



L.E.A.D.  
Teaching School Hub  
Lincolnshire

# Appropriate Body Escalation Policy

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# Teaching School Hub Aims

L.E.A.D. Teaching School Hub is an ambitious, values driven, partnership-centred organisation, determined to impact on the life chances, aspirations and outcomes for pupils. Holding the 'Golden Thread' central to the Hub's work, it aims to equitably support all settings to invest in their workforce to recruit, retain, inspire and develop the best teachers, support staff and leaders. Recognising that high quality teaching has the greatest impact on pupil outcomes, the Hub offers inspiring, research-informed, actively inclusive, accredited professional development, sharing capacity and expertise to raise expectations and ultimately change lives.

The Teaching School Hub is designated to serve schools across Lincolnshire, outlined by the DfE as the following districts: Boston, Lincoln, North Kesteven, South Holland, South Kesteven, East Lindsey, West Lindsey, supporting every school type and phase, including Nursery, Primary, Secondary, Special and Alternative Provision.

## Role of the Appropriate Body

Appropriate Bodies play a key part in the ECF reforms through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is had to the statutory guidance and that ECTs are receiving a programme of support and training based on the ECF.

Appropriate Bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career. Appropriate Bodies have two key roles which will be described in this guidance. Appropriate Bodies will fulfil the following:

### **A: Monitoring of Support:**

- check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance.
- provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.

### **B: Monitoring of Assessment**

- Appropriate Bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation

## Aims of the Early Career Framework (ECF)

Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert.

During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development.

The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development. The content of the ECF builds on and complements ITT.

The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts.

The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the content of the framework is presented in 8 sections.

In developing the framework, behaviour management was thought to be encompassed by High Expectations and Managing Behaviour; pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching; and curriculum, assessment and professional behaviours were thought to be encompassed respectively.

While the ECF is presented around the Teachers' Standards for clarity, the ECF is not, and should not be used, as an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool. (Early Career Framework April 2021)

# Roles and responsibilities of each Party involved in the Induction Process

## THE ECT

The Early Career Teacher (ECT) is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance
- guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings. Within this, all participation needs to remain professional in relation to the Teachers' Standards;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- engage with 1:1 mentor meetings
- retain copies of all assessment reports.
- Add comments and a signature to all progress and assessment reviews. Please note that if a report remains unsigned for a period of more than 30 days, the appropriate body will sign off the report on behalf of the ECT.

## HEADTEACHERS AND PRINCIPALS

The headteacher or principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- attend induction training to ensure their role is fully understood and compliant with AB processes
- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the Appropriate Body;
- ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the Appropriate Body;

- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the Appropriate Body as soon as absences, within each year of induction, total 30 days or more;
- periodically inform the Governing Body about the institution's induction arrangements;
- advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the Appropriate Body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

## INDUCTION TUTORS

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

- attend induction training to ensure their role is fully understood and compliant with AB processes
- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);

- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and Appropriate Body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided; we recommend half termly observations.
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

## MENTORS

The mentor (or the induction tutor if carrying out this role) is expected to:

- attend induction training to ensure their role is fully understood and compliant with AB processes
- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a highquality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

## THE APPROPRIATE BODY

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance, the Appropriate Body should assure itself that:

- headteachers/principals (and Governing Bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an Appropriate Body can only be performed by the body specified in regulations and must not be delegated. The Appropriate Body may work with partners who can support or facilitate the delivery of the roles and responsibilities. Where the appropriate body chooses to work with partners, the Appropriate Body itself must:

- retain full responsibility for regulatory duties and powers including overseeing induction and decisions on agreeing reductions, extensions and passing induction.
- make direct decisions in every case concerning the suitability of posts and institutions, appropriate action where schools are not complying with requirements or actions taken to support ECTs' progress.
- maintain oversight of and accountability for all activities undertaken by third parties, and ensure services are conducted according to the agreed operating policies and processes of the Appropriate Body and this statutory guidance.

### **The appropriate body is expected to take steps to ensure that:**

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and Governing Bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's Governing Body is upheld;
- the headteacher/principal has verified that the award of QTS has been made; the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECT's records, progress reviews and assessment reports are maintained;
- headteachers/principals have obtained or have been provided with interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- the school is submitting progress reviews and assessment reports (including any interim assessments) on time;
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements where a reduced induction period may be appropriate;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.
- retain all relevant documentation/evidence/forms on file for six years.



# Quality Assurance Visits

Independent quality assurance of statutory induction, through the role of the Appropriate Body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions.

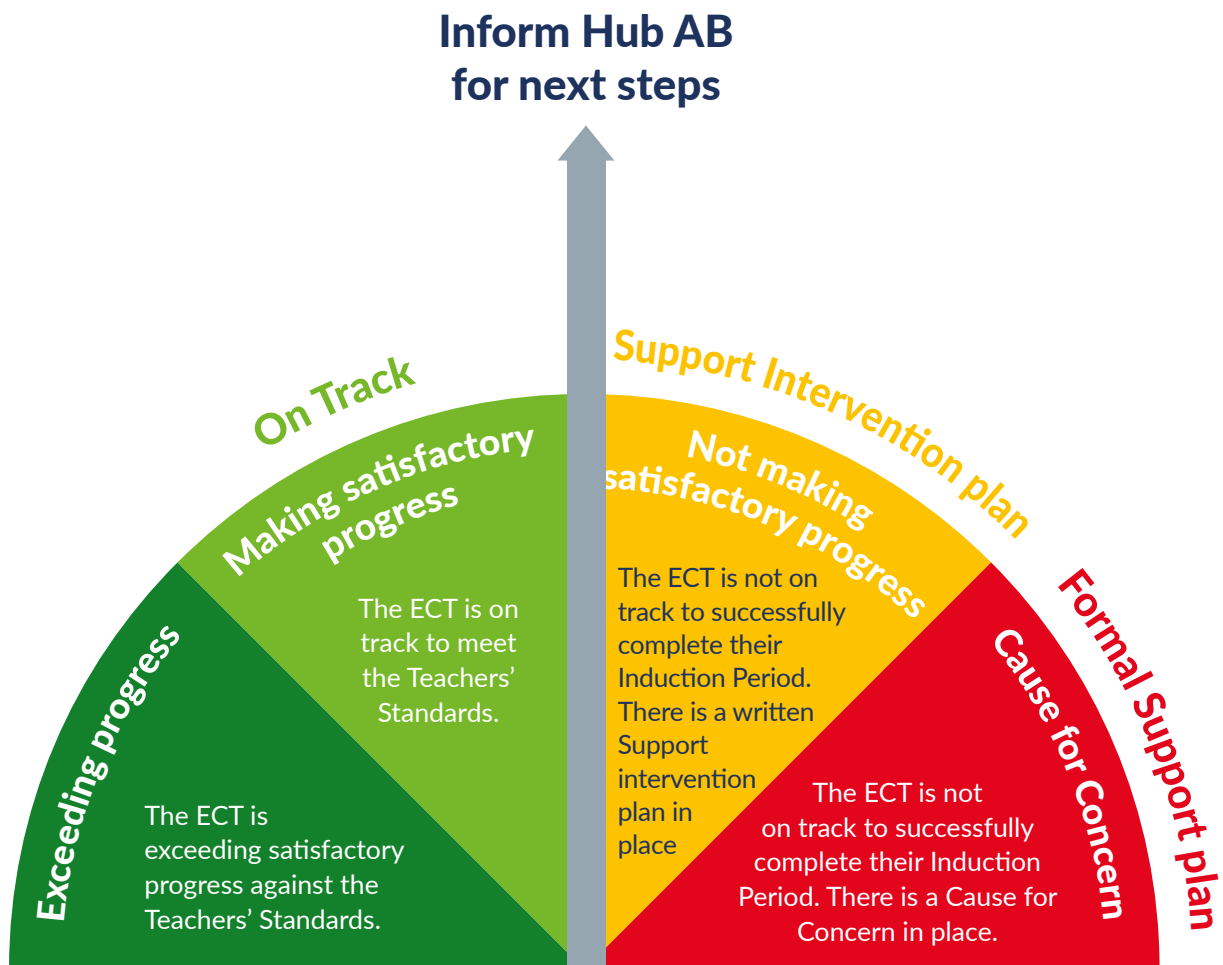
L.E.A.D. Teaching School Hub Appropriate Body (AB) along with their Delivery Partners quality assure at least 10% of schools\* they are directly working with for AB services for their ECT induction support and monitoring arrangements. Reviewing and monitoring the statutory ECF based induction processes for quality assurance purposes also allows for both examples of effective practice of ECF Induction to be highlighted and promotes the status of the induction process in schools. L.E.A.D. Teaching School Hub's AB practice of Quality Assurance is carried out in the following ways:

- progress reviews and formal assessment reports (quality of the reports / ECT comments re support);
- interim surveys (sent out in each half-term, where a formal assessment/progress review is not scheduled)
- feedback, from participants, following local and regional ECF events; and,
- school visits and documentation sampling.
- at L.E.A.D. Teaching School Hub we use the criteria below:
- schools that are new to L.E.A.D. Teaching School Hub Appropriate Body
- schools where there is a new Headteacher or Acting Headteacher / New management team
- schools where there are inexperienced Induction Tutors and/or ECT Induction Co-Ordinators/ Managers / Mentors
- schools with an RI Ofsted rating
- schools with a large number of ECTs
- schools where an ECT has been identified as a cause for concern
- schools where an ECT has raised concerns
- QA requested by the schools (there may be a charge for this)
- schools where concerns have been previously raised around statutory entitlements

If the ECT is absent during the QA, the visit will still go ahead and the ECT's voice will be captured once they have returned to work. Our full Quality Assurance Documentation can be found [here](#).

If advisories are made to schools regarding statutory entitlements, a follow up visit will be made to check that these actions have been implemented- **See step 4, Concerns around a School.**

## Progress against the Teachers' Standards



The ECT is evaluated by the school against the Teachers' Standards. This will be in accordance with the diagram above. Once an ECT has been on a Cause for Concern, rigorous monitoring and support must remain in place. The Appropriate Body's role is to be fair and objective and ensure that the ECT is receiving the support they need to be successful in their induction. The aim of a Support Intervention Plan is to provide extra support to help the ECT get back on track to meet the Teachers' Standard.

**The ECT should be kept up to date on their progress throughout the Induction Period. There should be nothing unexpected.**

There are occasions when an ECT will however not make the expected progress. It is important that any possibility of failure to meet the Teachers' Standards is recognised and acted upon at the earliest opportunity. Action should not be left to the Review and Assessment meetings which occur at the end of each term.

# Tools/mechanisms for sharing and capturing information and concerns

## THE ECT

Capturing the ECT's experience throughout the induction process is paramount. We aim to capture the voice and views of the ECT in the following ways:

- Termly Interim surveys
- on every assessment and progress review form
- at local and regional sessions
- on Support Intervention Plans and 'Cause for Concern' Documents
- through our Quality Assurance Process - see the previous section
- calls to the Appropriate Body directly
- emails to the Appropriate Body directly
- Appropriate Body Induction Events

If any of these routes demonstrate elements which contradict or are misaligned with the statutory duties for each party during the induction process, this will lead to a quality assurance visit.

Please note, if you are an ECT with a concern about your induction, this should be raised in the first instance with your mentor, Induction Tutor and Head teacher. If this does not resolve your concern please contact the AB through the mechanisms listed above.

## THE SCHOOL

The voice of the school throughout the induction process is paramount. We aim to capture the voice of the school in the following ways:

- Appropriate Body Induction Events
- Local and Regional Mentoring Events
- Progress Reviews and Assessment Reviews
- Support Intervention Plans and Cause for Concern Documents
- calls to the Appropriate Body directly
- emails to the Appropriate Body directly
- through our Quality Assurance Process - see the Quality Assurance Process section

If any of these routes demonstrate elements which contradict or are misaligned with the statutory duties for each party during the induction process, this will lead to a quality assurance visit.

# Steps for an Education Institution or school where they have a concern with an ECT

Appropriate Bodies play a key part in the ECF reforms through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is had to the statutory guidance and that ECTs are receiving a programme of support and training based on the ECF. We want to ensure that where an ECT experiences difficulties in meeting the Teachers' Standards, that vigorous and appropriate support is put into place to get the ECT back on track to meeting the Teacher's Standards by the end of their induction period.

School identifies a reason(s) for a concern with an ECT undertaking statutory induction with L.E.A.D. Teaching School Hub Appropriate Body. School contacts L.E.A.D. Teaching School Hub Delivery Partner Contact in the first instance to discuss the concern.

## L.E.A.D. TEACHING SCHOOL HUB AB PARTNER CONTACTS



**L.E.A.D. Teaching School Hub**  
AB Named Contact: Sophie Lougher  
sophielougher@leadtshub.co.uk / 01522 214459



**Anthem Schools Trust** - Lauren Nicoll  
lnicoll@anthemtrust.uk  
07769 661605



**Horncastle Education Trust** - Veronica Addis  
Veronica.addis@horncastleeducationtrust.org  
01507 522465



**LEARN SEND Hub** - Sarah Robertson  
sarah.robertson@learnshub.co.uk  
01400 659009



**Voyage Education Partnership** - Suzie Pell  
suzie.pell@voyage-education.org  
01205 337028



**Keystone Academy Trust** - Denise Parker  
denise.parker@keystonemat.org  
01778 424152



**Learners First Schools Partnership**  
Stacey Williams  
swilliams@learnersfirst.org  
01709 267021

If the concern is in relation to **unsatisfactory progress** being made towards the **Teachers' Standards**, the **AB** will advise a **support intervention plan** being put into place with an identified start / mid-point review and end date. We recommend a 6-8 week timescale for the Support Intervention Plan with a review at the half way point. This must be signed by all parties and submitted to and approved by the AB. The AB Contact will follow this up with the relevant parties.

**Please note: An Assessment/Progress Review cannot be submitted where the ECT is identified as 'not making satisfactory progress' without a Support Intervention Plan being in place and approved by the Appropriate Body.**

### POSITIVE PROGRESS

If after the end date, the **support intervention plan** has been **effective** and the ECT is **on track to make satisfactory progress by the end of the induction period**, no further action is needed. **The AB will confirm this with all parties.**

### SOME PROGRESS

If after the end date, the **support intervention plan** has been **effective** in some areas and the ECT is deemed as making some progress towards their targets, the support plan should be amended accordingly. This should be submitted to the AB for approval with a review and end date.

### LIMITED/NO PROGRESS

If after the end date, the **support intervention plan** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period**, a **cause for concern form** will need to be submitted and this will trigger an **AB Quality Assurance** visit from the **AB**. This visit will determine next steps.

If the **AB** is in agreement with the school that there is a genuine concern with regards to the ECT's performance against the Teachers' Standards, a **cause for concern intervention plan** will be put into place with an identified start / mid-point review and end date. The AB will work with the school to co construct the plan to ensure that intensive support is constructed that is tailored to the needs of the ECT at the appropriate level.

**This plan continues to be reviewed.**

*\*please note an ECT can be determined as not on track at all Progress Review Points and the first formal assessment. The judgement as to whether 'the ECT has made satisfactory/unsatisfactory progress within the induction period' are made at the second/final assessment. For further information please see the Statutory Information.*

# Raising Concerns

## DIRECTING YOUR CONCERN

Is your complaint with the school where you are completing your induction?



If yes, follow the steps in line with the your school's complaints policy or whistle blowing policy depending on the nature of your complaint.

If this does not resolve your complaint please contact the Appropriate Body for next steps.



Is your complaint about the service you are receiving from the Appropriate Body?



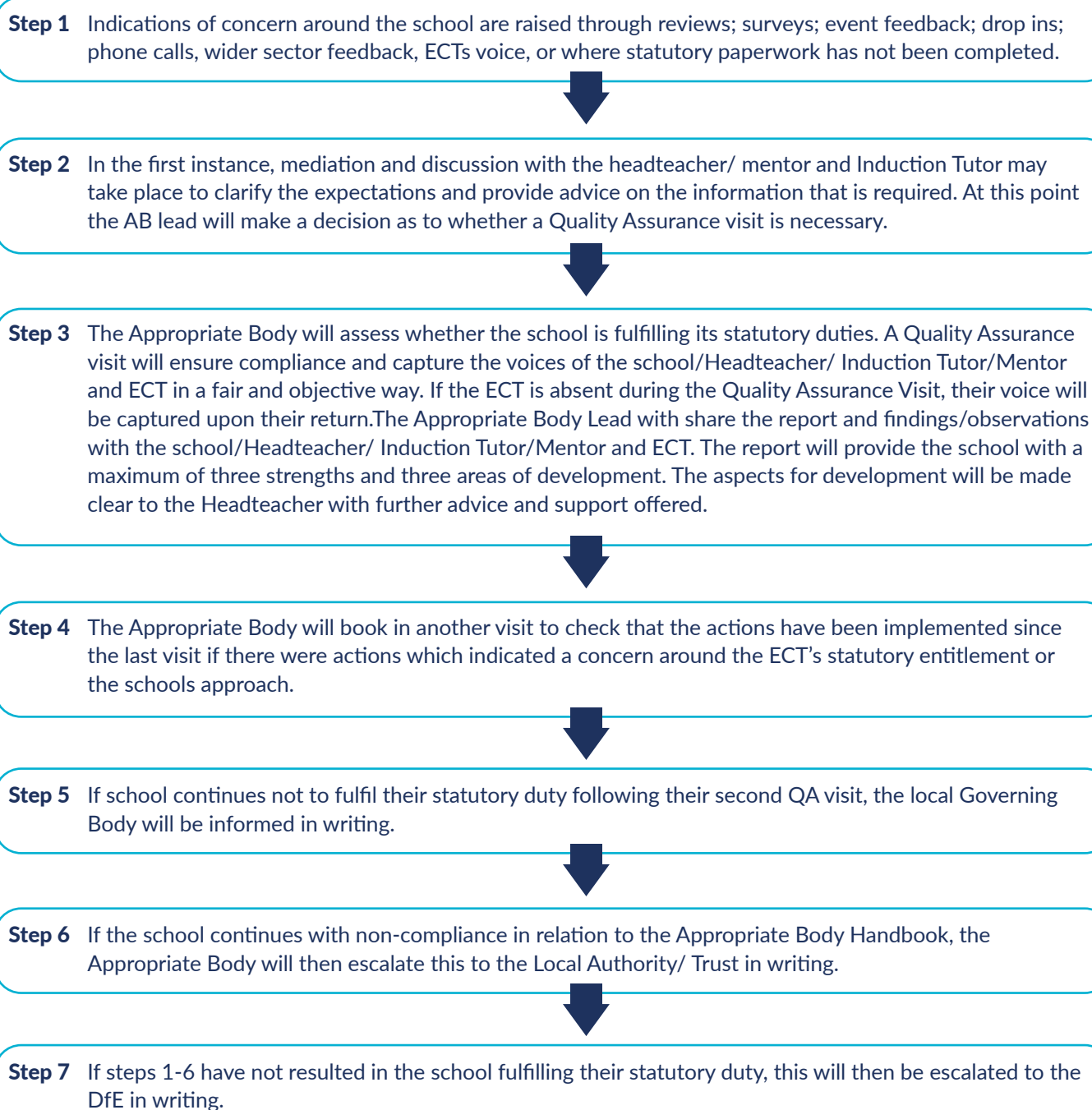
If yes, follow the AB complaints policy which is located on our Teaching School Hub website.



In supporting all schools and ECTs in a fair and objective way, the Appropriate Body needs clarity around the processes for all parties concerned if a concern is raised. The following steps outline this.

## INDICATIONS OF CONCERNS AROUND A SCHOOL

We know that most schools foster strong and supportive working relationships with their Appropriate Body and Early Career Teachers. There may be circumstances which indicate that a school is not fully complying with the statutory duty of ECT induction as outlined previously within this policy. The following process will be followed in this circumstance.



In exceptional circumstances where there is a concern that induction is not being conducted with regards to the statutory guidance and that the concern cannot be resolved with the school or its Governing Body the Appropriate Body can notify the Department for Education who will consider appropriate action on an individual basis. Escalation to the Department should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between appropriate bodies and schools is normally the most constructive route to resolving issues.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

## HR PROCESSES ALONGSIDE THE ECF INDUCTION

### Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

All organisations have their own policies and processes relating to HR. An example model of the way in which HR processes work alongside ECT Induction can be seen below.



Timeline	Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2	Autumn Term Year 3
Statutory ECT Induction	Yes	Yes	Yes	Yes	Yes	Yes	No
Probation Policy*	Yes	Yes	No	No	No	No	No
Disciplinary Incl. Conduct	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes

\* PLEASE NOTE: The length and conditions of the probationary period will vary according to the policy.

# Complaints Procedure

## GRIEVANCE OR COMPLAINT?

The Department of Education best practice guidance (January 2016) distinguishes between a **concern**:

*“an expression of worry or doubt over an issue considered to be important and for which reassurances are sought”*

and a **complaint**:

*“an expression of dissatisfaction however made, about actions taken or a lack of action”.*

This procedure is designed having regard to this guidance. Furthermore, this procedure refers to ‘complainants’ who, for the purpose of this procedure, should be taken to include both those who raise concerns and complaints.

Please note: it is important to be clear in the relation to the concern/complaint being raised. If this relates to the school’s procedures and processes as opposed to the Hub’s AB processes then the school’s complaints procedure should be followed in the first instance.

## WHAT TO DO IF YOU HAVE A CONCERN OR A COMPLAINT:

The Appropriate Body Complaints procedure is a Four-Stage Process:

- Stage 1** Concern/complaint heard by the Appropriate Body lead/ Deputy Director of the Teaching School Hub
- Stage 2** Concern/complaint heard by the Director of the Teaching School
- Stage 3** Complaint heard by two members of the Independent Appropriate Body Advisory Panel
- Stage 4** Complaint referred to the Independent Appropriate Body Advisory Panel  
(excluding all members from Stages 1-3)

In line with the policy of the L.E.A.D. Academy Trust, the Teaching School Hub endeavours to ensure that any concern or complaint is dealt with promptly, fairly and objectively. L.E.A.D. Academy Trust, all staff and the Appropriate Body Advisory Panel members are aware of the importance of dealing with concerns/complaints immediately they are raised. It is therefore important that, if you wish to raise a concern/complaint, you should do so as soon as practicable. This should be in writing (by letter or email), or in person if written notes are taken during any meeting relating to the complaint and which can be countersigned by the complainant. This will enable the issue to be investigated effectively and whilst information is fresh in the minds of all parties.

A link to the full complaints policy can be found [here](#).



## MAKING AN APPEAL AGAINST A DECISION BY THE APPROPRIATE BODY SERVICE

The Advisory Panel has been established by L.E.A.D. Teaching School Hub to hear evidence and moderate assessment decisions made by the Teaching School Hubs' Appropriate Body Service. The panel recommendations inform the appropriate body and do not replace the appropriate body's direct role in making a decision for each ECT's assessment. The role of the Appeals Panel is therefore to:

- hold central to the discussion and decision making, the right of every child to be educated by a Teacher who is meeting the Teachers' Standards.
- identify whether the Appropriate Body Service has fulfilled its statutory duties set out in the AB Handbook, in relation to the case being reviewed [here](#).
- analyse the extent to which the decision presented and made by the Appropriate Body service is fair, consistent and objective for the ECT, in light of the available evidence and circumstances.
- consider the extent to which the AB has reflected and explored all possible factors involved in the case.
- challenge, debate and analyse the decisions made by the Appropriate Body Service, using all available evidence to support the outcome and next steps in relation to the case being presented.
- ensure that equality and diversity is consciously considered in decisions being made by the Teaching School Hub.

The full Terms of Reference can be found [here](#).

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

For induction completed in Wales, the Appeals Body is the Education Workforce Council. 4.10. Further guidance about the appeals process is available [here](#).

## INTERACTIONS WITH THE APPROPRIATE BODY SERVICE

Interactions across all forms of communication with the Appropriate Body service need to remain professional and respectful, alongside the Teacher's Professional Standards.

Unacceptable behaviour (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Bullying or harassment may be by an individual against an individual or involve groups of people.

The Appropriate Body defines behaviour as being unacceptable if:

It is unwanted by the recipient.

It has the purpose or effect of violating the recipient's dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment

Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or email communications or through social media.

Some examples of unacceptable behaviour are:

- Aggressive or abusive behaviour, such as shouting or personal insults
- Spreading malicious rumours or gossip, or insulting someone
- Discrimination or harassment when related to a protected characteristic under the Equality Act 2010
- Unwanted physical contact
- Stalking
- Offensive comments/jokes or body language
- Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive material or pictures
- Isolation, deliberate exclusion and/or non co-operation
- Persistent and unreasonable criticism
- Unreasonable demands
- Coercion, such as pressure to subscribe to a particular political or religious belief



