

COBIS Patron's Accreditation and Compliance Standards

Revised Summer 2020





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Welcome to our newly revised COBIS Patron's Accreditation and Compliance Standards. Following its launch in April 2017, over 150 British international schools worldwide have engaged with the COBIS Patron's Accreditation and COBIS Compliance scheme, which is now the primary route to COBIS membership.

This quality assurance process, based on collaboration and partnership with each school, and rooted in school improvement, was set up after extensive research and consultation to be a supportive, non-judgmental process which celebrates and draws upon the best British and international practice.

Our Standards are unimpeachable, yet our approach is differentiated, tailored to the context and stage of development of each school we visit. The process begins with self-evaluation and involves extensive dialogue with a COBIS-trained Lead Improvement Partner in advance of the validation visit. Personalised feedback is offered to all teachers observed and a written report provided with 'Priority Next Steps' and other recommendations which form the agenda for annual follow-ups throughout the 5-year cycle. Accreditation visits also generate a Summary to be shared with the school community. Feedback from schools shows we have delivered on our promise to provide a collaborative system based on rigorous standards. There are some recent case studies on the impact of Patron's Accreditation and Compliance on our website.



Our Standards have been painstakingly and thoroughly revised during the Spring and Summer of 2020. Safeguarding is a never-ending challenge for all institutions who teach and look after children and our Standards are now stronger than ever and quite rightly challenging for COBIS schools who choose our collaborative approach to external validation. We have also updated our Standards to reflect the conditions in which schools have been working during the global pandemic, with particular reference to the quality of provision for supporting and teaching students remotely. The increasing attention paid to mental health and well-being in schools is embraced and encouraged by the revised Standards.

The attention of the world has also been refocused on issues surrounding equality, diversity and inclusion. Our ever-robust Standards reflect the demand on us all in education to rise even higher to the challenge of providing the best possible conditions in which all children can learn effectively, safely and with equal opportunity, regardless of race, gender, faith and belief, academic ability, learning needs, disability, or social background.

We are confident that our revised package offers British international schools an excellent opportunity to measure their practice against our rigorous and demanding Standards and to work with us collaboratively on their future development.

*COBIS Patron's Accreditation and Compliance Second Edition: revised April to July 2020. We are grateful to the **Safeguarding Alliance**, **National Association for Special Educational Needs (NASEN)** and the **Boarding Schools Association** for their support, guidance and wisdom during the revision of our Standards.*

The Standards

Compliance

Standard 1:
Safeguarding and Safer Recruitment

Standard 2:
Student Welfare

Standard 3:
Facilities

Standard 4:
Governance

Standard 5:
Ethos and Values

Standard 6:
Boarding

Accreditation: also includes
Compliance Standards 1-5(6)

Standard 7:
Learning and Teaching

Standard 8:
Leadership in the School

Standard 9:
Communication

Standard 10:
Extra-Curricular, Enrichment
and Engagement



Standard 1: Safeguarding and Safer Recruitment

The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff

| STANDARD | EVIDENCE |
|--|---|
| 1A The school recruitment process is fair, thorough and transparent and applies to all appointments consistently | <p>Evidence in this section must show:</p> <p>that the security, consistency, robustness, transparency and fairness of the school's safer recruitment practice applies to all international and local appointments, whether permanent or temporary: teaching, support, administrative, operational, supply, extra-curricular and enrichment. The whole process must adhere consistently to relevant school policies and COBIS requirements.</p> <p>Please refer to Standard 1a and 1b in the Handbook for Schools (revised 2020) for full details of the required and strongly advised elements for Standard 1.</p> <p>Evidence in this section must include:</p> <ul style="list-style-type: none">• Safer Recruitment Policy• Equal Opportunities Policy• Safeguarding commitment statements in advertisements, application forms and reference request forms• Application forms• Advertisement examples• Reference request form• Interview notes• Letters of appointment / contract examples• The Single Central Record (SCR) covering all staff, temporary staff, volunteers and governors• Staff files containing all required verification evidence for cross-reference with SCR (please see School Handbook 2020 edition for the full list)• Proof that appropriate checks are carried out on any volunteers, temporary workers, or other personnel, including those externally employed where work is contracted out e.g. cleaning, catering, security |

| STANDARD | EVIDENCE |
|--|---|
| 1B All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding of students | <p>Evidence in this section must include:</p> <ul style="list-style-type: none"> • Safeguarding / Child Protection Policy and procedures • Clear methodology in place for reporting concerns and handling potential disclosures which is known by all in the school community, including during times when the school may be fully, or partially closed • Assistant Designated Safeguarding Lead (ADSL) in post (not the proprietor / CEO / Principal) with clear job descriptions • Child protection records are maintained, and securely backed up, by the DSL and stored safely and locked • The DSL, ADSL and Designated Governor for Safeguarding (DGS) are all known to the school community: see also Standard 4a • Certificates of high-level training for DSL / ADSL which enable them to deliver training for staff, governors, externally contracted staff and volunteers • Certification of enhanced training for other staff, appropriate to their role: interviewers, senior leaders, pastoral leaders, Designated Governor for Safeguarding (DGS) • Regular (termly) meetings between the DSL / ADSL and the DGS • Programme of regular – annual at least – staff training on safeguarding and child protection, including online safety, tailored to the school's context • An induction schedule for all new staff, new governors and volunteers which includes safeguarding training as a compulsory element • Where work is contracted out – catering, security, cleaning, for example – staff receive appropriate safeguarding and child protection training, with the option for it being delivered in other languages to the same standard • Appropriate checks are carried on external providers operating on, and away from, the school site who may come into contact with children (e.g. extra-curricular activities, any outside individual or group providing an activity) • Contractual and liability issues where people not employed by the school may come into contact with students (e.g. LSA support paid for by parents; peripatetic music staff) <p>Evidence in this section should include:</p> <ul style="list-style-type: none"> • Evidence of suitable support for the DSL / ADSL to carry out their roles effectively • Mental Health and Well-Being Lead in post with a clear role description • Evidence of information sessions on safeguarding for students, and parents (e.g. assemblies, PSHE, tutorial programme, parent meetings) • Evidence of effective liaison with external agencies, where they exist • Some evidence of alternative support, or liaison where these agencies are not available |

Standard 2: Student Welfare

The school provides a safe and supportive environment for all young people

| STANDARD | EVIDENCE | |
|----------|---|---|
| 2A | <p>The school provides an inclusive pastoral structure that meets the needs of all students and promotes their personal development</p> | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">Policies and practice underpinning and providing pastoral supportClarity of pastoral roles and responsibilities and their effectiveness in practiceAppropriate Continuous Professional Learning and Development (CPLD) and a whole school commitment to pastoral support and developmentEffective leadership, communication and co-operation between all elements of student support and within pastoral teams: e.g. counselling; provision and support for students from English as an Additional Language (EAL); Additional Educational Needs (AEN) including disability; and medical staffAppropriate time and support for effective tutoring and mentoring of studentsEffective communication with staff, other professionals and outside agenciesMeasures for recognising and recording child protection, welfare and learning issuesExamples of positive and effective intervention to support students and how parents are involvedEffective house and/or vertical pastoral system, where applicableThe effectiveness of the induction process for new students at whatever time they begin during the school year |
| 2B | <p>The school has effective provision for the physical and mental health, and safe supervision, of all students, allowing them to flourish in the school environment</p> | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">Adherence to local regulations in respect of health and safetyMethods of reporting health and safety concerns which are effective both in terms of communication and actionsAppropriate and effectively implemented policies, procedures and protocols for health and safety, including minutes of meetingsProcedures demonstrating an appropriate level of qualified medical and first aid support for all students which respects their privacy, gender and cultureRelevant policies, initiatives, activities and programmes to encourage and support mental and physical health, healthy eating and well-being: e.g. guidance about safe and responsible use of IT and social media; support for students on long-term absence, or those learning at a distanceSafe and appropriate supervision before, during and after the school day to discharge the school's duty of care and supported by relevant policies |

| STANDARD | EVIDENCE |
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| 2C The school ensures that, through positive behaviour management, students are supported in their learning, personal and emotional development and safety | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Positive Behaviour Policy • Code of behaviour, rewards and sanctions • Exclusion Policy and records of related incidents and actions • Case examples of positive and effective behavioural interventions • Approaches to all forms of bullying, including online • Policy and procedures for attendance, school dress and punctuality • Student perceptions which demonstrate they feel safe and secure whilst at school • Student voice and student involvement in policy and procedure review • Assembly and tutorial programme • PSHE programme |
| 2D The school ensures that off-site activities are appropriate and safe | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Off site visits / trips policy • Trips are inclusive and accessible to the full range of students • Risk assessments and review procedures • Procedures for taking students off-site such as parental approval/ contacts and relevant medical information • Appropriate staffing and medical/first aid cover • Suitably trained Educational Visits Co-ordinator in post • Provision for contact, support and communication during trips and visits with senior leader(s) |

Standard 3: Facilities

The school provides all students with access to an environment conducive to learning and that keeps them safe

| STANDARD | EVIDENCE |
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| 3A Accommodation and facilities support the learning needs of all students | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> Provision of water supply, drainage, access to drinking water The safe construction of buildings in compliance with local regulations The classrooms and other learning areas and spaces, corridors, lighting, the ambient temperature, noise pollution, quality of ventilation and air and the sufficiency of space appropriate to the age of the student and the curriculum Quality and suitability of specialist teaching and learning areas, including AEN / EAL |
| 3B The site(s) provides a secure environment for all students, staff and visitors | <p>Evidence in this section could include, for example</p> <ul style="list-style-type: none"> Security of the site Entrance and exit procedures for visitors and vehicles Access to emergency exits Fire evacuation and lockdown procedures and how regularly these are practised and reviewed Critical incident policies and protocols, including the outbreak of serious infection and global pandemics Arrangements for the beginning and end of the school day Provision of medical cover and first aid policies and procedures Clear provision for the regular review and revision all policies and procedures and for ensuring records are accurate and up to date Background checks on, and provision of, safeguarding training for staff where services are contracted out |



| STANDARD | | EVIDENCE |
|-----------|---|--|
| 3C | The fabric of the school site provides an effective and safe working environment | <p>Evidence in this section could include for example:</p> <ul style="list-style-type: none"> • Decoration, furniture, flooring, fittings • Implementation of health and safety procedures especially in high risk areas: e.g. science labs, science prep rooms, technology rooms, sports hall, swimming pool • Indoor and outdoor cleaning and maintenance schedules and the safe storage of materials and equipment • How food provision and catering facilities are managed in compliance with local hygiene standards, special dietary needs and healthy eating requirements • Effective protection in outdoor areas from the weather |
| 3D | Overall facilities meet the needs of all students including those with additional educational needs and/or a physical disability | <p>Evidence in this section could include for example:</p> <ul style="list-style-type: none"> • Access to suitable toilet and washing facilities appropriate to the age, needs, gender, privacy and safety of students • Appropriate separation of staff /adult toilet facilities from student • Provision of disabled toilet facilities • AEN & EAL policies and provision in the school • Appropriate, or necessary adaptation of, access for all students and staff • Adaptation of accommodation, facilities, resources and equipment to provide suitable access to the curriculum and activities for all students • Provision to support students with a temporary disability, or long-term illness |



Standard 4: Governance

The school's governors work to support students and the strategic direction of the school

| STANDARD | EVIDENCE |
|---|---|
| 4A All governors and the proprietor(s) meet all the requirements for adults with access to young people, reinforcing the importance of safeguarding within the school | <p>Evidence in this section must include:</p> <ul style="list-style-type: none"> Identity and police checks which are recorded on the SCR Evidence of up-to-date safeguarding training for all governors Designated Governor for Safeguarding (DGS) appointed with role and responsibilities description (see Standard 1b) Regular – at least termly – meetings between DGS and DSL DGS reports to the Board at each meeting on any child protection outcomes Higher level safeguarding training for the DGS <p>There should be:</p> <ul style="list-style-type: none"> Evidence that governors/proprietor(s) have an overview of safeguarding and the health and safety of students Safer recruitment training for governors who will take part in interview panels, usually for senior leadership posts <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> Governor with oversight for Health and Safety appointed with description of role and responsibilities (See Standard 4C below) |
| 4B Measures are in place for governors / proprietor(s) to register interests and manage conflicts of interest | <p>Evidence in this section should include:</p> <ul style="list-style-type: none"> Up-to-date and regularly maintained register of interests Governors have signed a registration of interests form A protocol for the resolution of disputes / conflicts of interest exists and is available Evidence of provision for how the Board, and any sub-committees, handle disputes / conflict of interest issues in meetings |
| 4C There are written procedures / protocols for the remit of the work of governors | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> A Board of Governance constitution which covers all sub-committees and responsibilities and procedures for the conduct of the work of governors Terms of reference for the Board Terms of reference for sub-committees Clear governor recruitment process in place Handbook for Governors regularly updated Annual Board of Governors report to parents |

| STANDARD | | EVIDENCE |
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| 4D | There is appropriate induction for new governors | <p>Evidence in this section must include:</p> <ul style="list-style-type: none"> Appropriate safeguarding training as a priority on appointment for new governors <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> Governor induction programme across the first year New governor mentors Handbook for Governors includes information and guidance for new governors |
| 4E | Governors or proprietor(s) have a commitment to their own training or development | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> Annual refresher safeguarding, safer recruitment and child protection training Annual strategic workshops Examples of training undertaken as part of a group of schools, or company Other evidence of individual / collective training |
| 4F | <p>The governors or proprietor(s) provide records of meetings and decisions which show evidence of active and committed governance</p> <p>Profiles and contact details for the governors / proprietor(s) are made available to parents along with key policies</p> | <p>Evidence in this section should include for example:</p> <ul style="list-style-type: none"> Evidence of full Board meetings at least termly and sub-committees (where they exist) at least as frequently Agendas and minutes of Board and sub-committee meetings which record attendance and which exemplify the work of governors around the strategic direction of the school and their critical friendship Safeguarding and Health and Safety as standing items on the Board agenda Up to date profiles of governors/ proprietor(s) and their roles and responsibilities are available to parents and staff Parents and staff know how to contact governors / the proprietor(s) Relevant policies are openly available and accessible to parents As well as the records of meetings, any other evidence of active involvement in the life of the school: e.g. supporting major events, performances and activities, or where governors are linked to specific areas |

Standard 5: Ethos and Values

The school has an evident British educational ethos, is outward-looking and promotes international mindedness

| STANDARD | EVIDENCE |
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| 5A British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • The school's values and ethos underpin a holistic approach to education and encourage an adherence to positive behaviour • A commitment to educating the whole child and to learning which embraces a range of appropriate teaching styles • An inclusive education where the needs of all learners are taken into the fullest account. • Appropriate and effective AEN and EAL provision • Commitment to public examinations (where applicable) recognised in the UK • Use of common UK-style models of assessment, feedback and reporting • Staff trained in UK methodologies and approaches to learning • The learning environment supports the holistic curriculum • Subscription to a form of quality assurance common in the UK • The ability of students to transfer to UK, or other British international schools • Quality of guidance for students applying to higher education • Staff have fair and reasonable access to Continuous Professional Learning and Development (CPLD) |
| 5B The school has an outward-looking perspective, promoting its values via a broad curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Values such as tolerance; care; respect for, and acceptance of, others; and open-mindedness are promoted and explored through the curriculum, the PSHE and the well-being programme, wider learning opportunities and the operation of the pastoral system • Commitment to international-mindedness, inter-cultural learning and developing responsible global citizenship in an inter-connected world • Commitment to sustainability and engagement with environmental concerns • The effectiveness of the student voice and active leadership • Celebration of other cultures, including the language(s), festivals and traditions of the host country • How the school's provision supports and celebrates students for whom English is not their first language |
| 5C The school teaches the majority of subjects through the medium of English | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> • Curriculum and/or teaching plan • Provision for EAL support • As appropriate any support for home languages or culture (mother tongue) • Respect for, and teaching of, the language of the host country |

Standard 6: Boarding

The school is pro-active in ensuring the high standards of health and safety, security, pastoral and academic support in the school extend to boarding provision

| STANDARD | EVIDENCE |
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| 6A The school has taken appropriate measures to ensure the health, safety, well-being and happiness of boarders, taking into account their age and gender | <p>The school is pro-active in ensuring the high standards of health and safety, security, pastoral and academic support for students for the school extend to boarding provision.</p> <p>Evidence in this section could include:</p> <ul style="list-style-type: none">• Sections in relevant school policies covering Boarding• Medical provision and first aid both within, and outside, the school day for boarders• Suitable and appropriate access to external sources of medical care, including dentistry, counselling and mental health support• Medical information, accurate and up-to-date records, including contact with parents / guardians• Policy and procedures in place for isolating and caring for students in the event of an outbreak of a highly infectious disease, or pandemic• The safe storage and dispensing of medicines• Appropriate safety procedures to ensure the boarding environment is safe from hazards• Evacuation and lockdown procedures are in place, are practised regularly and reviewed appropriately to refine protocols• Measures to prevent and deal with intruders onto the site• The provision of services in the boarding environment: such as toilets, washing facilities, light, noise, heating, ventilation, storage space, sleeping accommodation, cleaning, laundry, meals and privacy, including the space and means to worship comfortably• Appropriately qualified and trained staff to meet the needs of boarders appointed according to Safer Recruitment procedures in school policies, with close reference to requirements and guidance contained in Standard 1a and the Handbook for Schools (2020-21 revised edition)• Evidence of regular and appropriate staff training, including safeguarding to a high level• Appropriate arrangements are made to ensure the safety of boarders during weekends, exects and holidays, where the parents themselves are not responsible: e.g. guardians, or host families |

| STANDARD | | EVIDENCE |
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| 6B | Staffing and facilities are designed to allow boarders to flourish educationally | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> • Sections in relevant school policies covering Boarding • Appropriate communication between academic and boarding staff to support boarders' learning • Arrangements for study and access to learning materials in free time, including provision for online and distance learning • Study / prep time is appropriately timetabled and supervised • Suitable and easy access to technology for learning • Children with EAL / AEN needs have access to support |
| 6C | Boarders are able to communicate with parents or legal guardians | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> • Sections in relevant school policies covering Boarding • Access to postal services, computers, telephones to send or receive communications • Provision in place to regulate and monitor the use of mobile devices in line with the school's related policies |
| 6D | New boarders are inducted successfully and supported as they join the boarding community | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> • Sections in relevant school policies covering Boarding • Procedures or protocols for the induction of new boarders, including a buddy system • Evidence of pastoral support meetings involving boarding house staff |



| STANDARD | | EVIDENCE |
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| 6E | Meals meet the needs of boarders | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> Sections in relevant school policies covering Boarding All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety served in an appropriate environment Availability of drinking water A mechanism for boarders to provide feedback regarding meals and snacks |
| 6F | There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient free time each day | <p>Evidence in this section could include:</p> <ul style="list-style-type: none"> Sections in relevant school policies covering Boarding Staffing ratios/experience and risk assessments are completed A range of activities/resources/equipment are available to boarders for leisure time supported by appropriate levels of supervision |



Accreditation

Standard 7: Learning and Teaching

The school recognises that its core business is learning and teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning

| STANDARD | EVIDENCE |
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| 7A | The curriculum should aim to develop learner qualities and skills and should be broad and balanced Evidence in this section could include, for example: <ul style="list-style-type: none">• A statement of philosophy regarding the curriculum and relevant policies: e.g. Learning and Teaching; Curriculum; EAL; AEN; Equal Opportunities; Assessment and Reporting; Transition; Homework; Technology for Learning• Timetables, curriculum maps and programmes of study• Any relevant curriculum information sent to parents, or on the website / parent portal• Admissions Policy and information sent to prospective families• Arrangements for mixed ability groups and classes, banding and setting• Options and explanatory information covering choices for 14-18 students• How the school ensures learning continuity and curriculum links at the main points of transition• Approaches to personalised learning• Organisation of online learning and use of digital platforms and resources in, and beyond, the school |
| 7B | Teaching consistently encourages and enables students to make progress Evidence in this section could include, for example: <ul style="list-style-type: none">• Statements of educational/ teaching philosophy: relevant policies; handbooks; school literature; website; admissions policy; programmes of study and curriculum maps• How the school encourages and ensures challenge for all in and out of the classroom• Effectiveness and nature of support for AEN/EAL students in and out of the classroom• Support for students outside school: e.g. online and distance learning• The variety and effectiveness of teaching methodologies adopted by teachers• How year teams / departments coordinate their teaching to ensure students have equal and consistent access to quality teaching, including during periods when the school is fully or partially closed during term time |

| STANDARD | EVIDENCE |
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| 7C The quality of learning and teaching is monitored effectively across the school to ensure improvement and to identify best practice which can be shared and celebrated | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Evidence of how learning and teaching is monitored by senior and middle leadership • Approaches to quality assurance in teaching that tackle underperformance, celebrate excellence and promote best practice • Purposeful and effective peer observation • How the school celebrates the quality of teaching and shares good practice across the school • Continuous Professional Learning and Development programme and projects, including action research, which ensure that differentiated approaches to learning are addressed, developed and shared • Feedback from students on their learning and how that information is used • The use of data to improve learning outcomes, including affective and attitudinal data from students • How the quality of learning and teaching is monitored when the school is partially, or fully closed during term-time |
| 7D Marking, assessment and feedback supports and enables students to make progress The school meets the learning needs of the full range of students | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Policies: e.g. Assessment and Reporting; Equal Opportunities; EAL; AEN; Examinations • Range and effectiveness of formal and informal assessment across the school • The way in which the school meets the EYFS four principles for young learners • Evidence from students' work that demonstrate the processes and effectiveness of marking, assessment and feedback, appropriate to the age of the child • The use and effectiveness of different approaches to feedback • Where relevant, how data is used by the school to analyse progress, inform learning and teaching and reflect on assessment and examination outcomes • The systems and interventions the school has in operation to support students attitudinally and/or those who either do not meet, or who exceed expectations • Range, quality, accessibility and effectiveness of enrichment and extension opportunities for all students • Provision for monitoring and recording progress when the school is partially, or fully closed during term-time |
| 7E Student attitudes to learning | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • A student learner profile and evidence of learner qualities in action • Students' high expectations of themselves and their ambitions • Opportunities for students to learn independently • Learning relationships between students and teachers • Student views and feedback on their learning from observations, surveys, attitudinal data, focus groups, action research and meetings • Enthusiasm for, and participation in, enrichment and extension opportunities offered by the school |

Standard 8: Leadership in the school

The high quality of leadership, at all levels and in different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop

| STANDARD | EVIDENCE | |
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| 8A | The school's leadership at all levels actively promotes the well-being of students and staff | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">Ways in which senior and pastoral leaders monitor, promote and intervene to support the well-being of studentsSchool leaders are informed about, and involved in all, safeguarding and welfare issues as appropriateSchool leadership promotes and supports the well-being of staffHow student success in all respects is celebrated in a variety of waysHow the school actively promotes student mental health and well-being: for example: healthy eating, exercise, advice about screen time, alleviation from stress, the dangers associated with modern technology and social mediaThe school has appointed a Mental Health and Well-Being Lead with a clear role description and programme of actionThe PSHE curriculum and extension activities along with assemblies, the tutorial programme and special events, including information sessions for parents to involve them in the promotion of well-being |
| 8B | Leadership at all levels has high expectations and works to improve and enrich the educational experience of all students | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">How the school uses feedback from students and staff to improve the learning experience and inform teachingAcademic attainment and student achievement are features of the school's development planHow the leaders evaluate and review attainment outcomes and work with teachers, students, parents and governors accordingly to encourage and plan for improvementHow high expectations for all students operate through daily interaction |



| STANDARD | EVIDENCE |
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| 8C Leadership gives clear direction and vision for the development of the school | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • The Head, senior and middle leaders, members of the teaching and operational staff and governors are able to express a clear and coherent vision for the future development of the school • School and team development plans • The effectiveness of work with the Board in supporting the school's strategic direction (see Standard 4) • Opportunities for middle leaders and other staff to take part in whole school development planning as part of a collaborative culture • Quality and range of Continuous Professional Learning and Development (CPLD) opportunities in relation to school, team and individual needs • Opportunities for staff and, where appropriate, students to take part in projects and action research • Opportunities for in-house CPLD and for staff to present and share good practice, ideas and research findings |
| 8D Student leadership and the student voice contribute to the development of the school and the quality of the students' experience | <p>.</p> <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> • Opportunities that exist for formal and informal feedback from students: e.g. through student councils, interviews, feedback from lessons, projects and surveys • The influence of student leadership at all stages on the quality of the educational experience and learning opportunities • How student leadership opportunities are supported and generated by the school leadership • The extent to which students are actively involved in the promoting and raising awareness of well-being • Student opportunities to engage actively, ethically and purposefully with the local community and outside world (see Standards 5b and 10b) |



Standard 9: Communication

The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.

| STANDARD | EVIDENCE |
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| 9A | <p>Parents are aware of the school's aims and ethos and regularly receive news relevant to their children and about the development of the school</p> <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">Communication regarding the school's aims/ethos and future developmentsInduction for parents / welcome for new familiesNewsletters, communications, meetings and information that help to keep parents informed. This could include social media, the website and school portal(s)Parental survey dataInformation from the parents' association and their activities in the school community |
| 9B | <p>Parents are suitably informed about their child's progress and pastoral welfare as well as the curriculum, wider opportunities and important transition stages as their children move through the school</p> <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none">The frequency and format of reporting, either verbal or writtenTriangular, age-appropriate dialogue between teachers, parents and students (e.g. progress days and evenings)Any other communication or feedback on the progress, or pastoral welfare of studentsTransition, curriculum and well-being information sessions: e.g. options and higher education meetings; arrangements for transition between stages; and initiatives and projects around areas of pastoral interest: e.g. well-being, responsible use of technology, healthy eating and so onProgramme for extra-curricular, enrichment and curriculum enrichment opportunities, including trips and provision for boarders, where applicableInvolvement of the parents' association in helping to promote student opportunities and health and well-being |



| STANDARD | EVIDENCE |
|--|---|
| 9C Parents know how to most appropriately contact key personnel and how to raise issues, or seek advice and information | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> Clear and reasonable procedures for contacting staff and arranging meetings Contact details for parent representatives and/or committee members from the parents' association The school complaints policy and procedures are openly available to parents: e.g. via parent portal Parents know how to contact the DSL / ADSL with any safeguarding concerns |
| 9D Parents are aware of admissions arrangements and have open access to relevant school policies | <p>Evidence in this section could include, for example:</p> <ul style="list-style-type: none"> Admissions Policy Induction for new families Protocols or policies regarding behaviour or exclusions Records of suspensions and exclusions Parental survey data Parent portal for evidence of access to policies such as Safeguarding, Positive Behaviour, Exclusions, Admissions and Equal Opportunities (See Standard 4F) Arrangements for the happy and successful induction of new students whenever they start during the academic year |



Standard 10: Extra-Curricular, Enrichment and Engagement

The school offers a wide range of clubs, activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enrich learning and the development of learner and human qualities

| STANDARD | EVIDENCE |
|---|--|
| 10A The school provides a broad range of extra-curricular and enrichment opportunities for all students | Evidence in this section could include, for example: <ul style="list-style-type: none">Information about the range and accessibility of sporting and non-sporting extra-curricular and enrichment opportunities on offerOpportunities to celebrate excellence or participation in areas of extra-curricular life or, for example, in COBIS competitions, or other external activitiesOpportunities for play or leisure appropriate to the context of the schoolProtocols for recruiting and supporting extra-curricular and enrichment staff (e.g. coaches), where applicable, to ensure extra-curricular activities conform with best practice as outlined in Standard 1a and 1bRisk assessments carried out and safeguarding procedures followed as appropriate |
| 10B There are a range of opportunities for all students to engage with the outside world - locally, regionally and internationally - which support and promote the school's educational ethos and values and provide rich learning experiences | Evidence in this section could include, for example: <ul style="list-style-type: none">Projects and events around fund and awareness-raisingStudent groups and initiativesParticipation in relevant student events: e.g. Model United Nations, student conventions on global issues, debate competitions and so onLinks with, and activities and projects in, the local community: e.g. service learning, volunteering |

Contact our Accreditation Team by emailing accreditation@COBIS.org.uk



