

OFSTED Framework – Preparing for Inspection

Ofsted Framework (based on Handbook for inspecting schools in England under section 5 of the Education Act 2005 as published on August 2015)	ConflictHub Software
<p>Preparing for Inspection: 9. Ofsted uses risk assessment to ensure that its approach to inspection is proportionate and so that it can focus its efforts where it can have the greatest impact. Risk assessment has two stages: v Stage one involves an assessment of each school, based on analysis of publicly available data. v Stage two involves a more in-depth desk-based review of a wider range of available information. (PAGE 6)</p>	<p>ConflictHub provides Schools with rich data including:</p> <ul style="list-style-type: none"> • Number of incidents • Types of incidents that have occurred • Reasons for the incidents • How the incidents were resolved • Best resolution methods
<p>Outstanding/ Exempt Schools 18. In addition, exempt schools may be inspected between risk assessments where:</p> <ul style="list-style-type: none"> • safeguarding, including a decline in the standards of pupils’ behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggests that it should be inspected (PAGE 8) 	<p>ConflictHub provides an ongoing monitoring process with feedback from staff, pupils and other involved parties with specific data on:</p> <ul style="list-style-type: none"> • Behavioural change • Progress to resolve / escalate incidents • Best practice used • Inform Heads decision on strategies to improve safeguarding • Satisfaction levels of those involved <p>In summary, ConflictHub provides an internal quality assurance process for outstanding and exempt schools.</p>
<p>21. As is the case for all schools, a good school may still receive a ‘no formal designation’ inspection carried out under section 8 at any time if: safeguarding, including a decline in the standards of pupils’ behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggests that it should be inspected earlier than its next scheduled inspection (PAGE 9)</p>	<p>ConflictHub provides evidence of best practice:</p> <ul style="list-style-type: none"> • effective measures • clear plan of action • supporting data • automated escalations • detailed reporting • all staff accredited training on recognising, preventing and dealing with bullying

OFSTED Framework – Leadership & Management

Ofsted Framework (based on Handbook for inspecting schools in England under section 5 of the Education Act 2005 as published on August 2015)	Conflict Hub Software
<p>Effectiveness of leadership and management:</p> <ul style="list-style-type: none"> • the leaders’ and governors’ vision and ambition for the school and how these are communicated to staff, parents and pupils 	<p>Conflict Hub support the leadership and management of schools:</p> <ul style="list-style-type: none"> • Proactive approach to improvement based on solid data

<ul style="list-style-type: none"> • whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm • the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils’ outcomes and their personal, development, behaviour and welfare • how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith • how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this • how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics⁵²), through their words, actions and influence within the school and more widely in the community • the effectiveness of safeguarding • the effectiveness of leaders’ and governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues. <p>(PAGE 38-39)</p>	<ul style="list-style-type: none"> • Consistent and evidenced approach to welfare and behaviour • Data to inform Senior School leaders to take effective action • On-line training for all staff with accreditation • Staff forums, providing the ability to foster networks to better share and develop proactive strategies around bullying and disruptive behaviour. • Webinars and the opportunity to log-in to keep up-to-date on the latest trends and best practise • Pupils develop their own positive life-skills through engaging with the proven resolution methodology • Feedback to ensure the success and continued application of solutions • Resolution process positively engenders greater respect and understanding between the participants • Provides a reporting function to improve safeguarding, gives pupils a voice • Better data for awareness of issues and to improve effective response • Prioritisation and escalation of incidences • Risk assessment undertaken and evidenced • Champion the reduction and prevention of bullying.
<p>142. In judging the effectiveness of leadership and management, inspectors must also judge whether the school’s arrangements for safeguarding pupils are effective, and whether the governing body ensures that these arrangements are effective. There is detailed guidance on evaluating safeguarding arrangements in ‘Inspecting safeguarding in early years, education, skills settings’.</p> <p>(PAGE 40)</p>	<p>ConflictHub provides schools Senior Leadership with data for informed safeguarding interventions.</p> <ul style="list-style-type: none"> • Report incidents of bullying and harmful behaviour. • Escalation to the school’s safeguarding lead if there is a concern about a pupil. • Audit trail of interventions and actions • Central repository for information • Reporting • Consistent and evidenced approach to interventions

OFSTED Framework – Personal Development & Behaviour

Ofsted Framework (based on Handbook for inspecting schools in England under section 5 of the Education Act 2005 as published on August 2015)	Conflict Hub Software
<p>Personal Development, Behaviour and Welfare 165. Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will assess the school’s use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils.58 Inspectors will gather the views of parents, staff, governors and other stakeholders. (PAGE 51)</p>	<p>Conflicthub delivers personal life-skill development and can help ensure the welfare of all pupils.</p> <ul style="list-style-type: none"> • Pupils develop their own positive life-skills through engaging with the proven resolution methodology. • Feedback to ensure the success and continued application of solutions. • Resolution process positively engenders greater respect and understanding between the participants. • Provides a reporting function to improve safeguarding. • Gives pupils a voice
<p>Outstanding Descriptor (1)</p> <ul style="list-style-type: none"> • Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. • In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. • Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. • For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained. • Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use 	<p>Conflict Hub provides systems for schools to be meet Ofsted Outstanding Descriptor with regard to personal development, behaviour and welfare.</p> <p>Our software empowers and trains staff to enable pupils to take ownership of their behaviour, negotiate solutions and to return to learning.</p> <p>Staff empowered through on-line training can model behaviours to resolve conflict in all situations. Staff are confident to assist pupils with best practise behaviour</p> <ul style="list-style-type: none"> • Pupils are coached to develop alternative strategies to deal with incidents effectively • Process meetings improve pupils understanding of other pupils needs and views. • Pupils develop their own positive life-skills through engaging with the proven resolution methodology • Behavioural patterns and attitudes can be analysed to implement specific training if needed. • Feedback to ensure the success and continued application of solutions • Resolution process positively engenders greater respect and understanding between

<p>of derogatory or aggressive language.</p> <ul style="list-style-type: none"> • The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. • Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. • Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. • Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. <p>(PAGE 52)</p>	<p>the participants</p> <ul style="list-style-type: none"> • Provides a reporting function to improve safeguarding. • Pupils are given a voice • Better data for awareness of issues and to improve effective response • Pupils can be confident that the staff have undergone training, undertaken risk assessments and as such feel secure in both the process and outcomes.
--	--

OFSTED Framework – Evidence for Inspection

Ofsted Framework (based on Handbook for inspecting schools in England under section 5 of the Education Act 2005 as published on August 2015)	Conflict Hub Software
<p>Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school. (PAGE 12)</p>	<p>ConflictHub reports provide easy to access, centralised data.</p>
<p>38. Inspectors will request that the following information is available at the start of the inspection:</p> <ul style="list-style-type: none"> • a summary of any school self-evaluation or equivalent • the current school improvement plan or equivalent, including any strategic planning that sets out the longer term vision for the school • records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation • records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or 	<p>Conflict Hub provides data on the reporting, analysis and addressing of bullying and conflict behaviour.</p> <p>Data captures :</p> <ul style="list-style-type: none"> • Prevalence, impact, management and success of initiatives. • Escalations • Risk assessment • Trends • Prejudice Types • Conflict Types • Times, dates, places • Age, gender, religion, ethnicity, disability

<p>indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents (PAGE 16)</p>	<ul style="list-style-type: none"> • The staff on-line training encourages and embeds the Schools best practise. • Demonstrates the schools improvement plan and the on-going webinars and forums ensure that staff, Governors and those associated with the School remain up to date and well-informed
<p>47. Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this key aspect of a provider’s work, inspectors will always make a written judgement under leadership and management in the report about whether or not the arrangements for safeguarding children and learners are effective (PAGE 18)</p>	<p>ConflictHub enables the fast and evidenced escalation so that concerns can be addressed quickly.</p>
<p>Seeking the views of parents and other registered stakeholders 54. Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned. (PAGE 19)</p>	<p>ConflictHub allows parents, carers and other affected people to be brought into the resolution process as necessary.</p> <ul style="list-style-type: none"> • Parents and carers can access a view on the progress of their case via the website. • Parents and carers can use the reporting function and they can be brought into and review the agreements made between pupils.
<p>132. Before making the final judgement on the overall effectiveness, inspectors must evaluate:</p> <ul style="list-style-type: none"> • The effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development (see below) • The extent to which the education provided by the school meets the needs of the range of pupils at the school including: – disabled pupils – pupils who have special educational needs. (PAGE 35) 	<p>Conflict Hub enables staff to help pupils develop their Spiritual, Moral, Social and Cultural (SMSC) by understanding how to manage and address conflict in their relationships and in the school community.</p> <ul style="list-style-type: none"> • ConflictHub allows for pupils with Special Educational Needs and/or disabilities to have confidence in reporting. • It empowers them to be part of the resolution process. • The process can instil confidence in dealing with conflict situations. • It can provide alternative solutions and equip pupils to better manage future incidences. • Meetings during the process improve all pupils understanding of other pupils needs and views. • Pupils better develop their own positive life-skills through engaging with the proven resolution methodology • Behavioural patterns and attitudes can be analysed to implement specific training if needed. • Resolution process positively engenders greater respect and understanding between

	the participants, particularly in respect of cultural, religious or social differences.
--	---