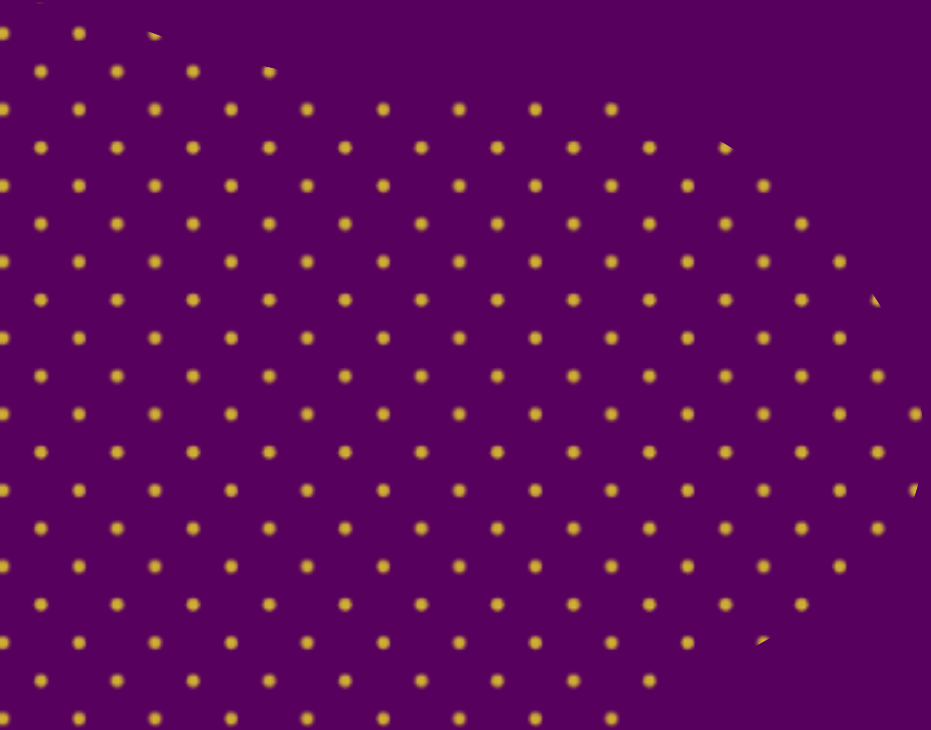


British
Learning
Centre



TEACHER HANDBOOK

Contains fundamental principles and standards expected of all teaching staff at the British Learning Centre.



MESSAGE

FROM THE HEAD OF SCHOOL



At the British Learning Centre, we strive to offer the very best British education to all of the students in our care.

We are dedicated to offering outstanding teaching and learning opportunities to all of our learners and we are committed to being the very best at what we do.

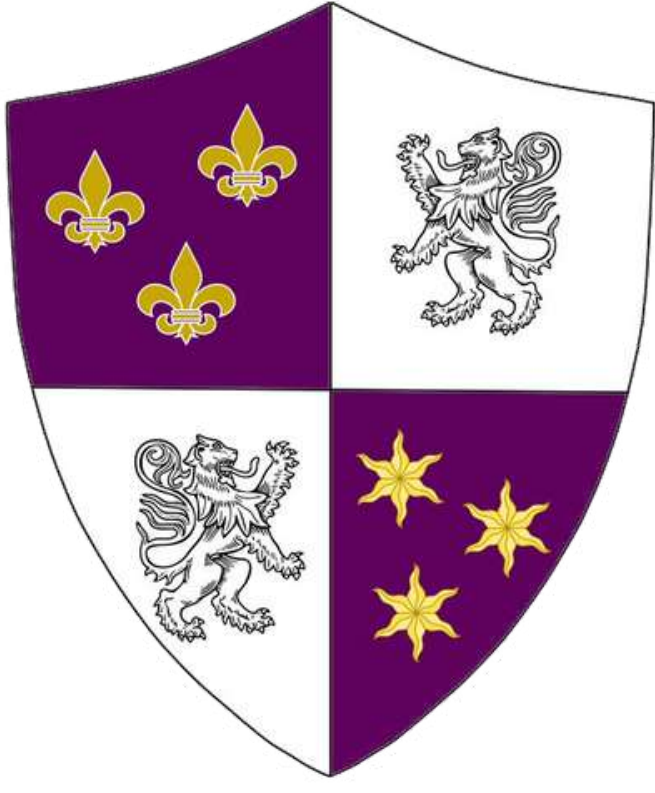
At our school, we aim to instil a love of learning in our students and cultivate intellectual curiosity in a warm and welcoming learning environment.

We do this by following the highest standards in all that we do.



The points outlined in this teacher handbook have been put together with years effective tuition experience behind it to ensure that we continue to grow and build our reputation of being a tuition school that is unrivalled in meeting its obligation to drive standards in education.

Mr Ashleigh Bignall
Head of School



OUR MISSION STATEMENT

BRITISH LEARNING CENTRE



At the British Learning Centre, we understand that learning should be personalised, interactive, engaging and fun. That is why we are constantly investing in the best learning platforms and utilising the most up-to-date teaching methods to engage students and drive success.

We believe that those who have studied education and are certified teachers are those best suited to providing these learning opportunities for the students in our care.

We are committed to providing an engaging learning environment where students are excited to attend and make progress within.

We aim to provide a comprehensive British curriculum that is individually focused on learners that prepares students of all ages for academic and life success.

British Learning Centre



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Teacher Handbook





Department
for Education

Teachers' Standards

Guidance for school leaders,
school staff and governing bodies

July 2011 (introduction updated June 2013,
latest terminology update December 2021)

Contents

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2. Introduction, legal standing and interpretation
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Summary

About the standards

These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status.

The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports are available from GOV.UK.

Who are the standards for?

All teaching staff.

Presentation of the standards

This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part One** and **Part Two**.

The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.

The standards are presented as separate headings, numbered from 1 to 8 in **Part One**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Teachers' Standards

Preamble

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

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching
- to build on these
- guide pupils to reflect on the progress they have made and their emerging
- needs
- demonstrate knowledge and understanding of how pupils learn and how
- this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their
- own work and study.

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well structured lessons

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

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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

Part Two: Personal and professional conduct

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

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

Code of Conduct

Aims:

This policy aims to set and maintain standards of conduct that we expect all staff to follow. By creating this Code of Conduct, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the UK Teachers' Standards.

School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour. We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all other staff to also act with personal and professional integrity, respecting the safety and wellbeing of others.

The British Learning Centre seeks to encourage each child to develop their individual abilities: both academically and socially as fully as possible.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures. Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

General obligations:

Staff set an example to pupils.

They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British and Thai values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Not express personal beliefs in a way that exploits pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Adhere to the Teachers' Standards

All staff are expected to follow the school's policies: including safeguarding and behaviour in all interactions in school.

Pupils and staff are expected to work together to build a tuition school whose relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always come first. Where firmness/admonition is called for, this should be exercised calmly, and staff should avoid shouting at pupils unless there is a Health and Safety risk.

We must model positive language at all times of the day. The school behaviour policy and associated documents establish expectations and approved sanctions.

All new staff should be issued with a copy of these policies, and any behaviour concerns should be dealt with in line with them. Where a member of staff is having difficulties managing pupil behaviour, they should discuss this matter with their Head of School or Deputy Head of School at the earliest opportunity.

All staff must read the key policies and Code of Conduct of the school.

All staff should be aware of what physical contact with pupils is appropriate:

Staff should only exercise physical restraint as a last resort to prevent injury. If it is necessary staff should adhere to the Keeping Children Safe in Education 2022 which states: 162. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Holding children's hands is generally appropriate in Key Stage One. However, adults should not initiate any physical contact unnecessarily, and there should be clear boundaries:

- Children should not be picked up. (unless medically necessary or being restrained)
- Children should be discouraged from sitting on an adult's lap
- Children should be discouraged from hugging adults
- In the case of one to one private tuition, the camera inside the classroom must be upon the adult and student at all times.

All staff are expected to treat each other with respect:

Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

All staff should treat resources responsibly, and exercise due financial care:

All staff have a responsibility to look after the resources of the school.

This includes:

- not wasting resources unnecessarily (including physical resources and those such as electricity/water)
- following the principles of 'reduce, re-use, recycle' where appropriate.
- tablets should be securely put away at the end of the school day (locked cupboard in reception area) and not be left out on view
- all money handled should be directly given to the Head of School
- prior to purchasing any items for school using your own money, staff should complete an expense form (held in the office), have it authorised and signed by the Head of School. In order to be reimbursed,

All staff are expected to behave professionally and exercise confidentiality:

All staff are expected to behave thoughtfully and responsibly. Staff should be punctual and well-prepared, and should carry out tasks to the best of their ability, taking pride in their work. Staff are expected to dress appropriately; all staff should set a good example in what they wear by always wearing formal attire.

Staff should exercise due confidentiality towards matters that are either discussed or overheard. When conducting conversations of a personal nature, staff should be aware of their surroundings.

Staff should understand the importance of maintaining professionalism on social networking sites, where all information is potentially in the public domain and pupils or parents may gain access to information and comments posted.

Staff should seek to establish a good and open relationship with parents:

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly. Should the concern require further intervention, this should be directed to the Head of School as quickly as possible.

All staff need to be aware of the policy and procedures for Child Protection/ Safeguarding:

It is essential that all staff are up to date on child protection issues and know the procedures for dealing with and reporting concerns. Please refer to the British Learning Centre's Safeguarding Policy.

Designated Safeguarding Lead (Head of School): Ashleigh Bignall

Dress Code:

We expect all staff to reflect high standards by presenting a positive and professional image to pupils, parents and other stakeholders.

Men:

- Men are expected to wear a shirt and tie
- dress trousers (not jeans or denim)
- smart shoes (not 'casual' looking shoes, trainers or flip flops).

Women:

- Women are expected to wear shirts, smart tops or knitwear
- skirts, trousers or a smart dress
- As a guide, skirts or dresses should be no shorter than just above the knee.
- Shoes or boots should be smart and not excessively high-heeled.
- Open toe sandals that tie/fasten can be worn at own discretion and not inhibit daily tasks but no flip flops allowed.
- Any jewellery worn should not present a risk to the wearer or to the children (e.g. drop earrings that may be grabbed or pulled, or rings/brooches that may present a risk to children).

Exceptions to dress code:

- Staff may choose not to wear shoes inside of the school.

Conduct outside of work:

Staff will not act in a way that would bring the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

Punctuality:

All teachers are expected to be in work a full 30 minutes before their lessons begin to give adequate time for preparation of class materials and the classroom environment.

Continued Professional Development

All staff (including part-time) are expected to take part in all staff meetings and continued professional development opportunities.

Conclusion:

By adhering to this code of conduct staff can be assured they are playing their part in safeguarding pupils and protecting themselves.

Behaviour Management Policy

Aim

The aim of this policy is to promote a safe, positive and productive environment within lessons and around the school. It is an expectation of the British Learning Centre that students will be well-behaved and respectful while on the premises. This includes treating both staff and fellow students in a polite, respectful manner.

Approach

The British Learning Centre seeks to use positive reinforcement to promote a happy learning environment for our students. Wherever possible, negative behaviour will not be given attention and good behaviour will be praised. For example, if a student is attempting to distract other students within a lesson, the teacher will praise their classmates for not becoming distracted rather than focus on the negative behaviour. In the event that poor behaviour continues, the following steps will be taken:

The student will be given a clear verbal warning issued, using the following terminology: '[student's name], I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. I am now giving you a warning. You must [give a specific example of the behaviour you have asked the student to stop or to do]. If this continues, you will be given a yellow card.'

If the behaviour continues the student will be told they now have a 'yellow card', using the following terminology: '[student's name] I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. You have already had a warning and you now have a yellow card. If you continue to [give a specific example of the behaviour you have asked the student to stop or to do], you will be given a red card and your parents will be called.' The student should then be seated away from their classmates, ideally away from other students for a few minutes. The parent will be informed that there were behaviour issues when they are sent feedback at the end of the lesson. The Deputy Head of School will be informed via email.

If the behaviour continues the student will be told they have a 'red card', using the following terminology: '[student's name] I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. You have already had a yellow card and you now have a red card. Please leave the classroom.' The teacher will then ask that another member of staff accompany the student to the waiting area or an empty classroom where they will be seated away from other students/parents. A member of staff must stay with the student at all times. The teacher will ask that their parents are called and asked to collect their child and that a meeting with the teacher and/or the Deputy Head of School takes place before the student's next lesson. During the meeting next steps will be discussed with the parent.

In the unlikely event that a student receives a second red card, a meeting with the Head of School will be organised. It will then be at the discretion of the school as to whether the student is permitted to continue their studies with the British Learning Centre. If a decision is reached that the student will not be permitted to continue their studies with the British Learning Centre, no refund will be issued.

Behaviour that might constitute a verbal warning: low level disruption, refusing to complete tasks, low level name calling, acting in a disrespectful manner towards students, staff or equipment.

Behaviour that might constitute a yellow card: continued low level disruption after a verbal warning, more serious name calling, answering back or arguing with a teacher or fellow student, graffiti, continued refusal to complete tasks.

Behaviour that might constitute a red card: continued low level disruption after a yellow card; repeated serious name calling; name calling or unkind remarks based on another student's gender, ethnicity, religion, sexuality, or referencing a physical disability or learning difficulty; any form of physical assault including spitting, biting, punching, kicking or scratching; acting in an extremely disrespectful/aggressive manner towards staff, fellow students or equipment.

SAFEGUARDING POLICY

British Learning Centre

Policy Consultation & Review

This policy is available on our school website and upon request from the Head of School.

We also inform parents and carers about this policy when their children join our school.

We recognise the expertise our staff by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff can find Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2022) on our website.

This policy will be reviewed in full by the Head of School on an annual basis.

Mr Ashleigh Bignall Date : 14.2.23



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1. PURPOSE & AIMS

1.1 The purpose of the British Learning Centre's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

2.3 At the British Learning Centre we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

2.9 At the British Learning Centre we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010 (UK)
- Public Sector Equality Duty (UK)

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
DSL	Ashleigh Bignall	0955735638 info@britishlearningcentre.com
Head of School	Ashleigh Bignall	0955735638 info@britishlearningcentre.com

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

3.2 A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.

3.3 All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct and the behaviour policy. All staff undertake appropriate child protection training that is updated annually and on-line safety training; Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

3.5 Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2022); they remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Head of School

3.5 At the British Learning Centre the Head of School is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education'.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During the school day, the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL at the British Learning Centre will represent our school at any child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children. The British Learning Centre will also on occasion seek the advice and support of British international schools where appropriate and will do this confidentially.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding policy.

3.12 The DSL(s) will work with senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. On the school website, everyone can find a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex B of 'Keeping Children Safe in Education' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within 7 days of joining the school. This will be delivered through National College. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised online at least once every three years.

4.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance from the UK & Thailand. Annex B of 'Keeping Children Safe in Education' (2022) provides links to guidance on specific safeguarding issues such as Child Exploitation and Forced Marriage.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 The British Learning Centre adheres to child protection procedures that have been agreed in this policy. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the policy.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting (see Appendix 1). Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice as required from other professional establishments while maintaining confidentiality. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with the policy.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance.

6. SPECIFIC SAFEGUARDING ISSUES

Contextual safeguarding

6.1 At the British Learning Centre we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are covered in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern either on the agreed reporting form (Appendix 1). Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

8. WORKING WITH PARENTS & CARERS

8.1 The British Learning Centre is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing or as a message.

9. SAFER RECRUITMENT

9.1 We will ensure that the Head of School has completed appropriate safer recruitment training. The Head of School will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2022).

9.2 At the British Learning Centre we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

9.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

9.4 At the British Learning Centre we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

9.5 We will undertake ICPC and other pre-employment checks as outlined in 'Keeping Children Safe in Education' to ensure we are recruiting and selecting the most suitable people to work with our children.

9.6 We will maintain a Central Register (CR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the CR regularly to ensure that it meets statutory requirements.

9.7 At the British Learning Centre we recognise that safer recruitment is not just about carrying out the right ICPC checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should be left open. Cameras are always directed towards the teacher and the student.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (February 2022). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children DfE (July 2018)
- Keeping Children Safe in Education DfE (2022)
- Working Together to Improve School Attendance, DfE (2022)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (Feb 2022)
- What to do if you're worried a child is being abused DfE (March 2015)
- Information sharing: advice for practitioners providing safeguarding services DfE (July 2018)
- The Prevent duty: Departmental advice for schools and childcare providers DfE (June 2015)
- Sexual violence and sexual harassment between children in schools and colleges DfE (July 2021)
- Child sexual exploitation: guide for practitioners DfE (February 2017)
- Teaching online safety in school DfE (June 2019)
- Mental Health and Behaviour in Schools DfE (November 2018)
- Data protection: toolkit for schools DfE (September 2018)
- Promoting the education of children with a social worker (June 2021)
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines
- Relationships Education, Relationships and Sex Education (RSE) and Health Education

12. PHYSICAL CONTACT

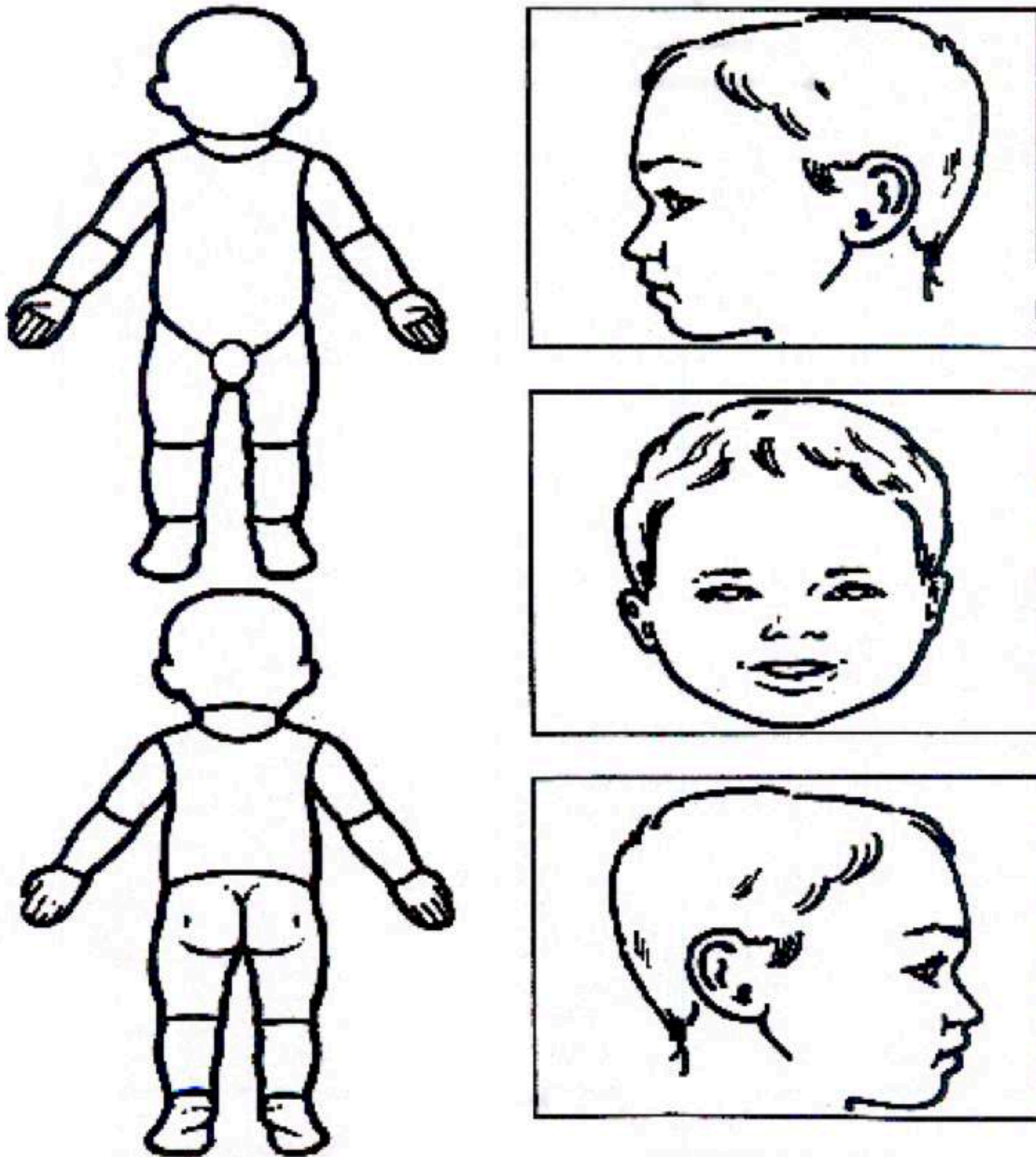
Physical contact between staff and students should be avoided wherever possible. However, there are instances where physical contact may be appropriate and necessary, such as when it directly aids in education, learning, or the safety of the student. Examples include guiding a student during a practical activity or ensuring safety during physical tasks.

Any physical contact should:

- Be conducted in a professional manner.
- Be limited to what is necessary for the given situation.
- Take place in an open and visible setting.

For celebratory occasions, such as the awarding of certificates, brief and appropriate gestures like a hand on the shoulder may be used to encourage and celebrate the student's achievements. Staff are reminded to ensure all interactions remain respectful and in line with safeguarding best practices.

Child's body map:



Indicate clearly where the injury was seen and attach this to the Recording Form.



Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern which will be supplied with this sheet.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation or low-level concern about a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School. If an allegation is made about the Head of School you should pass this information to the authorities.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Mr Ashleigh Bignall

Contact Number: 0955735638

At the British Learning Centre we strive to safeguard and promote the welfare of all of our children.

Lesson expectations.

Lesson expectation guidelines for teachers at the British Learning Centre are designed to help ensure that students receive high-quality instruction and support in all classes.

These guidelines set out clear expectations for teacher behaviour, preparation, and performance. The aim of these guidelines is to create a positive teaching environment where students feel supported and challenged to reach their full potential.

In general, the guidelines will cover topics such as:

- Lesson planning
- Lesson flow
- Teaching strategies
- Feedback and assessment
- Communication
- Professional development.

By adhering to these guidelines, teachers can create a strong foundation for student learning and growth. Additionally, clear guidelines can help to ensure consistency and quality across the curriculum, which can have a positive impact on student motivation, engagement, and achievement.

Finally, guidelines can provide a framework for ongoing professional development and growth, helping teachers to continue to improve their practice and stay up-to-date with the latest trends and best practices in education.

Lesson Planning:

When planning lessons at the British Learning Centre, teachers should follow a structured approach by following the template slides that are prepared and that takes into account the individual needs and goals of their students.

1. Lesson plans are not necessary and teachers should follow the long term plan for each class whether it be English or White Rose maths. Lesson planning is primarily the preparation of slides before each class is delivered to students. Lesson slides will follow the lesson flow which is outlined on the next few pages.
2. Understand the students' needs and goals: Teachers should have a good understanding of their students' abilities as this will allow them to tailor their lessons to meet the individual needs of each student.
3. Set clear learning objectives: Teachers should set clear learning objectives for each lesson that align with the objectives of the English National Curriculum.
4. Plan engaging and interactive activities: Teachers should plan activities that are engaging, interactive, and relevant to the students' interests and experiences. This can help to maintain student motivation and foster a positive learning environment.
5. Incorporate assessment and feedback: Teachers should incorporate regular assessment and feedback into their lessons to help students monitor their progress and identify areas for improvement. As a minimum, this would include 99 Club for maths and weekly spellings for English.
6. Differentiate instruction: Teachers should differentiate instruction to meet the needs of students with different learning styles, abilities, and interests. This might include adjusting the pace of instruction, providing additional support or challenges.
7. Continuously evaluate and adjust: Teachers should continuously evaluate the effectiveness of their lessons and adjust their teaching strategies as needed to ensure that students are making progress toward their learning goals.

<p>01</p> <p>DATE & WALT</p> <p>Date shared in full English with day, date and month.</p> <p>The lesson objective is shared</p> <p>WALT is an acronym for "We are learning to..."</p> <p>W.A.L.T: Find adjectives.</p> 	<p>02</p> <p>LEARNING JOURNEY</p> <p>Every class is on a learning journey with pre-planned objectives.</p> <p>Objectives of the learning journey should be shared at the start of every lesson with WALTs completed highlighted green, today's WALT highlighted orange and future WALTs left blank.</p> <p>Children should know the direction of learning.</p> 
<p>03</p> <p>SPEED SOUNDS</p> <p>The children's first activity will be to practise their speed sounds from RWI.</p> <p>Speed sounds are either from set 1, 2 or 3.</p> 	<p>04</p> <p>SPELLINGS</p> <p>Children may or may not have time actually on spellingframe.co.uk.</p> <p>Time is set aside at the beginning of the lesson for going through the spelling words and assessing students formatively for understanding of vocabulary.</p> <p>Can be used as teaching time if it is a particular spelling rule.</p> <p>This is also the time to complete any spelling tests.</p> 
<p>05</p> <p>SPAG PROBLEM</p> <p>Children here are given a simple grammar problem to complete in line with the objectives of the English National Curriculum for their year group or level.</p> 	<p>06</p> <p>SPEAKING AND LISTENING</p> <p>This is the time for a short activity linked to speaking and listening skills.</p> <p>All children should be active in this part of the lesson.</p> 
<p>05</p> <p>DITTY BOOKS</p> <p>In this part of the lesson, teachers will go through the reading ditty books before continuing with the writing part of the ditty books.</p> 	<p>06</p> <p>MAIN ACTIVITY</p> <p>This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).</p> <p>This is usually going to be one of the objectives linked to the English National Curriculum.</p> 

01

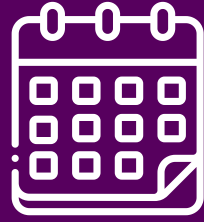
DATE & WALT

Date shared in full English with day, date and month.

The lesson objective is shared

WALT is an acronym for "We are learning to..."

W.A.L.T: Find adjectives.



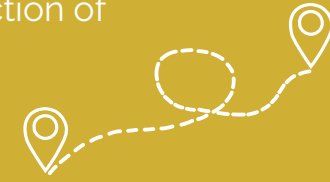
02

LEARNING JOURNEY

Every class is on a learning journey with pre-planned objectives.

Objectives of the learning journey should be shared at the start of every lesson with WALTs completed highlighted green, today's WALT highlighted orange and future WALTs left blank.

Children should know the direction of learning.



03

SPELLINGS

Children may or may not have time actually on spellingframe.co.uk.

Time is set aside at the beginning of the lesson for going through the spelling words and assessing students formatively for understanding of vocabulary.

Can be used as teaching time if it is a particular spelling rule.

This is also the time to complete any spelling tests.



04

SPAG PROBLEM

Children here are given a simple grammar problem to complete in line with the objectives of the English National Curriculum for their year group or level.



05

SPEAKING AND LISTENING

This is the time for a short activity linked to speaking and listening skills.

All children should be active in this part of the lesson.



06

MAIN ACTIVITY

This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).

This is usually going to be one of the objectives linked to the English National Curriculum.



<p>01</p> <p>DATE & WALT</p> <p>Date shared in full English with day, date and month.</p> <p>The lesson objective is shared</p> <p>WALT is an acronym for "We are learning to..."</p> <p>W.A.L.T: solve word problems.</p> 	<p>02</p> <p>LEARNING JOURNEY</p> <p>Every class is on a learning journey with pre-planned objectives.</p> <p>Objectives of the learning journey should be shared at the start of every lesson with WALTs completed highlighted green, today's WALT highlighted orange and future WALTs left blank.</p> <p>Children should know the direction of learning.</p> 
<p>03</p> <p>99 CLUB</p> <p>Children take 5 minutes to complete their respective 99 Club.</p> <p>It is initially recorded where the child started, where they are now and their all time high score.</p> <p>If a child completes a 99 Club, a message is sent to reception so that the admin staff can prepare their certificate.</p> 	<p>04</p> <p>ARITHMETIC PROBLEM</p> <p>An arithmetic problem linked to an English National Curriculum objective for their age or level is given to the class at this stage of the lesson.</p> 
<p>05</p> <p>REASONING PROBLEM</p> <p>This is the time for a short activity linked to speaking and listening skills.</p> <p>All children should be active in this part of the lesson.</p> 	<p>06</p> <p>TRUE OR FALSE?</p> <p>This is a part of the lesson from White Rose which has a true or false challenge which is linked to the White Rose small step objective for that lesson.</p> 
<p>07</p> <p>MAIN ACTIVITY</p> <p>This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).</p> <p>This is usually going to be one of the White Rose maths small steps objectives linked to the English National Curriculum.</p> 	

01

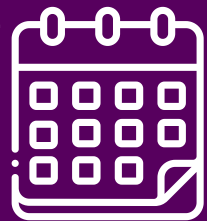
DATE & WALT

Date shared in full English with day, date and month.

The lesson objective is shared

WALT is an acronym for "We are learning to..."

W.A.L.T: solve word problems.



02

LEARNING JOURNEY

Every class is on a learning journey with pre-planned objectives.

Objectives of the learning journey should be shared at the start of every lesson with WALTs completed highlighted green, today's WALT highlighted orange and future WALTs left blank.

Children should know the direction of learning.



03

99 CLUB

Children take 5 minutes to complete their respective 99 Club.

It is initially recorded where the child started, where they are now and their all time high score.

If a child completes a 99 Club, a message is sent to reception so that the admin staff can prepare their certificate.



04

ARITHMETIC PROBLEM

An arithmetic problem linked to an English National Curriculum objective for their age or level is given to the class at this stage of the lesson.

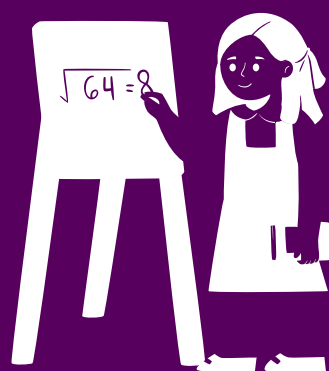


05

REASONING PROBLEM

This is the time for a short activity linked to speaking and listening skills.

All children should be active in this part of the lesson.



06

MAIN ACTIVITY

This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).

This is usually going to be one of the White Rose maths small steps objectives linked to the English National Curriculum.



Teaching Strategies

Below is a non-exhaustive list of the different strategies that a teacher should use throughout the course of a lesson to promote outstanding teaching and learning opportunities for students.

Remember, that first and foremost, the teacher standards outlined earlier in this handbook which are linked to teaching and learning should be at the forefront of all you do within the classroom:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment

Strategies:

1. Use visual aids: Visual aids such as diagrams, pictures, and videos can help to make the lesson more engaging and easier to understand.
2. Incorporate group work: Group work allows students to work collaboratively and learn from one another. It can also help to develop teamwork and communication skills.
3. Use real-life examples: Using real-life examples can help to make the lesson more relatable and relevant to students' lives.
4. Ask open questions: Asking open questions can encourage student participation and engagement in the lesson. It can also help to assess student understanding.
5. Use technology: Technology can be used to enhance the lesson through multimedia presentations, online resources, and interactive activities.
6. Provide feedback: Providing feedback can help to guide students in their learning and encourage them to reflect on their progress. Teachers should be actively moving around the classroom and checking children's work during activities.
7. Differentiate instruction: Differentiating instruction can help to meet the diverse learning needs of students by adapting the content, process, or product of the lesson.
8. Use active learning strategies: Active learning strategies such as hands-on activities, simulations, role-play and problem-based learning can help to deepen understanding and engagement in the lesson.
9. Make connections: Making connections between different concepts and subject areas can help students to see the bigger picture and understand how everything fits together.

In order to create a positive and effective learning environment, teachers should be active and engaging in all lessons. Active engagement requires teachers to be fully present and attentive to the needs of their students, creating opportunities for interaction, discussion, and participation.

By being active and engaging, teachers can help to promote student learning and retention of material, encourage participation and motivation, and create a sense of community in the classroom. Additionally, an engaged teacher models for students what it means to be a curious and enthusiastic learner, inspiring students to take an active role in their own education.

Teachers should be moving around the classroom at key points of learning. This includes good modelling and formative assessment of work by marking throughout the lesson.

Feedback and Assessment:

Offering feedback and conducting assessments at the British Learning Centre are important components of teaching that help to evaluate student learning and provide opportunities for improvement. Here are some strategies that teachers can use to effectively offer feedback and conduct assessments:

1. Provide timely feedback: Timely feedback allows students to quickly learn from their mistakes and make necessary improvements. This should be happening live during lessons where teachers will move around the room and check through the work children are doing.
2. By following the lesson flow, teachers will assess spellings and multiplication & division knowledge in respective English and maths lessons which can be then be used to feedback to parents.
3. Offer both formative and summative assessments: Formative assessments provide ongoing feedback to monitor and adjust teaching, while summative assessments evaluate student learning at the end of a unit or course.
4. Student self-assessment: Encouraging students to reflect on their own learning and self-assess can help to promote metacognitive skills and promote self-directed learning. This will be done in every lesson and will be used to feedback to parents and inform the planning of the next lesson.
5. Use a growth mindset: A growth mindset encourages students to view feedback and assessments as opportunities for improvement, rather than as judgments of their ability. The power of yet.
6. Be positive at every opportunity.
7. Make use of the certificates that we offer to encourage students to meet their goals and continue making progress.

Overall, effective feedback and assessments require clear communication, attention to student needs, and a focus on promoting growth and improvement. By using a variety of assessment methods and providing timely and constructive feedback, teachers can help to create a positive and effective learning environment that promotes student success.

Communication:

Effective communication is essential for successful teaching and learning. Here are some strategies that teachers can use to communicate effectively with students:

1. Use clear and concise language: Teachers should use language that is easy to understand and appropriate for the level of the students. Be particularly mindful of EAL students when giving instructions and teaching.
2. Encourage student participation: Encouraging student participation by asking questions and allowing time for students to ask questions can help to promote engagement and understanding.
3. Be mindful of nonverbal communication: Nonverbal cues such as body language, tone of voice, and facial expressions can convey important messages to students, so it is important for teachers to be aware of their nonverbal communication.
4. Be patient and understanding: Teachers should be patient and understanding when communicating with students, especially if a student is struggling to understand a concept or the language being used. Allow ample processing time.

5. Provide feedback: Providing feedback to students during a lesson can help to guide their learning and promote understanding. See previous section.
6. Use positive reinforcement: Using positive reinforcement, such as praise and encouragement, can help to motivate students and build confidence.
7. Establish a positive classroom culture: Teachers can establish a positive classroom culture by setting clear expectations, fostering a sense of community, and promoting respect and kindness.

Overall, effective communication with students requires a combination of verbal and nonverbal cues, patience, and an understanding of individual learning needs.

Professional Development:

The British Learning Centre will hold weekly staff meetings where good practice will be shared. These meetings are also opportunities for delivering continued professional development. We will be using courses from the National College to maintain and improve standards of teaching and learning throughout the school.

Evaluation and Performance:

Monitoring, evaluating, and providing feedback on a teacher's performance is an important aspect of ensuring that a teacher at the British Learning Centre is meeting expectations and providing quality instruction. Here are some strategies that will be used within our school to monitor, evaluate, and provide feedback on a teacher's performance:

1. Classroom observations from leadership and peers: Every classroom at the British Learning Centre is an open door for both the leadership of the school and other teachers to sit in on a lesson and observe what should be excellent practice. Regular classroom observations can help to evaluate a teacher's instructional practices, classroom management techniques, and student engagement strategies. Peer evaluations will take place where a teacher is observed and evaluated by a fellow teacher. This can provide valuable feedback on practices and offer suggestions for improvement.
2. Student evaluations: Student evaluations may be used to provide valuable feedback on a teacher's effectiveness, as well as provide insight into student learning and engagement within a unit of work.
3. Parent evaluations: We may ask parents to complete evaluation forms on their opinion of their child's teacher. This would be directed and not left open.
4. Professional development: Professional development opportunities can help teachers to stay current on best practices in education, and improve their instructional practices. These will happen in the form of weekly staff meetings.
5. Performance reviews: Regular performance reviews can provide an opportunity for teachers to receive formal feedback on their performance and progress.
6. Providing constructive feedback: Providing constructive feedback that is specific, actionable, and focused on improvement can help teachers to make meaningful progress and enhance their instructional practices.

Through evaluation and performance, teachers can continue to grow and develop as effective educators, benefiting both themselves and their students.

Disciplinary Procedures

In the event that there is a disciplinary issue at the British Learning Centre then the following procedures should be followed:

1. Investigation: When an issue arises that may require disciplinary action, the school will conduct an investigation to gather all relevant facts and evidence. This may involve interviewing staff members and reviewing any relevant documents or records.
2. Informal resolution: Depending on the nature and severity of the issue, the school may attempt to resolve the matter informally by having a meeting with the teacher in question to discuss the concerns and possible solutions.
3. Formal disciplinary action: If the issue cannot be resolved informally or if it is a more serious matter, the school will initiate formal disciplinary action. This typically involves providing the teacher with a written outline of the allegations and the proposed disciplinary action, and an opportunity to respond to the allegations.
4. Disciplinary meeting: The teacher will be invited to a disciplinary meeting, where they will have the opportunity to present their case and respond to the allegations. The school may also present any evidence or witnesses they have gathered during the investigation.
5. Disciplinary action: Following the disciplinary meeting, the school will make a decision about whether disciplinary action is necessary and, if so, what form it will take. This may include a warning, suspension, or termination of employment.

The usual approach of disciplinary for breaches of the teacher code of conduct would be:

1. Verbal warning
2. Written warning
3. Termination of employment