



GUISELEY SCHOOL

Escalation Policy

Approved on:	November 2021
Last Reviewed:	November 2021
Review Date:	November 2022
Governors' Committee:	Curriculum and Policy
Responsible Officer:	Deputy Headteacher – Curriculum

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Mrs Nicky Dewhirst Data/Exams Manager

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes

- Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)

- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mrs Nicky Dewhirst Data/Exams Manager and Cathy McGirr Assistant Headteacher

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Mrs Nicky Dewhirst Data/Exams Manager and Cathy McGirr Assistant Headteacher

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival

- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to Mrs Nicky Dewhirst Data/Exams Manager and Cathy McGirr Assistant Headteacher

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services: *Information and guidance to centres*
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

EQUALITY REVIEW – POLICY IMPACT STATEMENT

Step 1 – Further information

Policy title	Escalation Policy
Person responsible for carrying out the assessment	Raymond J Allen
New or previously approved policy?	Previous policy
Date of approval / last review (if known)	25/11/2021

EQUALITY REVIEW – POLICY IMPACT STATEMENT

Step 2 – Further information

1. Who is responsible for the policy that is being assessed?	Mrs Nicky Dewhirst Exams Data Manager Mr R J Allen Exams Data Assistant Mr Steve Vasey Deputy Head Teacher Mr Paul Clayton Head Teacher
2. Describe the main aims, objectives and purpose of the policy	This policy details the measures to be taken at Guiseley School in the event of that matters should escalate beyond the exams office.
3. Are there associated objectives of the policy? If so, please explain.	To document the escalation process; and explain the circumstances when and where matters might escalate beyond the exams office and to whom matters should be escalated. In the first instance this would be Mrs Nicky Dewhirst Exams Data Manager. Provides a focus to behaviours before; during and after the exam. Inform and support the schools workforce. Promote understanding of roles and responsibilities of centre staff in the lockdown process.

	To ensure all exams & assessments are conducted in accordance with Joint Council for Qualifications (JCQ) regulations, guidance & instructions.
4. Who is expected to benefit from this policy?	Exam candidates, parents/carers and all relevant SLT, staff; invigilators .
5. Who was consulted on this policy?	The Joint Council for Qualifications Relevant Examination Boards: AQA; Pearson Edexcel; OCR and WJEC. The Exams Office www.theexamsoffice.org Guiseley School Senior Leaders
6. How has the policy been explained to those who would be directly or indirectly affected by it?	Escalation Policy will be notified to Senior Leaders; all staff, invigilators, parents/carers and students via the Guiseley School.
7. What outcome(s) are meant to be achieved from this policy?	To ensure <i>“the integrity & security of the examination/assessment system is maintained at all times and is not brought into disrepute”</i> Provide a clear focus to the actions required by SLT staff, invigilators in the event of a that exams related matters escalate beyond the exams office. Centre staff; invigilators to understand the process and what is expected of them.
8. What factors could contribute to the outcome(s)?	An effective; efficient management and administration of exams matters by the Exams Data Manager, Exams Officer & External Invigilators, supported by Senior Leadership & Teaching staff at Guiseley School.
9. What factors could detract from the outcome(s)?	Failure to read, understand and observe the processes set out in this exams policy.

Step 3 – Assess the impact on different groups of people

Equality Target Group	Positive impact	Negative impact	Neutral impact	Reasons / comments
Men	Yes			
Women	Yes			
People from black and minority ethnic communities	Yes			
Disabled people	Yes			

Gay, Lesbian and Bisexual People	Yes			
Transgender people	Yes			
Disadvantaged / Pupil Premium Students	Yes			
Older people (50+)	Yes			
Younger people (17 – 25)	Yes			
Faith or belief groups	Yes			

Step 4 – Promoting equality

10. Please give a brief description of how this policy promotes equality.	The promotion of SMSC includes equality of rights, equality of opportunity and valuing race equality.
11. If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this?	n/a
12. If there is a negative impact on any equality target groups, can this impact be legally and objectively justified? <i>(If no, then a full Equality Impact Assessment should be completed).</i>	n/a

Step 5 – Recommendation

13. Is a full Equality Impact Assessment required?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
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