



Kings Langley School

Unlocking Potential for Life

Conflicts of Interest (Examinations) Policy

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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.



Introduction

As detailed in section 5.3z of the **General Regulations for Approved Centres: 1 September to 31 August 2023**, published by the Joint Council of Qualifications (JCQ), there is the requirement for a conflicts of interest policy to be in place and available for inspection. It is the responsibility of the head of centre to ensure that Kings Langley School has a written conflicts of interest policy.

This policy confirms that Kings Langley School:

- manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
 - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;
 - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; **and**
- maintains clear records of **all instances** where:
 - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments at either the centre itself or other centres;
 - centre staff are taking qualifications at their own centre which do not include internally assessed components/units; and
 - centre staff are taking qualifications at other centres. (GR 5.3)

In this policy, GR 5.3 relates to relevant section of the current JCQ publication **General Regulations for Approved Centres**.

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

Purpose of the policy

As a registered exam centre, Kings Langley School is required to take all reasonable steps to ensure that any conflicts of interest in relation to the delivery and awarding of examinations/assessments are identified, recorded and managed effectively.

A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to students with whom they have a relationship and who are entered for an examination/assessment at the centre or any other centre. A potential conflict of interest also occurs where a member of centre staff is entered for an examination/assessment.

The purpose of this policy is to confirm how Kings Langley School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declarations of interest, including those relating to relationships with students outside of school, from all centre staff to enable the centre to identify and manage any potential conflicts of interest.



Declaration process

An electronic form is used to collect declarations of interest and this is sent to staff in the autumn term of each year. This information is reviewed by the Deputy Headteacher with responsibility for exams and the Exams Manager.

Managing conflicts of interest

A log of conflicts of interest is maintained and any potential conflict declared by centre staff is centrally recorded on this.

The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations by the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process.

The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Roles and responsibilities

The role of the Head of Centre is to ensure that:

- conflicts of interest are managed according to the requirements; (GR 5.3)
- clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected; (GR 5.3)
- the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff; (GR 5.3)
- the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later; (GR 5.3)
- entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre;
- proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials; and
- during the examination series, the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment. (GR 5.3)

The role of the Exams Manager is to:

- ensure that the process for collecting declarations of interest is undertaken.
- identify and follow the awarding body's administrative process for submitting details of members of staff who are:
 - taking qualifications which include internally assessed components/units at their own centre; and/or
 - teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and (GR 5.3)
- retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. (GR 5.3)



Appendix 1: Staff Declaration of Interests (Examinations) Template

Name of member of staff

Click or tap here to enter text.

Are you taking any qualifications, or planning to take any qualifications, at Kings Langley School or another school/exam centre during the coming academic year?

☐ **Yes**

☐ **No**

If yes, please provide details of the qualification(s) and confirm the exam centre being used:

Are you teaching and/or preparing members of your family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications that include internally assessed components or units during the coming academic year?

☐ **Yes**

☐ **No**

If yes, please provide details of the qualification(s) and confirm the exam centre being used:

Are you tutoring (paid or unpaid) a student at either Kings Langley School or another school/exam centre for qualifications that include internally assessed components or units during the coming academic year?

☐ **Yes**

☐ **No**

If yes, please provide details of the qualification(s) and confirm the exam centre being used:

Are you a member of exams office staff **and** have a member/members of your family (including step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for exams at either Kings Langley School or another school/exam centre?

☐ **Yes**

☐ **No**

If yes, please provide details, including the qualifications being studied and exam boards:

Declaration: I understand that, by returning this declaration, I am confirming that the information above is complete and correct to the best of my knowledge and belief. I undertake to keep this declaration up to date while I hold any position that requires it, and to renew it each year.

Signature:

Date:



Appendix 2: Relationships with Students Outside of Work Declaration template (taken from the Code of Conduct)

It is recognised that there may be circumstances whereby employees of the school are known to pupils outside of work.

Staff must declare any relationship outside of the school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of the school with pupils in line with this policy.

If I am tutoring a pupil outside of the school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable – this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- no monies come through the school at any point, either informally (e.g. via the pupil) or formally
- no private tutoring has/will take place on the school premises.

I confirm that if these circumstances change at any time, I will complete a new form to ensure the school are aware of any relationships.

Full Name

Current Position

Signed by _____

Date _____

Once completed, signed and dated, please return this form to Shurle Woodhouse, Headteacher's PA/ Administrative Manager.



Appendix 3: Summary of Mitigations for Each Type of Conflict of Interest

Conflict of interest	Mitigations in place to mitigate any potential risk to the integrity of the qualifications affected
<p>(As a last resort where unable to find another centre) Member of centre staff is taking a qualification(s) at this centre which includes an internally assessed component/unit</p> <p><input type="checkbox"/> Conflict of interest declared to relevant awarding body before the published deadline for entries (for each affected examination series)</p>	<ul style="list-style-type: none"> • The member of centre staff is prevented from having access to confidential examination/assessment materials prior to exam(s)/assessment(s) • The centre briefs other staff on maintaining the integrity and confidentiality of exam/assessment materials • The member of centre staff is treated in the same way as any other candidate entered for that qualification, does not have access to examination materials and does not receive any preferential treatment
<p>Member of centre staff is teaching and preparing a member of family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for a qualification(s) which includes an internally assessed component/unit</p> <p><input type="checkbox"/> Conflict of interest declared to relevant awarding body before the published deadline for entries (for each affected examination series)</p>	<ul style="list-style-type: none"> • Every effort is made to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate • The member of centre staff is not solely involved in making assessment decisions for the affected candidate for any internally assessed component/unit • The marked work of the affected candidate is submitted for moderation whether or not it is part of the moderation sample
<p>Member of centre staff is a member of exams office staff and has a member of family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments at this centre or another centre</p>	<ul style="list-style-type: none"> • The member of exams office staff does not have unaccompanied access to confidential examination materials (for example, question papers, pre-release materials, answer scripts, etc.) for the qualifications in question on the days of these exams • On the days of exams in the qualifications in question, another person confirms and signs/dates that the exam packs remain sealed and have not been opened • The member of exams office staff commits to not contacting their family member on the morning or afternoon of exams in the qualifications in question • Fob access to the exam store ensures that unusual access to the exam office can be identified • If the candidate is sitting the exams at this centre, another person is present for particular administrative arrangements relating to the candidate's exams/assessments
<p>Member of staff is taking a qualification at this centre which does not include internally assessed components/units</p>	<ul style="list-style-type: none"> • The member of centre staff is prevented from having access to confidential examination materials prior to exam(s) • The centre will brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • The member of centre staff is treated in the same way as any other candidate entered for that qualification, does not have access to examination materials and does not receive any preferential treatment
<p>Member of staff is taking a qualification at another centre</p>	<ul style="list-style-type: none"> • The member of centre staff does not have access to confidential examination materials for the same awarding body qualification if this is delivered in the centre