



Sacred Heart Catholic Primary School

Teaching and Learning Policy

Mission Statement

We are a caring community which aims to promote respect and understanding of all individuals through a sharing of Catholic Faith and the love of Christ. All children will feel a sense of worth, knowing that they are valued and loved by God in their uniqueness. We seek to create a learning environment which enables our children to succeed to their best ability and which recognises and values their variety of talents

We acknowledge the importance of our role in support for the family, the parish and the wider community

Introduction

At Sacred Heart Catholic Primary School, we recognise that all children have rights as outlined in the UN Convention. As duty bearers, we have the responsibility to respect these rights and are committed to supporting our children through their education and to ensure that they are rights-holders.

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

SEND Policy

Feedback and Presentation Policy

Behaviour Policy

Roles and responsibilities

The governors are responsible for:

- Ensuring reports are provided by the Principal and curriculum coordinators and that action is taken where areas are identified as requiring improvement.

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- Ensuring the curriculum sub-committee meets regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Observing lessons
 - Viewing recordings of lessons as appropriate
 - Viewing samples of pupils' work
 - Viewing records of achievement
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the Governors

The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Working in classrooms, including teaching, regularly.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning to the Governors.
- Acting as role models for teaching staff.

Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the Governors.
- Providing professional advice to the Governors.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from their peers and SLT.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the area provided.
- Not eating or chewing during lessons.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

External monitoring

The SLT and CSEL will work on an annual cycle to monitor teaching performance.

The SLT and CSEL will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Governing committees.

The SLT will undertake lesson monitoring.

Moderation from other schools in the MAC will be sought to evaluate the work of the school through professional discussion and joint monitoring.

Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Self-evaluation

Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?

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- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

Learning environment

Setting the tone

The teacher will set the tone for the morning and afternoon sessions by taking the register and saying Prayers. Where no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a termly basis and geared towards aiding learning, not providing distraction. All Classrooms have a focal Altar and RE display reflecting the liturgical calendar across the year. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.

The school formally rewards pupil in the following ways:

- Stickers
- Informing the pupil's parents praising the pupil
- Sending notes and certificates home praising the pupil
- Inviting the pupil to see the Phase leader /SLT

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- Gifts from God Congratulations Assemblies
- House points for themselves and towards their house group

The school informally rewards pupils in the following ways:

- Congratulating pupils privately or in class
- Saying 'well done' to the whole class
- Writing positive feedback on written work
- Writing positive comments in a home reading diaries

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour Policy is adhered to at all times.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively and engage pupils of all abilities
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are professional.
- Seek out and accept constructive feedback from peers and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Teaching strategies

The curriculum

The FY classes follow the EYFS profile. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

Lessons are clearly linked to the national curriculum. They are adapted to clearly show how pupils of all abilities are catered for.

Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.

Lesson plans clearly show how TAs are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching.

Timings and structure are made clear and the plan clearly demarcates the salient parts of lessons.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

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TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' feedback with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or barriers to learning.

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

Assessment

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.
- Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Discussion
- Quizzes
- Self-assessment

Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.

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- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to guide a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year assessments.
- Internal tests
- External examinations such as the national curriculum tests (where applicable).

EYFS

Focussed observations

Groups of children are identified each week and a focussed observation is carried out on these. This involves focussing on the child for approximately 10 minutes and documenting what they do (this may involve written note taking or video recording). If appropriate, the adult will support play when conducting this observation. The focussed observation is then analysed and the next steps are identified and planned for, for the following week. The children will have at least one focussed observation per term.

Short observations

These are short, spontaneous 'capture the moment' observations. FY Staff document onto sticky notes what the child has done. These are then annotated with the appropriate band and filed into the child's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

Learning Journals

These are books that highlight key achievements for the children. Photographs of key events in FY and exemplar pieces of work, mainly done independently by the children, are included in this book. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. These books provide key evidence in support of the profile points, which creates a record of attainment for each child.

Focus activity

During focussed activities, FY staff write comments on the child's work, using sticky notes, often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

All of the information collated over the year provides the evidence base for the early learning goals at the end of FY.

KS1 and KS2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

Termly Assessments may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Pupils receive half-termly and timely verbal feedback on their progress.

Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

Teachers use focussed feedback to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of tests are used to contribute to overall teacher assessments.

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Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two-parent consultation meetings so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests a Teacher Assessment, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress, by appointment.

We will publish the following KS2 results on our school website:

Average progress scores in reading, writing and maths

Average 'scaled scores' in reading and maths

Percentage of pupils who achieved the expected standard or above in reading, writing and maths

Percentage of pupils who achieved a high level of attainment in reading, writing and maths

We will provide a link to our performance tables on our school website on www.sacredheart-sch.net

We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment of pupils of the same age in the school.

Moderation

Regular moderation of levelling takes place throughout the year to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in FY, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

Individual learning

Individual learning plans (ILPs)

ILPs are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

ILPs are reviewed annually to ensure that they are still effective.

EHCP plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHCP plan will be sought. More information can be found in the school's SEND Policy.

British Values Statement

At Sacred Heart Catholic Primary School, we are committed to serving our community and local area, in doing so we reinforce British values, which are taught in line with Gospel values.

Democracy

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Democratic values are an explicit part of the ethos at Sacred Heart Catholic Primary School. All adults listen to the views of the pupils and value their opinions. Pupils have further opportunity to have their voices heard through our School Council and Pupil Voice interviews, etc.

The Rule of Law

The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used.

Individual Liberty

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others through our Religious Education curriculum and PSHE lessons in particular as well as through the Catholic Life of our school.

Mutual Respect

Our ethos and behaviour policies are based on Gospel values, with the important commandment being, 'Love one another as I have loved you'. Assemblies constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honest and open communication with others and fair play. Pupils work collaboratively and value others' opinions.

Tolerance of those of Different Faiths and Beliefs

As a Catholic worshipping community, pupils are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Visits to different places of worship and teaching of other faiths and cultures underpin this teaching.

Extremism and radicalisation

All childcare settings have a legal duty to protect children from the risk of radicalisation and being drawn into extremism. There are many reasons why a child might be vulnerable to radicalisation, including:

- feeling alienated or alone;
- seeking a sense of identity or individuality;
- suffering from mental health issues such as depression;
- desire for adventure or wanting to be part of a larger cause;
- associating with others who hold extremist beliefs.

Signs of radicalisation

Signs that a child might be at risk of radicalisation include:

- changes in behaviour, for example becoming withdrawn or aggressive;
- claiming that terrorist attacks and violence are justified;
- viewing violent extremist material online;
- possessing or sharing violent extremist material.

If a member of staff suspects that a child is at risk of becoming radicalised, they will record any relevant information or observations on a Notice of Concern form, and refer the matter to the DSL and/or Principal.

Logging an incident

All information about the suspected abuse or disclosure, or concern about radicalisation, will be recorded on Safeguarding and Child Protection Software for Schools (CPOMS) as soon as possible after the event. The record should include:

- date of the disclosure, or the incident, or the observation causing concern;
- date and time at which the record was made;
- name of the child involved;
- a factual report of what happened;
- If recording a disclosure, you must use the child's own words;
- name, signature and job title of the person making the record.

The record will be given to the DSL who will decide on the appropriate course of action.

For concerns about child abuse, the DSL will contact Children's Advice and Support Services (CASS). The DSL will follow up all referrals in writing within 48 hours. If a member of staff thinks that the incident has not been dealt with properly, they may contact CASS directly.

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For minor concerns regarding radicalisation, the DSL will contact the Local Safeguarding Children Board (LSCB) or Local Authority Prevent Co-ordinator. For more serious concerns the DSL will contact the Police on the non-emergency number (101), or the anti-terrorist hotline on 0800 789 321. For urgent concerns the DSL will contact the Police using 999.

Allegations against staff

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded on a Notice of Concern record form. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (eg police) should be informed, and the School /Club will act upon their advice. Any telephone reports to the LADO will be followed up in writing within 48 hours. Following advice from the LADO; it may be necessary to suspend the member of staff pending full investigation of the allegation.

If appropriate the School/ club will make a referral to the Disclosure and Barring Service.

Monitoring and review

This policy will be regularly monitored, and will be reviewed every two years, or earlier if required.

Reviewed Autumn 2021

Agreed by Staff and Governors

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