



# Participant Course Handbook 2019-2020

Accredited NPQ provider





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## About Surrey Teaching Schools Network (STSN)

STSN offers exceptional educational leadership development. We are passionate in our belief that outstanding leadership can transform schools and ultimately improve educational outcomes for young people.

### What is STSN?

The Surrey Teaching Schools Network (STSN) is an accredited provider for the new suite of National Professional Qualifications. This suite includes:

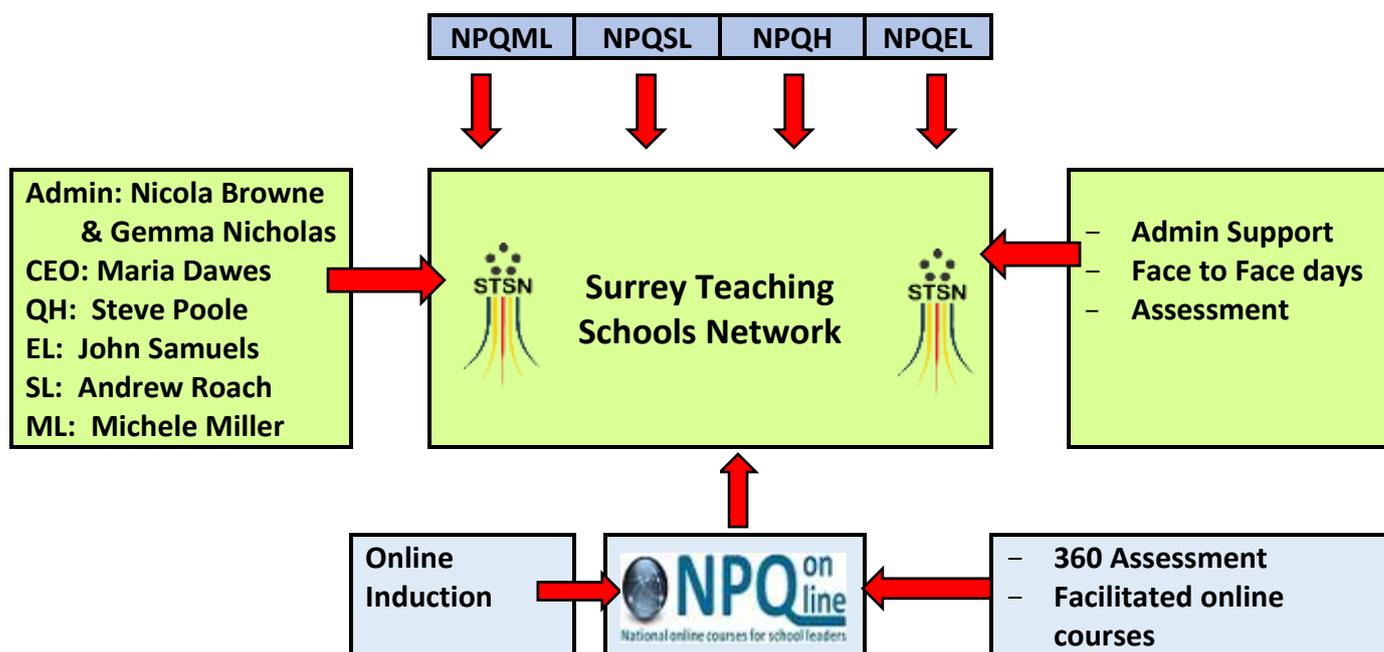
- National Professional Qualification for Middle Leaders (NPQML)
- National Professional Qualification for Senior Leaders (NPQSL)
- National Professional Qualification for Headteachers (NPQH)
- National Professional Qualification for Executive Leaders (NPQEL)

The network comprises 20 Surrey Teaching Schools. It also runs a range of courses for executive leaders, heads of school as well as headteachers' network events and leading change programmes for individual schools. We are a not-for-profit company.

### So what makes STSN special?

- Our commitment to invest in tomorrow's leaders and to do whatever it takes to ensure all participants have a very positive experience
- A team of highly experienced leaders and consultants who plan and deliver bespoke training on face-to-face days
- Individual supervision, coaching and mentoring for all participants
- A suite of online courses via NPQ online to support leadership learning and to enhance and support leadership learning and reflection
- A wide database of outstandingly effective, current leaders as guest speakers
- Excellent relationships with Teaching Schools Alliances nationally, ensuring challenge, relevance and continuity across the different levels of leadership training
- Universally positive feedback from former participants

## Putting the NPQs Together



## The STSN Team: Roles and Responsibilities

### Course Co-ordinators

#### NICOLA BROWNE and GEMMA NICHOLAS

Nicola works full-time for STSN and has been with us since 2015. She has a background in business and project management having worked for the Local Education Authority.

Gemma works part-time for STSN and joined us this year. She has a background in project and data management having worked for Brooklands College.

Nicola and Gemma have a wealth of knowledge about resources, deadline dates, submission of projects and how to overcome unforeseen circumstances that affect participation. They are often present on face-to-face days to welcome participants and provide information. Nicola and Gemma ensure the smooth running of the organisation.

E: [admin@stsn.co.uk](mailto:admin@stsn.co.uk) Tel: 01483 749 950

### Course Facilitators

Your course facilitators plan and lead the learning. You will meet them on face-to-face days, where they deliver tailored, research and evidence-based training in readiness for leadership roles. The facilitators are all successful leaders and consultants with a wealth of experience and current involvement in a range of schools and Trusts. Each NPQ level has a designated Lead Facilitator who is your point of contact for issues associated with the content of the course.

## **STSN CEO**

### **Maria Dawes – CEO**

Maria is the Chief Executive Officer and the strategic lead for STSN. She has held a wide range of senior education leadership positions, most recently as Deputy Regional Schools Commissioner.

E: m.dawes@stsn.co.uk

## **Lead Facilitators**

### **STEVE POOLE – Programme Director, Lead Facilitator NPQH.**

Steve is a Director of STSN with 34 years' experience of successful teaching and leadership in schools in Berkshire, Hampshire, Surrey and Bromley. He has been a head of two secondary schools as well as a leadership consultant for Windsor & Maidenhead and Bromley Local Education Authorities. As a local leader in education and in the years since, he has coached school leaders and supported new headteachers in a range of schools.

E: s.poole@stsn.co.uk

### **JOHN SAMUELS - Lead Facilitator NPQEL**

John is an Associate of STSN with a wealth of experience in school leadership and governance. Following 14 years of successful headship, John helped to establish the Hampshire Teaching and Leadership College, also working with the National College and the Prime Minister's Delivery Unit. He has significant experience and expertise in coaching new and emerging school leaders and in developing a shared language around models of learning in schools. He also recently published two books: 'The Headteacher's Toolkit' and 'The Middle Leader's Toolkit'

E: jsamuelspls@gmail.com

### **ANDREW ROACH - Lead Facilitator NPQSL /Online Facilitator**

Andrew is an experienced school leader and consultant, recently appointed as Director of Education for a large Multi Academy Trust. He delivers a range of excellent school-based and external training, including bespoke workshops and programmes on a consultancy basis in a wide range of schools. Andrew is also an online facilitator for NPQonline.

E: a.roach@stsn.co.uk

### **MICHELE MILLER - Lead Facilitator NPQML/Online Assessor**

Michele's long career in education includes senior leadership, consultancy, teacher training, school improvement support and national training programmes. Her leadership coaching and support across a range of schools and contexts is solution focused, research informed and constantly centred on teaching and learning.

E: m.miller@stsn.co.uk

## **Course Facilitators**

### **CHRISTINE GRINDROD - Facilitator NPQSL and Online**

Joining STSN in 2014, Christine is a highly experienced Senior Leader and Specialist Leader of Education. Her expertise lies in leadership of Mathematics, assessment of SCITT trainees and the coaching and mentoring of middle and senior leaders in secondary schools, both on face-to-face days and online.

### **ANDY WALSH - Facilitator NPQSL**

Joining STSN in 2018, Andy is a highly experienced Senior Leader and is a Deputy Head at St Paul's Catholic College. He is a visiting Lecturer at St Mary's University, and is an experienced coach and mentor of middle and senior leaders.

## **Online Learning Tutors (NPQonline)**

The online element of the programme is supported by NPQonline. The online learning tutors' role is to ensure that everyone engages in the collaborative elements of the online courses and that participants are able to interact with each other, thus aiding reflection. You may have a different online learning tutor for each course; they will email you in advance to introduce themselves. The online co-ordinator at NPQonline is Sandra who can help you with technical difficulties.

## **School Leaders**

All courses are enriched by the generosity of school leaders who come to share their experiences directly on face-to-face days. We have leaders in all phases and settings who are able to demonstrate the realities of leadership in the context of their own schools. The challenges they have overcome in order to secure success are wide and varied and their input to the courses is inspirational. Guest speakers are there to help participants learn that nothing is impossible!

## **Participants**

The active engagement of participants in the online learning and face-to-face days is invaluable, especially when people are willing to share experiences and ask questions. We trust our participants to attend the face-to-face days, read the guidance and be aware of the deadlines and success criteria provided. The more you read, reflect, ask questions and join in with discussions, the more you will learn. Schools are investing a great deal in participants and will want to see that people make the most of the opportunity to learn and develop.

## **School-based Tutors (previously known as Sponsors)**

Participants are expected to meet regularly with their School-based Tutors to evaluate their plans and the progress of their projects. This regular 1:1 coaching is an invaluable element in the courses and allows the Tutors to provide support as well as ensure that the assessment projects have a positive impact on staff development and outcomes for pupils. STSN will provide Tutors with the course details.

## Headteachers

In many schools, the Headteacher is also the School-Based Tutor. Where this is not the case, we recommend that Headteachers are kept informed about the learning taking place and the progress of projects. When participants are involved in 2-week online courses, requiring around five hours of personal study, Headteachers may wish to take account of this in relation to roles, responsibilities and commitments in school.

## Assessment Supervisors

You will be assigned an assessment supervisor and will meet them on face-to-face days. Their role is to support you in applying your learning from the course to your work back in school. They are also there to coach you and to support your School-Based Tutor through any difficulties you may encounter during the course. They are not the people who assess your work once submitted, so you have many opportunities to ask questions and seek feedback via email or face to face.

## Assessment

Your final project will be submitted for independent assessment via the NPQonline portal. Further details will be provided during the face-to-face days.

- For NPQML and NPQSL, this consists of one project, split into two parts.
- For NPQH, this consists of two separate projects, one of which must be based on participants' experiences during a 9-day placement in another school.
- For NPQEL, this consists of two separate projects.
- Please see the course and assessment outline for further details.

## Getting the best out of the programme

As with all professional development, it is important that you get the most out of the opportunities that you will have available to you. Here is some advice that we have taken from previous participants.

## Getting the best out of your School-based Tutor

Your school-based tutor will play an important role in your professional development on the NPQ programme. They will support you in three main areas:

- They will provide you with personal and professional support in order to become a more effective leader. You will need to trust them and to provide them with the opportunities to support you over the months ahead. Setting aside time to meet and to reflect on your leadership development will be important.
- Second, as your School-based Tutor, they will play a key role in the identification, completion and verification of your final assessment task.

- Finally, they are important advocates and gate-keepers in order to provide you with opportunities to enhance and develop your leadership through ‘access’ to data, information and other professional development opportunities.

**Key considerations:**

- Is your School-based Tutor able to effectively support your professional development?
- What working protocols will you need to establish at the start in order to get the best out of this relationship?
- Where, when and how often will you find it helpful to meet with your School-based tutor?
- 

### **Getting the best out of the on-line courses**

One of the central aspects of your learning through the NPQs is the opportunity to follow a range of facilitated on-line courses up to 2 weeks in length. These courses are exceptional in their quality through the provision of high quality resources and on-line facilitators. Experience has shown that regular engagement for the duration of these courses promotes more effective and prolonged learning and reflection. They will also provide you with an opportunity to work alongside your NPQ colleagues and to broaden your understanding and thinking through on-line discussions and collaboration.

**Key consideration:**

- How will you accommodate the additional demands these courses might bring alongside already busy personal and professional lives?

### **Getting the best out of the face-to-face days**

Face-to-face full and/or half-day sessions are important opportunities to reflect on your leadership development, to work alongside other school leaders and to share effective best practice. In some cases, there will be opportunities to explore themes which have been introduced through the on-line courses you will be undertaking. These are valuable opportunities to step away from your daily work and to reflect on your leadership, your on-going development priorities and the impact you have on the progress of pupils and the work of other staff.

**Key considerations:**

- How will you ensure that your responsibilities in school are covered effectively so that you are able to fully engage in each face-to face session?
- Are you clear about what you hope to gain from this course?
- How confident are you in being able to reflect on your strengths and areas for development?

## Course Outline

The following outline provides an overview of the leadership curriculum for your programme.

### Content Areas

There are six content areas for each NPQ level, which set out what a leader should know or be able to do. The six content areas are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels. They are:

- Strategy and Improvement
- Leading with Impact
- Managing Resources and Risks
- Teaching and Curriculum Excellence
- Working in Partnership
- Increasing Capability

Further information about the content areas will be included in your course file.

### Leadership Behaviours

There are seven leadership behaviours, common to each NPQ level, which set out how the best leaders operate. They are:

**Commitment:** The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity

**Collaboration:** The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes

**Personal Drive:** The best leaders are self-motivated and take a creative, problem-solving approach to new challenge

**Resilience:** The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances

**Awareness:** The best leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues

**Integrity:** The best leaders act with honesty, transparency and always in the interests of the school and its pupils

**Respect:** The best leaders their respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders

Participants will evaluate their strength in each behaviour at the beginning of the programme and then plan how they will develop these behaviours during their course.

Leadership behaviours will not be assessed through assessment criteria or assessment tasks.

## STSN Policies

### 1. Scholarship Funding Policy

If your place is funded by the DfE you should be aware of the following:

Surrey Teaching Schools Network (STSN) will verify with the DfE if you are eligible for scholarship funding. The DfE will pay STSN your programme fee.

Should you subsequently withdraw, STSN is required to notify DfE in writing when, and why, you have not completed your funded programme. Withdrawal may result in a participant not being able to enrol in future accredited programmes funded by the DfE.

**Repayment of the fee to the DfE will then be required, by STSN in terms of:**

- i. Length of time the participant has spent on the course before stopping and/or
- ii. Value of the services provided to that point

**As a guide the following level of repayment required to be made by STSN are:**

- i. If the participant completes less than 25% of the programme –75% of the value will be repayable to DfE.
- ii. If the participant completes up to 50% of the programme, 50% of the costs will be repayable to DfE.
- iii. Where over 50% of the programme costs has been completed by participants, other than in exceptional circumstances, no clawbacks/refunds are requested.

Should a participant move schools mid programme, they can still complete the programme, within 18 months of their start date at their new school. We anticipate no refund would be due if over 50% of the programme has been completed.

### 2. STSN Privacy Notice/GDPR

#### **Surrey Teaching Schools Network – Privacy Notice**

##### **Agreement for data collection and analysis**

Surrey Teaching Schools Network respects the information we hold on you and we take the security of your information very seriously. For any general communication with us, or personal details required to register for STSN led courses and events, we retain limited data and do not share with any other persons or organisations.

**NPQ Programmes.** When registering for a NPQ programme, you are agreeing to the collection and sharing of personal data\*, such as your name and TRN, with the Department for Education (DfE).

You can find more information about DfE at [www.gov.uk/dfe](http://www.gov.uk/dfe)

The information below explains:

- what data will be collected
- why data is being shared with DfE
- other opportunities to contribute to the evaluation
- what makes it lawful to collect and share the data with DfE
- how this affects you
- security and confidentiality information
- contact details for further information

#### **What personal data will we collect and share with DfE and its approved contractors?**

For each participant, we will collect and share the following (referred to as personal data) with DfE:

\*Personal data:

Name of applicant/participant

Teacher Reference Number

Current job role/post

Date of birth

\*Special category data:

Ethnicity

Gender

Disability ( if applicable)

### **What is the purpose of the data sharing?**

Personal data will be collected and shared with DfE for the purpose of research, evaluation, planning and statistical analysis. This will enable DfE to:

- monitor performance of each provider
- deliver Quality Assurance (QA) of each provider
- evaluate the effectiveness of the NPQ programme
- understand the characteristics of who accesses, completes and benefits from it and in what way, and who does not
- identify good practice and opportunities to improve the NPQ delivery model
- understand the outcomes for participants, schools and pupils and any opportunities to improve these outcomes.

The evaluation will directly inform the review of performance and quality of delivery by providers, any improvements to NPQ programme policy and delivery and the outcomes for future participants.

### **How will DfE use the personal data we share with them?**

We will collect and share personal data from your application form and from your NPQ journey (e.g. if you withdraw, complete etc.) with DfE (and Quality Assurance Agency, and external evaluator working on its behalf).

DfE will:

1. Analyse the personal data from your application form to understand the characteristics of teachers applying for the NPQ (and thereby identifying other groups who are not applying). DfE will use this information to explore the characteristics of participants who withdraw, drop out or complete and any common factors e.g. NPQ level, region.
2. Link and match this data with other information that DfE already collects or holds (e.g. School Workforce Census, national statistics for schools, Edubase) or data to which it is lawfully permitted access e.g. regional economic information. This enables analysis of the longer-term benefits of the NPQ programme, e.g. how many people progress/are promoted, how long it takes and if there are other factors that help or hinder this progress. This means we can avoid asking you to give us the same information twice. DfE will not share any information that will identify you, or any other third party, unless it is required to do so by law.

### **How will I be asked to contribute to the evaluation?**

- a) At the start of the programme, on behalf of DfE, we will invite all participants to complete an online evaluation survey about your expectations and reasons for applying. At the end of the NPQ programme, we will ask you to reflect on your use of what you have learnt. The responses to the survey will be treated in confidence and we will not see them. During the programme, the Quality Assurance Agency will invite you to complete a survey asking you about the content of the NPQ and its delivery.
- b) In addition, DfE (or a contracted organisation working on its behalf) may contact you to ask you to assist with their research by taking part in telephone or face-to-face interviews; the purpose of this is to provide a richer understanding of your views and experiences. Please note that, if contacted, you will be under no obligation to take part and you can change your mind at any time. If you do agree to participate, you will not be identified or identifiable in any results of the evaluation.

### **What makes our sharing of your personal data with DfE lawful?**

Any additional sharing of personal data provided on your application form will only take place where the law allows it. We will share personal data with DfE for the purposes of research, evaluation, planning and statistical analysis that is in the public interest. The Data Protection Act 2018 states 'personal data shall be processed fairly and lawfully and in particular, shall not be processed unless:

- a. At least one of the conditions in Section 8 of the Data Protection Act 2018 is met, and
- b. In the case of special category personal data, at least one of the conditions in Schedule 1 is also met'

The conditions under which it is lawful for this to happen are:

- The Part 2, Chapter 2 Lawfulness of processing: In Article 6 (1) of the GDPR (lawfulness of processing), the reference in point (e) to processing of personal data that is necessary for the performance of a task carried out in the public interest or in the exercise of the controller's official authority includes processing of personal data that is necessary for part (d) the exercise of a function of the Crown, a Minister of the Crown or a government department.

- The Schedule 1 Part 2, 6 (2) condition: Statutory etc and government purposes for collecting and processing sensitive data on a participant's disability is condition and racial or ethnic origin. (b) the exercise of a function of the Crown, a Minister of the Crown or a government department.

#### **How does this affect you/participants?**

- Our sharing of this personal data with DfE (or its contracted partner working on its behalf) will have no influence on the outcome of your application or your participation in the NPQ and the findings of DfE's research will not identify you or any other applicants.
- Any reported findings will appear at an aggregated level with no individual applicant, participant or school identified OR identifiable.

#### **Security and confidentiality**

Any personal data shared with DfE (and organisations acting on its behalf) will be handled securely and confidentially. It will be used for the purposes of monitoring, quality assurance and evaluation of NPQ programme, and for related research on recruitment, personal development, leadership and retention.

#### **Further information**

For further information on how we process your personal data for the purposes of the NPQ, please contact: [admin@stsn.co.uk](mailto:admin@stsn.co.uk)

If you would like to know more about what personal data is being collected and how this is used by DfE to improve the NPQ programme, please contact: [henry.anderton@education.gov.uk](mailto:henry.anderton@education.gov.uk).

The evaluation surveys will be conducted by an external contractor employed by DfE and managed by Zoey Breuer. If you have any questions about how DfE will use your information for research and evaluation purposes, please contact: [zoey.breuer@education.gov.uk](mailto:zoey.breuer@education.gov.uk)

#### **September 2019**

### **3. Malpractice and Misconduct**

STSN treats all cases of suspected malpractice\* very seriously and will investigate all suspected and reported incidents of possible malpractice. The purpose of this Policy and Procedure is to set out how allegations of malpractice in relation to all qualifications are dealt with. The scope of the policy is to provide:

- a definition of malpractice
- examples of malpractice and maladministration;
- possible sanctions that may be imposed in cases of malpractice.

\*The term 'malpractice' in this policy is used for both malpractice and maladministration.

#### **1. Introduction**

For the purpose of this document 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of STSN.

#### **2. Malpractice by participants**

2.1 Some examples of participant malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- 2.1.1 Obtaining assessment material without authorisation.
- 2.1.2 Arranging for an individual other than the participant to complete or submit the final assessment
- 2.1.3 Collaborating with another individual or participant, to complete their final assessment
- 2.1.4 Damaging another participant's work.
- 2.1.5 Inclusion of inappropriate or offensive material in the final assessment.

- 2.1.6 Disruptive behaviour or unacceptable conduct, including the use of offensive language, at sessions (including aggressive or offensive language or behaviour).
- 2.1.7 Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
  - a) personal identification;
  - b) supporting evidence provided for reasonable adjustment or special consideration applications; and
  - c) results documentation, including certificates.
- 2.1.8 Misrepresentation or plagiarism
- 2.1.9 Fraudulent claims for special consideration.

### **3. Malpractice by STSN employees and facilitators**

- 3.1. Examples of malpractice by, employees or facilitators are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.
- 3.2. Failure to adhere to the relevant STSN regulations and procedures.
- 3.3. Allowing a participant to copy another participant's final assessment
- 3.4. Completing a final assessment for a participant or providing them with assistance beyond that 'normally' expected.
- 3.5. Damaging a participant's work.
- 3.6. Disruptive behaviour or unacceptable conduct, including the use of offensive language (including aggressive or offensive language or behaviour).
- 3.7. Allowing disruptive behaviour or unacceptable conduct at the sessions to go unchallenged, for example, aggressive or offensive language or behaviour.
- 3.8. Divulging any information relating to participant performance and / or results to anyone other than the participant
- 3.9. Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
  - a) personal identification;
  - b) supporting evidence provided for reasonable adjustment or special consideration applications; and
  - c) results documentation, including certificates
- 3.10. Falsely obtaining by any means a NPQ certificate.
- 3.11. Failing to report a suspected case of participant malpractice, including plagiarism.

### **4. Possible malpractice sanctions**

- 4.1. Following an investigation, if a case of malpractice is upheld, STSN may impose sanctions or other penalties on the individual(s) concerned. Where relevant we will report the matter to the DFE who may impose one or more sanctions upon the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.
- 4.2. Listed below are examples of sanctions that may be applied to a participant or to an employee or facilitator who has had a case of malpractice upheld against them. Please note that
  - i) this list is not exhaustive and other sanctions may be applied on a case-by-case basis.
  - ii) where the malpractice affects NPQ certification, DFE may impose sanctions of its own.

#### **Possible STSN sanctions that may be applied to a participant**

- a) A written warning about future conduct.
- b) Notification to an employer, regulator or the police.
- c) Removal from the course.

#### **Possible sanctions that may be applied to employee or facilitator**

- a) A written warning about future conduct.
- b) Imposition of special conditions for the future involvement of the individual(s) in the conduct, teaching, supervision or administration of participants
- c) Informing any other organisation known to employ the individual in relation to STSN courses or assessments of the outcome of the case.

- d) STSN may carry out unannounced monitoring of the working practices of the individual(s) concerned.
- e) Dismissal.

## Procedure

### 5. Reporting a suspected case of malpractice

- 5.1. This process applies to, employees, facilitators and participants and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.
- 5.2. Any case of suspected malpractice should be reported in the first instance to the STSN Programme Director.
- 5.3. A written report should then be sent to the person identified in 5.2, clearly identifying the factual information, including statements from other individuals involved and / or affected, any evidence obtained, and the actions that have been taken in relation to the incident.
- 5.4. Suspected malpractice must be reported as soon as possible to the person identified in 5.2, and at the latest within two working days from its discovery.
- 5.5. Wherever possible, and provided other participants are not disrupted by doing so, a participant suspected of malpractice should be warned immediately that their actions may constitute malpractice, and that a report will be made to the Programme Director.
- 5.6. In cases of suspected malpractice by employees or facilitators, and any reporting of malpractice by a third party or individual who wishes to remain anonymous, the report made to the person in 5.2 should include as much information as possible, including the following:
  - a) the date time and place the alleged malpractice took place, if known.
  - b) the name of the session facilitator, employee or other person(s) involved
  - c) a description of the suspected malpractice; and
  - d) any available supporting evidence.
- 5.7. In cases of suspected malpractice reported by a third party, or an individual who wishes to remain anonymous, the Programme Director will take all reasonable steps to authenticate the reported information and to investigate the alleged malpractice.

### 6. Administering suspected cases of malpractice

- 6.1. The Programme Director will investigate each case of suspected or reported malpractice relating to NPQ's to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of STSN and reputation is taken.
- 6.2. The Programme Director will acknowledge all reports of suspected malpractice within five working days. All of the parties involved in the case will then be contacted within 10 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.
- 6.3. The individual(s) concerned will be informed of the following:
  - a) that an investigation is going to take place, and the grounds for that investigation;
  - b) details of all the relevant timescales, and dates, where known;
  - c) that they have a right to respond by providing a personal written response relating to the suspected malpractice (within 15 working days of the date of that letter);
  - d) that, if malpractice is considered proven, sanctions may be imposed either by STSN (see section 6, below) reflecting the seriousness of the case;
  - e) that, if they are found guilty, they have the right to appeal.
  - f) that STSN has a duty to inform DFE and other relevant authorities / regulators, but only after

time for the appeal has passed or the appeal process has been completed. This may also include informing the police if the law has been broken and to comply with any other appropriate legislation.

- 6.4. Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any third party unless necessary for the purpose of the investigation.
- 6.5. The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment.
- 6.6. Records of all malpractice cases and their outcomes are maintained by the Programme Director for a period of at least five years, and are subject to regular monitoring and review.

#### **4. Complaints Policy and Procedure**

**This Complaints Policy has been approved and adopted by Surrey Teaching Schools Network in September 2017 and reviewed in January 2019.**

**Body Responsible: STSN Board of Directors**

##### **Complaints Policy**

If you have a comment, concern or complaint we would like to know as soon as possible. We always welcome suggestions for improving our work and maintaining our standards. Our employees and facilitators will acknowledge your complaint within 24 hours and resolve the issue within 5 working days if at all possible.

##### **What to do first?**

##### **Participant's concerns**

Most concerns and complaints can be sorted out quickly by contacting your facilitator or the admin team. All staff will make every effort to resolve your concern informally.

Concerns raised about our partners (eg NPQOnline) should be directed to the admin team.

The admin team can be contacted on 010483 749950 or email [admin@stsn.co.uk](mailto:admin@stsn.co.uk).  
Your lead facilitator's contact details are on your participant folder.

##### **What to do next?**

If you are dissatisfied with the response or you have a serious concern you can make a formal complaint to the Programme Director either in writing or by telephone, by email or in person by appointment. The Programme Director will then carry out an investigation and provide a written response within five working days.

##### **If you are still unhappy**

We will do all that we can to resolve the matter straight away but if you are still not entirely satisfied you may make a formal complaint in writing to the Chairman of STSB who will refer it to the board of directors. They will convene a meeting to discuss the matter within 10 working days and provide you with a written response within 5 working days of the meeting.

The meeting to consider the complaint will be with a panel consisting of at least three people not directly involved with the matters which are the subject of the complaint.

**July 2019**



Accredited NPQ provider



Aug 2019