out about assessment for learning? Do you use it in your setting?

Ideas to enable you to explore the topic in more depth.

Tips for best practice: working in teams



- Be clear on your role by checking your job description.
- Be aware of your own teamwork skills and use these to support others.

Guidance for dos and don'ts in a real learning environment.

Stretch and challenge

Find out what you can about early intervention in your area and the kind of support which is available to your school or college.

More challenging scenarios or research ideas.

Class discussion



Talk to others in your group about the kinds of working methods used by your school or college which build on and maintain positive professional relationships with pupils.

Questions to prompt debate and discussion.

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Key term



Statutory: required or recognised by law.

A feature to help you to understand the meaning of important terms.

Check your understanding



- 1 What is cognitive development?
- 2 How does social development affect speech and language development?

Questions at the end of each unit to test your understanding.

Legislation

Remember that legislation changes over time so it is important to refer to the most up-to-date guidance.

- Software licensing agreements
- Computer Misuse Act 1990

A brief summary of the legislation covered in the unit, if applicable.

Read about it

Reference books

Abbott, R. (2015) *Child Development and the Brain: An Introduction*, Policy Press.

Suggestions for further reading, websites and useful resources.

Weblinks

www.cruse.org.uk Cruse Bereavement Care website

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SWSC1

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Understand schools and colleges as organisations

About this unit

This unit is about preparing to work in a learning environment, whether this is in a primary, secondary or special school, or in a college. You will need to know about the different types of schools and colleges in the education sector and how they are organised,

as well as the purpose of key policies and procedures and why they are important. You will also need to know the roles and responsibilities of key members of staff as well as those of external professionals who come into the setting to work with pupils.

Learning outcomes

By the end of this unit you will:

LO1 Know the different types of schools and colleges in the education sector

LO2 Understand the organisation of schools and colleges in terms of roles and responsibilities

LO3 Understand how schools and colleges uphold their aims and values

LO4 Know about the range and purpose of school and college policies and procedures

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Getting started

How many types of schools and colleges can you list? Have a go on your own and then work with someone else to see if you can think of more. When you have done all you can, discuss as a group and talk about some of their different features.

LO1 Know the different types of schools and colleges in the education sector

AC 1.1, AC 1.2 Identify the main types of state schools, independent schools and colleges, and describe the characteristics of the different types of schools and colleges in relation to educational opportunities

In the UK there are a number of different types of schools and colleges; these may be state run or independent. All children and young people will be entitled to a place at a state school in their local area between the ages of 5 and 16 and these schools will vary in the way in which they are run and funded. For state schools, parents may select those in their local area depending on how close their home is to the school. To gain a place at an independent or grammar school, pupils may be asked to sit an entrance exam. Further education or sixth-form colleges may require previous qualifications but this will depend on the course for which students are applying.

State schools

State schools are those which are provided in the local area and to which all children and young people are entitled to a place.

Educational opportunities

The state school system is designed to educate all students, whatever their individual needs, to the best of their ability.

The educational opportunities which are provided will depend on the individual school and their **ethos**, although see below under each type of school.

There are different types of state school; the main ones are described below.

Forest School

The philosophy of a Forest School is to encourage teaching and learning in the outdoor environment through the use of local woodland or other natural places. The Forest School programme is an initiative which has been run in many UK state schools and has been developed through training qualified Forest School practitioners who then deliver the programme. Through a holistic approach to learning, pupils develop a closer understanding and appreciation of the environment alongside skills of co-operation and motivation as well as developing confidence and independence.

Educational opportunities

According to the Forest Schools website (see 'Research it' activity on page 5), the benefits of this way of learning tap into the natural development of children as they are less restricted by their environment. A study carried out in Sweden showed that children from Forest Schools benefit from learning in a natural environment in several ways, particularly in their ability to work with their classmates and respect one another. It found that they had stronger developed social skills, higher self-esteem and were more relaxed than other children in city schools. According to the study, all of these skills 'have proved over time to be an effective foundation to raise academic achievements'. Pupils with special educational needs also have been shown to benefit from this way of learning, particularly those who have behaviour needs such as **attention deficit hyperactivity disorder (ADHD)**.

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Key terms

Ethos: the 'spirit' of the organisation and its value system.

Attention deficit hyperactivity disorder (ADHD): a disorder which makes it difficult for a person to concentrate due to large amounts of energy. It is thought that it is caused by an imbalance of chemicals in the brain.

Research it

What else can you find out about Forest Schools? Make a list of the kinds of benefits which children and young people experience through learning in the natural environment. Visit the Forest Schools Association website to find out more: www.forestschoollassociation.org/what-is-forest-school

Faith school

This is a school which has a religious designation and character. It will therefore have the ethos of a particular faith, for example Sikhism or Christianity. This will underlie the way in which the school is run and is likely to give input to the specified

religion through assemblies or acts of worship. A faith school can choose what to teach in religious education. In many cases, the school buildings and any land around the school is owned by a religious organisation which may also provide some funding. Anyone is free to apply to a faith school, but each school may decide on its own admissions criteria.

Educational opportunities

According to many, faith schools improve standards in education due to their ethos, and in many areas, faith schools have good academic results. However, the National Secular Society raises the point that children of all beliefs should be educated together so that there is a greater tolerance and understanding of different faiths and cultures in society. At the start of January 2017, 37% of all state funded primary schools were faith schools (*Schools, pupils and their characteristics: January 2017*, Department for Education).

Middle school

A middle school encompasses an educational stage which in England and Wales is usually between ages 9–13/14 years. This system was trialled as part of a three-tier structure in the



▲ Figure 1.1 How can working in an outdoor environment support pupils' social skills?

1970s, which also included lower schools (for ages 4–9) and upper or high schools (for ages 13–16). During the 1980s there were over 1400 middle schools, but by 2017 there were only around 133 remaining, as most schools changed to be in line with the national curriculum.

Educational opportunities

As this type of school is simply an educational stage, it does not offer specific opportunities. However, some believe that it offers better pastoral care for pupils as they do not have such a big transition to make as that from primary to secondary. Another advantage is that middle schools do not have to cater for such a wide age range or such large numbers of pupils.

Academies and free schools

An academy is a school which is not run by the local council but gets its money directly from the government through the Education Funding Agency or EFA. The school is run by a charitable trust called an academy trust, which in some cases runs more than one school and is known as an academy chain, group or federation, or multi-academy trust (MAT). This in turn can help

to improve and maintain standards across the group. An academy has more freedom than other schools as it has control over its own finances and does not have to follow the national curriculum. It does, however, have to take part in national curriculum assessments such as SATS. Academies may be primary, secondary or special schools, university technical colleges or studio schools. The academy system was brought in by the government in 2000 to raise standards and achievement in education. It is now government policy to encourage schools to convert to academy status voluntarily.

A free school is very similar to an academy, but the main difference is that these schools are completely new and are non-profit making. They are usually set up by parents, teachers, charities or other groups in response to local need and are funded directly from central government.

Educational opportunities

The government believes that academies and free schools improve standards as head teachers have greater control over finances and more choice over the curriculum within their school.



▲ Figure 1.2 How can you find out about the different types of educational opportunities available for children and young people in your local area?

Community school

A community school is one which is run by the local authority. It will not have a faith element or other influences.

Educational opportunities

A community school should not affect educational opportunities as it is not influenced by any particular interest groups. However, community schools may be seen as more traditional and to have stronger links to the local area.

Grammar school

Introduced in 1944, grammar schools are funded by local councils although they select their pupils on ability. This is usually through an exam or entrance test, which can be very competitive. This system only exists in England and Northern Ireland; in Scotland and Wales the grammar schools which exist are non-selective.

Educational opportunities

The purpose of selective education was to enable pupils from disadvantaged backgrounds to attend a school alongside others of the same academic level and to improve social mobility. As pupils are of a similar ability, some say that teaching can be pitched at the same level and progress can therefore be made more quickly. Most grammar schools have consistently high results. Studies have shown that on average, those who attend grammar schools will earn more in the future than those who attend comprehensive schools.

Specialist school

An initiative which was launched in 1993, specialist schools are secondary schools which promote a particular area of the curriculum. Traditionally these have been one of the following: technology, arts, humanities, music, sport, mathematics and computing, science, languages and business and enterprise. Specialist schools were set up to encourage excellence in these areas and were given

direct government grants in order to enhance facilities in this area. However, funding for the programme ceased in April 2011.

Educational opportunities

A specialist school will offer an advantage to pupils who have a talent or interest in a particular area of the curriculum as the enhanced facilities will enable them to continue to develop that talent while following the national curriculum.

Special school

A special school provides education for those with special educational needs (SEN) who need specialist provision. Although many SEN pupils are educated in a mainstream school, perhaps in an attached specialist unit, those whose needs cannot be met in a mainstream setting may benefit from attending a special school. One of the main differences is that there is a higher staff to pupil ratio, so that teaching and learning can be aimed more closely at pupils' individual needs.

Educational opportunities

A special school will provide focused specialist support to pupils with specific needs. Teaching staff will have received additional training in particular areas of special educational needs. For example, pupils who have communication needs may go to a school which provides dedicated speech, language and communication support. As a result, and depending on their individual needs, pupils are likely to benefit from a school which is set up to cater for them.

Independent school

An independent or private school is one which is not paid for by government or state funding. This means that parents will be asked to pay fees if they choose to send their child to this type of school. Independent schools still need to follow statutory guidelines and policies and will be inspected by Ofsted, although they do not need to follow the national curriculum.

Many independent or private schools also have the ethos of a particular faith. According to the Independent Schools Council, currently 6.5 per cent of children and young people in education in the UK are in independent schools.

Educational opportunities

As parents have to pay school fees, many independent school class sizes are smaller than those in state schools. This means that pupils have more access to teaching staff which can improve results. In some cases, fee-paying schools also have excellent facilities, such as larger grounds, and wider opportunities in curriculum areas such as music and the arts. However, many state schools now obtain excellent results which are overtaking those in the independent sector.

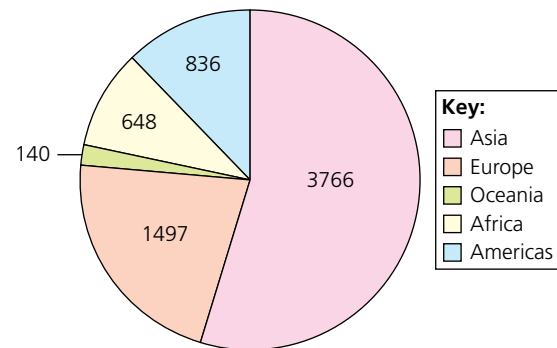
As with state schools, there are a number of different types of independent or private school:

International school

International schools are located around the world and were set up for students who are not from the host country. Although they began as schools for children of expatriate families working in international business or organisations such as embassies, in many cases they are now used by local students as they provide an opportunity to gain an English-speaking education. International schools are non-selective which means that pupils do not need to take an exam in order to gain admission.

Educational opportunities

Many international schools provide a UK or US-style education and follow the International Primary Years and the International General Certificate of Secondary Education (IGCSE) or International Baccalaureate Diploma curriculum. These qualifications are recognised globally by both universities and employers. International schools may be inspected by the International Schools Inspectorate (ISI).



▲ Figure 1.3 Number of international schools around the world

Source: International School Consultancy (ISC), 2014

British schools overseas

British schools overseas (BSO) are schools located outside of the UK but which describe themselves as British. They follow the British curriculum and are inspected by Ofsted against a set of recognised standards. These standards are designed to demonstrate that the school's ethos and curriculum as well as the teaching and care of pupils are similar to those in an independent school in England and Wales. However, British schools overseas are also obliged to comply with local regulations and standards which may not be covered by UK requirements. There are more than 140 BSO accredited schools around the world.

Source: EduCare (www.educare.co.uk)

Educational opportunities

British schools overseas are designed to replicate the British system for those who live overseas. Depending on what a pupil wishes to go on to do, this may provide wider access to opportunities than might otherwise be available locally.

Boarding school

A boarding school is one at which pupils stay overnight, usually for up to half a term at a time. They may also have free weekends during term time. Some boarding schools may also admit day students who go home at the end of the day.

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In some cases, boarding schools may be state run although they will charge fees for boarding.

Educational opportunities

Boarding schools are seen as a way of developing a pupil's independence and confidence. They usually have good facilities and supportive staff who are available for longer periods, including evenings. Boarding schools may also offer fewer distractions, particularly for pupils of secondary school age.

Colleges

A college can be one of three types:

- Further education (FE) college
- Sixth-form college
- Specialist college.

Schools may sometimes call themselves colleges, and universities are also sometimes made up of different colleges, although this is a label rather than a type of college.

Further education colleges

These are for students aged 16 years and over for the attainment of qualifications which pupils may need to progress to higher education or to support work-related training. Further education colleges offer a wide range of courses including A levels and GCSEs, foundation degrees and vocational courses, and are one of the biggest sectors in education. They may also offer adult education courses such as those for ICT, literacy and numeracy, and often run part-time or evening courses so that students can fit them in with other commitments.

Sixth-form colleges

These are usually for students aged 16–19 years who are studying for A levels, BTEC qualifications or additional GCSEs. Courses are usually full time. Scotland does not have separate sixth-form colleges.

Specialist colleges

These provide further education for students who have special educational needs and

disabilities. They are likely to specialise in one area, for example they may have expertise in meeting the needs of students with multi-sensory impairment or specific learning difficulties. Some specialist colleges are residential.

Educational opportunities

Colleges offer a wide choice of qualifications to students but it is important for students to choose the best course for them, and they are likely to need help and support to do this. Colleges themselves are the best source of advice for students as they can provide detailed information on the courses they offer and the opportunities available.

Activity

Identify your own school or college according to one of these headings: state school, independent school or college. What characteristics does it have? Are there any additional educational opportunities which it offers to pupils?

Case study

Milla has recently gained six GCSEs and would prefer to go to sixth-form college rather than stay at school. She is interested in courses in travel and tourism but does not know how to go about doing them or whether she should do A levels as well.

- 1 What do you think should be the first thing that Milla should do?
- 2 What information do you think she will need?

Class discussion

What do you think is the educational environment which gives pupils the widest educational opportunities? Be prepared to give reasons during the discussion so that you can back up your answer.

LO2 Understand the organisation of schools and colleges in terms of roles and responsibilities

AC 2.1 Describe the roles and responsibilities of governors, senior management team, teachers and tutors and support staff

All school and college staff will be given roles and responsibilities and will have a job description outlining what these are. You will need to know about and understand the role of governors and key members of staff in your school or college. This will help you to understand how your own role fits into the overall organisation, as well as who to approach for advice when needed.

Governors

All state schools and colleges in England, Wales and Northern Ireland must have a governing body or board who meet together as a group at least three times a year. As well as meeting as a full group, there will also be smaller governing body committees who will meet separately and feed back their decisions. These may be called the finance committee, staffing committee, facilities committee and so on, and their role is to look at and discuss different aspects of how the school or college is managed. Many independent schools also have governing bodies although this is not a **statutory** requirement.

The role of governors is to discuss the running and strategic management of the organisation as well as support the work of the principal or head teacher. They will also monitor the progress of the school or college and set objectives and targets which form part of the development plan. Governors may be involved in appointing new staff, meeting parents, reviewing exclusions, managing budgets and deciding on priorities for the school or college.

Key term

Statutory: required or recognised by law.



In practice

What can you find out about your own school or college governing body? How many different committees are there and who are the staff governors?

There will usually be between 10 and 20 elected governors, depending on the size and organisation of the school or college, and they will be chosen from different groups:

- **Parent governors** – there will be 2–3 present or past parents of children or young people in the school or college.
- **Staff governors** – these will be 2–3 members of staff (the head teacher will automatically be one of these but he or she does not have to attend meetings). There should be at least one teacher and one member of support staff.
- **Co-opted governors** – these governors will be members of the local community. They will usually have a skillset which is helpful to the running of the organisation, for example a background in finance or human resources.
- **Authority governors** – these governors are nominated by the local authority.
- **Foundation, partnership and sponsor governors** – these are governors who are representatives of sponsors of the organisation.

Governors are unpaid although they may claim expenses. They are likely to be offered training and support by their local authority, government or other organisations.

Senior management team (SMT)

The SMT of a school or college will work very closely together to discuss the

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day-to-day running of the setting. They will also closely monitor teaching and learning and staff development. The SMT will be made up of the head teacher or principal, the deputy and other experienced managers within the organisation. Schools and colleges may structure their management responsibilities in different ways depending on the size of the organisation, but there are likely to be curriculum/department, programme area, year group leaders or key stage co-ordinators within the team.

Teachers/tutors

The main role of all teachers and tutors is to plan and deliver lessons based on the needs of all pupils and to carry out assessment and evaluation. They will also have responsibilities for:

- keeping records of learner progress and needs
- promoting equality, diversity and inclusion within the setting
- working within school or college policies and procedures
- contributing to the work of the school or college team
- contributing to the wider work of the school or college (e.g. participating in school or college fairs, productions and **community cohesion**)
- ensuring the health and safety of pupils at all times
- communicating with parents and discussing pupil progress.

They may also have other specialist responsibilities such as curriculum leadership or management roles.

In the FE sector, as well as teachers and tutors, there may also be individuals who perform 'associate' teacher roles (also known as Associate Teacher Learning and Skills (ATLS)). These individuals are usually working towards a full teaching qualification so they will have fewer responsibilities than a teacher or tutor.

Key term

Community cohesion: forming links with and being part of the wider community.

Activity

Ask for a staff list of those who work in your school or college and identify the roles and responsibilities of each. If your organisation is a large one, use the department or section in which you work to carry out the activity.

Support staff roles

There is now a wide range of support staff in schools and colleges who sustain and enhance the work of the setting by offering a range of support to teaching staff. They include:

- office and administration staff and business managers
- learning support and teaching assistants
- site staff such as caretakers and site managers
- pastoral roles in teaching and learning such as learning mentors and counsellors
- specialist staff such as computer technicians.

AC 2.2 Describe the roles of external professionals who may work with a school or college

External professionals are those who come into schools and colleges to support teachers, pupils and parents in different ways. Although you may not work with them as part of your role, you should know about them and what they do, so that you can better understand how all organisations and agencies work together in order to support pupils.

.....
For more information on supporting pupils with special educational needs and disabilities, see Unit STL2C4.
.....

▼ Table 1.1 How can these outside professionals support the development of children and young people?

Type of professional	Role
Social worker	A social worker will become involved if there are concerns about a child or young person's welfare or social needs. This may have been as a result of their behaviour, attendance or something which they have said that has caused concern. Social workers may provide counselling services to pupils or support families where needed if there are concerns around welfare, attendance or safeguarding so that outcomes for pupils can be improved.
Speech and language therapist (SLT or SALT)	Speech and language therapists will assess and work with pupils who have speech, language and communication needs. They will usually come into the school or college to work with the pupil, although in some cases they may be attached to a specialist unit. Communication skills are vital and affect pupils' social, emotional and intellectual as well as educational development. The speech and language therapist will provide ongoing advice and support to pupils, teachers and parents in order to meet the needs of the pupil and help them to achieve their full potential. For more on communication development and how it affects other areas, see Unit SWSC2. For more on supporting pupils with speech and language needs, see Unit STL2C7.
Educational psychologist	Children and young people may be referred to an educational psychologist if they need support or an assessment due to possible learning difficulties or emotional problems. The psychologist will carry out an assessment in school or college and then interview the child or young person and their parents and teachers. An educational psychologist may work in partnership with other professionals so that they can devise the most appropriate intervention to meet the needs of the child or young person.
School nurse	A school nurse will come in to work with children and young people of all ages in schools and colleges. They will usually be based elsewhere, for example in a GP surgery or a local health centre. Nurses monitor pupils' health and carry out assessments and immunisations, starting in the first year of school. They will also support families where needed if children's development is not following the expected pattern, or if they need advice about childhood conditions and illnesses such as asthma or diabetes. School nurses also support children and young people to make positive lifestyle choices which enable them to reach their potential, for example through stop smoking programmes, healthy eating advice and drink and drug awareness.
Home schools and colleges liaison officer	This role involves working with parents and carers to ensure that pupils maintain regular attendance in the setting. In some schools and colleges they will be part of the staff; however, local authorities may also provide this support through their education welfare service.
Child and adolescent mental health advisor	The role of these advisors, usually within CAMHS (Child and Adolescent Mental Health Services), is to work with children and young people as well as their parents. They will help them to understand and work through the assessment process and ensure that they are given access to the services they need. These may be specialist support such as counselling, cognitive behavioural therapy (CBT), child psychotherapy, child and adolescent psychiatrists and family therapy.



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Type of professional	Role
SENCo	Your school or college will have a SENCo, or special educational needs co-ordinator, who will support pupils, teachers and parents to manage the needs of pupils who have special educational needs and disabilities (SEND) within the school or college. For more on the role of the SENCo and supporting pupils with SEND, see Unit STL2C4.
PANCo	The role of the PANCo (physical activity and nutrition co-ordinator) has been developed by early years professionals for those working with young children. Their role is to work in a similar way to the SENCo and to promote health and well-being in young children.

Research it

Choose two of these professionals and find out more about what they do. You can then use this as part of your evidence for this AC.



LO3 Understand how schools and colleges uphold their aims and values

AC 3.1 Explain why schools and colleges have aims and values

Schools and colleges have aims and values to give pupils, parents and all who have contact with them clear ideas about their purpose and identity. The aims and values of an organisation will usually be on the school or college website and displayed in the entrance hall or another part of the setting which is used by all pupils and staff. The aims and values of the setting, along with its vision and mission statement, will usually be set by the head teacher, staff and governors, and agreed by all.

Aims

The aims of the school or college will be what it sets out to achieve, for example 'to create a happy and stable environment in which pupils are able to achieve their best.'

Values

These should be the things which bring the school or college together. They may be

listed or represented by a motto or belief system, for example, 'respecting one another', 'achievement for all', 'celebrating diversity', 'inspiring ideas' and so on. These values may also be closely tied in with personal, social, health and economic (PSHE) education and citizenship in the setting.

Vision

This is the organisation's high-level goals for the future. For example, 'to be the best we can be'.

Mission statement

This is a statement outlining what the setting sets out to do. For example, some colleges might have a mission which sets out to foster 'inspirational learning for all' or 'to inspire outstanding learners to have outstanding futures'. The mission statement should outline what the organisation needs to do to achieve its vision.

Activity

The Prague British International School is an international school in the Czech Republic. Look at their website (www.pbis.cz) and click on the 'About us' section to view the school's mission statement, vision and aims.

- 1 What do you learn about the school from reading these three headings?
- 2 Look at the aims and values of your own school or college. How are they made known to parents, staff and pupils?



AC 3.2 Describe how schools and colleges maintain their aims and values

Schools and colleges should maintain their aims and values by showing that they uphold them in the day-to-day running of the organisation, alongside their vision, ethos and mission statement. For example, if a setting's aims and values are to provide a stable environment while fostering pupils' independence, there should be evidence of this through the way in which the setting is run. In a faith school, its values may be demonstrated through its religious character.

Class discussion

Look at the following mission statements, aims and values taken from different school and college websites.

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To provide a nurturing, inclusive environment where all children are safe and secure.
- To provide a happy environment in which we foster a love of learning and ensure that school is fun.
- To be a leading advocate for learning within the local community with strong and productive links with other partners.
- To provide the highest quality all-round education for each and every child, in partnership with parents and within the context of a Christian community.
- To be a nationally recognised centre of excellence in arts and technology education.

How could the organisations demonstrate each of these? Talk about them in groups and try to find an example for each one.

LO4 Know about the range and purpose of school and college policies and procedures

AC 4.1 Explain why schools and colleges have policies and procedures

All schools and colleges are required to have up-to-date **policies and procedures**. These ensure that all those involved in running the day-to-day aspects of the setting have clear guidelines to work from, and that everyone knows what these are and where to find them. Policies and procedures are also useful to have when speaking to parents and carers and when making decisions about the way in which the school or college is run. There will be a number of policies and procedures relating to different areas in your school or college and many of them are a statutory requirement. You will probably find them on your school or college website.

A list of statutory policies and procedures required by education legislation and which schools/colleges are required to have can be found on the www.gov.uk website – search for 'Statutory policies for schools'.

AC 4.2 Identify the policies and procedures schools and colleges have for staff, student welfare and teaching and learning

For the purpose of this unit, you will need to know about policies and procedures relating to the headings shown in Table 1.2. Remember that the titles of the policies in your school or college may differ slightly from those listed.

Key term

School/college policies and procedures: policies identify school/college principles through a statement of intent; procedures provide rules and agreed guidelines explaining how the policy will be implemented in the setting.

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▲ Figure 1.4 How do schools and colleges agree on their policies and procedures?

▼ Table 1.2 Policies and procedures relevant to schools and colleges

Area	Relevant policies and procedures
Staff	<ul style="list-style-type: none"> ● Performance management/teacher appraisal policy ● Health and safety policy ● First aid policy ● DBS checks for all staff, and records of this ● Procedures for dealing with allegations of abuse against staff ● Pay policy ● Confidentiality policy ● Grievance policy ● Whistleblowing policy ● Data protection policy ● Records of courses attended and qualifications obtained
Student welfare	<ul style="list-style-type: none"> ● Safeguarding policy ● Health and safety policy, including school/college and residential trips ● National and local statutory requirements and guidelines for child protection ● Disability and access policy ● Inclusion policy ● Online safety policy ● Anti-bullying policy ● Drugs awareness policy ● Data protection policy ● Mobile phone and social media policy

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Area	Relevant policies and procedures
	<ul style="list-style-type: none"> • Sickness and medication/first aid policy • Supporting pupils with medical conditions • Special educational needs policy • Annual report/information on SEN • Confidentiality policy • PSHE policy • Sex education policy • Behaviour/code of conduct policy • Attendance and punctuality policy
Teaching and learning	<ul style="list-style-type: none"> • Teaching and learning policy • Equal opportunities policy • Early years policy • Sixth form policy • Learner commitment policy • Special educational needs policy • Planning and assessment policy • Homework policy • Marking policy • Curriculum policies for different subject areas (e.g. mathematics) • Enrichment policy • School or college development plan

Activity

Using your school or college website, find out about the main policies which your organisation has under each of the headings in the left-hand column of Table 1.2: staff, student welfare, teaching and learning.

AC 4.3 Outline one policy and the associated procedures from either a school or a college

For this assessment criterion, you will need to choose and outline one policy from the list in Table 1.2 and explain the associated procedures. It may be simplest to use a policy from the school or college in which you

are doing your work placement. Choose a policy which is straightforward to read and understand so that you can outline the details in a clear and organised way. You should divide the policy into the following areas:

- Aims of the policy or what it sets out to achieve
- Roles and responsibilities of key members of staff under the policy. For example, in the school or college policy for special educational needs, the role and responsibilities of the SENCo (special educational needs co-ordinator) is likely to be included
- How the policy will be implemented and key procedures
- Date of next review.

Tips for best practice: getting to know your school

- Make sure you know the names and roles of key members of staff.
- Ensure you are aware of the type of school or college in which you are volunteering, and understand its ethos, aims and values.
- Check that you have read and understood the following policies: health and safety, equal opportunities and inclusion, safeguarding, confidentiality, mobile phone and social media policy.

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Check your understanding

- 1 What are the main types of schools and colleges in the UK?
- 2 What are the main features of an international school and how does it differ from a British school overseas?
- 3 Name three different types of state school.
- 4 Why are the educational opportunities of an independent school different from those of a comprehensive school?
- 5 What is the purpose of the senior management team of a school or college?
- 6 What is the role of a school or college governor?
- 7 How do external professionals support the work of the school or college?
- 8 Where might you find your school or college's aims and values?
- 9 What is a school or college policy?
- 10 Give examples of three important policies or procedures you might find in your school or college.

Legislation

Remember that legislation changes over time so it is important to refer to the most up-to-date guidance.

The legislation and statutory guidance relevant to this unit is mainly that which affects schools and colleges themselves. Key legislation includes:

- Data Protection Act
- UN Convention on the Rights of the Child 1991
- Freedom of Information Act 2000
- Education Act 2002
- Education and Inspections Act 2006
- Every Child Matters 2003
- Children Act 2004/2006
- Human Rights Act 1998
- Equality Act 2010
- Special Educational Needs Code of Practice 2015
- For Special Educational Needs – Children and Families Act 2014, Part 3 – Children and Young People in England with Special Educational Needs or Disabilities
- Special Educational Needs and Disability Regulations 2014

Read about it

Weblinks

www.gov.uk/become-school-college-governor Government information about the role of school and college governors

www.forestschoools.com Forest Schools Education website

www.specialneedsuk.org Special Needs UK website – find special schools

www.isc.co.uk Independent Schools Council website

www.cobis.org.uk Council of British International Schools website

www.boarding.org.uk The Boarding Schools' Association website

www.learningandwork.org.uk Learning and Work Institute website

www.aoc.co.uk Association of Colleges website

www.natspec.org.uk Natspec website – association for organisations offering specialist further education and training

www.gov.uk/government/publications/statutory-policies-for-schools Download *Statutory policies for schools* (Department for Education, 2014)

www.careersforyoungpeople.co.uk Careers for Young People website – provides information on post-16 options in the UK

www.gov.uk/browse/education Government information on education and learning