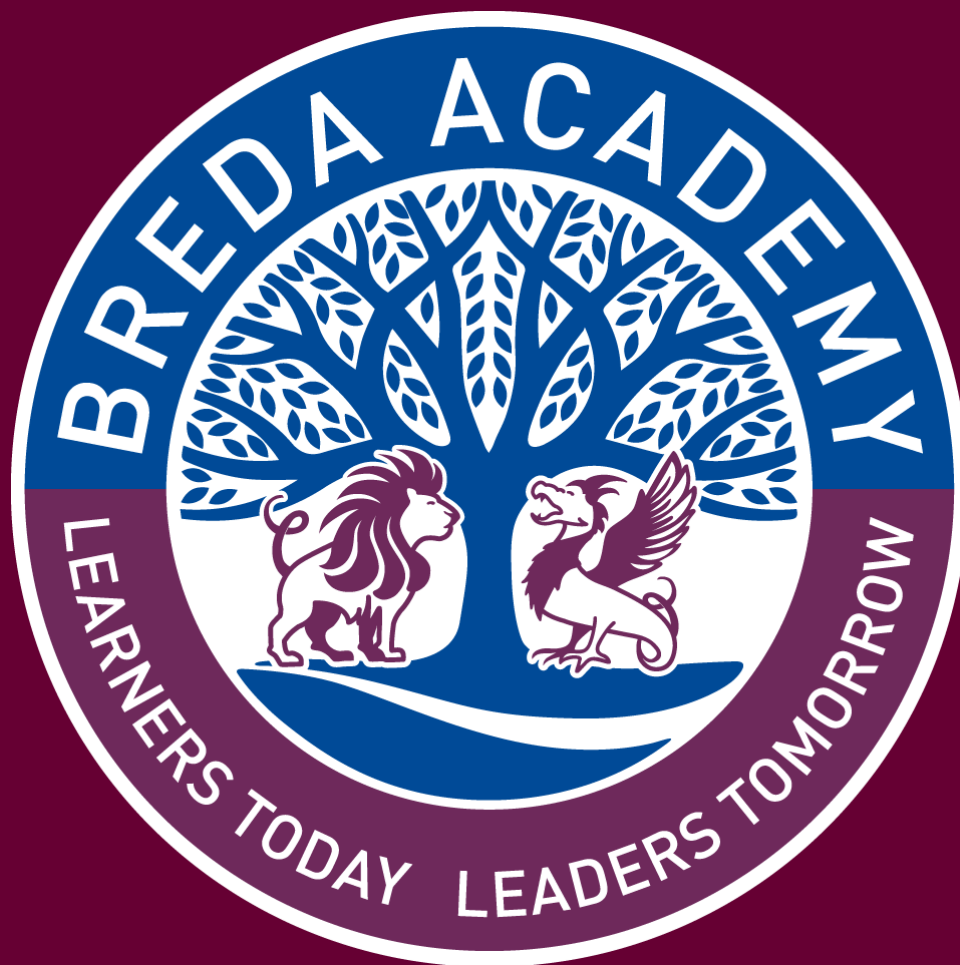


# **Child Protection Policy**



**BREDA ACADEMY**



## CHILD PROTECTION POLICY

**The United Nations Convention on the Rights of the Child (UNCRC) Article 3 states that**

*“in all actions concerning children the best interests of the child is a primary consideration”*

### **1 Child Protection Ethos**

- 1.1 We in Breda Academy have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Child Protection Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school
- 1.2 The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools; A Guide for Schools 2017 (updated 2019), DHSSPSNI Co-operating to Safeguard Children and Young People in Northern Ireland 2016 and the Safeguarding Board for Northern Ireland (SBNI) Policies and Procedures November 2019.

The following principles form the basis of our Child Protection Policy and underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people in Breda Academy.

#### **The child or young person’s welfare is paramount**

The welfare of the child is the paramount consideration for the courts and in childcare practice.

An appropriate balance should be struck between the child’s rights and parent’s rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child’s safety.

#### **The voice of the child or young person should be heard**

Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

#### **Parents are supported to exercise parental responsibility and families helped to stay together**

Parents have responsibility for their children rather than rights over them. In some circumstances parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.

## **Partnership**

Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

## **Prevention**

The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.

## **Responses should be proportionate to the circumstances**

Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.

## **Protection**

Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.

## **Evidence-based and informed decision making**

Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessment (Safeguarding and Child protection in Schools. A guide for schools 2017 and updated 2019)

**References to parents throughout this document includes those that have parental responsibility and carers.**

## **Other Relevant Policies in Breda Academy**

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- E Safety
- Intimate Care
- Attendance
- Counselling
- Bereavement and Loss Policy and Procedures
- Pastoral Care
- Visitors to Breda Academy
- Supporting Transgender Young People

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.breda.academy](http://www.breda.academy) A Safeguarding Guide for Parents is also available on the school website and is updated annually.

- 1.3 The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school, teachers, non-teaching staff and volunteers, has clear guidance on the action which is required where abuse or neglect of a child is suspected.
- 1.4 To create an environment in which the safety and welfare of pupils are paramount, Breda Academy will take the following steps:
- (a) maintain a strong pastoral ethos;
  - (b) provide a secure framework and clear procedures in relation to child protection;
  - (c) give guidance to staff in the exercise of their professional responsibilities through a Code of Conduct (Appendix B);
  - (d) provide a Counselling Service within school;
  - (e) provide Child Protection Training for all Staff as appropriate;
  - (f) use opportunities within the curriculum and Personal Development to address related issues;
  - (g) regular review of related School Policies;
  - (h) ensure that new employees, both full and part time, volunteer helpers, etc. are subject to standard vetting procedures; and
  - (i) implement clear procedures for entrance and exit of Visitors to the School Premises.
- 1.5 Consequently, the staff of the school will
- (a) take all reasonable steps to ensure that young people in our care are educated in a safe environment which promotes their welfare and protects them from significant harm;
  - (b) be alert for signs of abuse or neglect; and
  - (c) report to one of the Designated Teachers any instances or suspicions of abuse or neglect, happening inside or outside school.

Child abuse will not be ignored by anyone who works in our school. We are aware that some forms of child abuse are also a criminal offence.

## **2 ROLES AND RESPONSIBILITIES**

### **2.1 BOARD OF GOVERNORS**

Ultimately, responsibility for ensuring that appropriate child protection measures and procedures are in place rests with the Board of Governors, and the Chairperson and Designated Governor for Child Protection have specific responsibilities. The Boards of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- Designated and Deputy Designated Teacher are appointed in their schools
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years (see Section 4.3 for more details).
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The school ensures that other safeguarding policies, see Section 10, are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school (see Section 4.8 for more details).
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 (see Section 4.4 for more details).
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:
  - Safeguarding and child protection concerns.
  - Disclosures of abuse.
  - Complaints against staff.
  - Staff induction and training.

NB: Governors of Schools which are involved in initiatives such as Extended Schools, Full Service Schools, and Boarding Departments, must ensure that the implications for safeguarding their pupils in the extended school environment are fully addressed and that this is addressed, and that these are outlined within the school's child protection policy.

## 2.2 THE SCHOOL SAFEGUARDING TEAM

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should establish a Safeguarding Team. This team should include the Chair of the Board of Governors, the Designated Governor for Child Protection, the Principal (as Chair), the Designated Teacher and the Deputy Designated Teachers. The team may co-opt other members as required to help address specific issues, for example the SENCO, ICT Co-ordinator, etc.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training – including refresher training - in keeping with legislative and best practice requirements.

As best practice, the Safeguarding Team should review their child protection/safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding'. ETI expects the pro-forma to be completed and provided to them as a permanent record on all types of inspections. Phase and sector appropriate versions of the pro-forma (which is annually reviewed and updated) and other information from ETI is available on the ETI website: [www.etini.gov.uk/articles/safeguarding](http://www.etini.gov.uk/articles/safeguarding).

The School Safeguarding Team is comprised of:

(i)	The Principal	:	Mr P Perry (Acting)
(ii)	The Designated Teacher for Child Protection is	:	Mrs G Scott
(iii)	The Deputy Designated Teacher for Child Protection are	:	Ms J McMullan
		:	Mrs S McWilliams
(iii)	The Chairman of the Board of Governors	:	Mr I Gibson
(iv)	The Designated Governor for Child Protection	:	Rev. A Green

Other members of school staff can be co-opted to the safeguarding team as may be required to manage individual cases or issues. To contact the Safeguarding Team, telephone 028 90645374.

## 2.3. CHAIR OF BOARD OF GOVERNORS

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment. In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures. The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

## **2.4 DESIGNATED GOVERNOR FOR CHILD PROTECTION**

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff

## **2.5 SCHOOL PRINCIPAL**

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

### **Managing Safeguarding and Child Protection in Schools**

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role (see Section 4.2.4). The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

## **2.6 DESIGNATED TEACHER FOR CHILD PROTECTION**

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

## **2.7 DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION**

- The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.
- It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.
- Schools may have more than one Deputy Designated Teacher depending on their size, location, (eg split site schools) and the presence of an additional provision such as a nursery or speech and language unit, or boarding department.

## **2.8 TEACHING / NON-TEACHING STAFF**

All members of staff have a duty to:

- (i) be alert for signs of actual or suspected abuse or neglect;
- (ii) report concerns to the Designated Teacher or the Deputy in the first instance (see appendix D for procedures);
- (iii) make a written record of details using the Note of Concern pro-forma in Appendix A and forward a copy to one of the Designated Teachers immediately; and
- (vi) ensure that their professional conduct is prudent and leaves no grounds for misinterpretation in relation to child protection by adhering to the Staff Code of Conduct (appendix B).

## **2.9 RECRUITMENT, VETTING AND INDUCTION OF STAFF**

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for a vetting and barring scheme for people who work with children and vulnerable adults.

## **2.10 ACCESS NI CLEARANCE**

DE Circular 2013/01 (updated September 2015) sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post:

- All new paid teaching and non-teaching staff.
- Examination Invigilators.
- Private contracted transport providers - named drivers.

## **2.11 VOLUNTEERS**

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to obtain an EDC, however, schools/ organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19. Schools must ensure that volunteers, eg. coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

## **2.12 VISITORS TO SCHOOL**

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

- Visitors should be met/directed by school staff/representatives
- Signed in and out of the school by school staff
- If appropriate, be given restricted access to only specific areas of the school
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons. A "Visitors to Breda Academy" Policy fully outlines procedures.

## **2.13 PUPILS ON WORK EXPERIENCE**

Health and Social Care Programmes will require an Enhanced Disclosure Certificate for pupils on long term placement and may be required for pupils on work experience/shadowing placements. Schools should apply through their AccessNI Registered Body in advance. (See DE Circular 2013/01 for more information).

Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes should apply

## **2.14 PARENTS**

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. As part of the on-going work of fostering trust and good relationships with parents/carers, the school should help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

All policies, including child protection, pastoral care, anti-bullying, positive behaviour, online safety, and complaints, should be issued to parents/carers at intake\*. The child protection policy, in particular, should be reviewed and reissued, at a minimum, every two years\*. \*Issue of a summary of the full policy is sufficient provided it contains clear details of how to access the full policy, including a hard copy if required.

It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies. It is important that parents take time to read these policies and know they are required to inform the school:

- If the child has a medical condition or educational needs
- If there are any Court Orders relating to the safety or well-being of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents of primary school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence.

More information on parental responsibility can be found on the EA website at:  
[www.eani.org.uk/schools/safeguarding-and-child-protection/](http://www.eani.org.uk/schools/safeguarding-and-child-protection/)

- It is essential that the school has up to date contact details for the parent/carer.

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, the Designated Teacher for Child Protection, or the Principal if they are worried about a safeguarding or child protection concern. The process for a parent who has a potential safeguarding or child protection concern is set out below.

I have a concern about my/a child's safety
I can talk to the class/form teacher
If I am still concerned, I can talk to the Designated/ Deputy Designated Teacher for child protection or the Principal
If I am still concerned, I can talk/write to the Chair of Board of Governors
If I am still concerned I can contact the NI Public Services Ombudsman Tel: 0800 343 424
At any time I can talk to the local Children's Services Gateway Team (028 9050700)] or the PSNI Central Referral Unit (028 90259299)

### 3 DEFINITION OF ABUSE

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. **'Harm'** means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order. More detail on the concept of harm and significant harm can be found in Section 2.4 of Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016) and in the Children (NI) Order 1995.

Staff should be alert to all types of abuse and to their legal obligations (see Annex A), including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for child protection. ***The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed***, including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching (see Section 5.5 on Dealing with Allegations Against a Member of Staff - DE Circular 2015/13).

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported ***immediately*** to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

## **4 RECOGNISING SIGNS OF POSSIBLE ABUSE**

- 4.1 There are many different types of abuse and a child may suffer more than one of them. Due to their daily contact with individual children, school staff – especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff and volunteers – are particularly well placed to observe outward symptoms of changes in appearance, behaviour, learning pattern or development. Whilst it is important to remember such symptoms may be due to a variety of other causes, including bereavement, changes in family circumstances, bullying, alcohol, drug or solvent misuse etc, sometimes, they may be due to child abuse, so staff need to be aware of the types of abuse and possible indicators of abuse (Appendix C).

The welfare and best interests of the child are paramount and require that any concerns about the possibility of abuse or neglect should NOT go unreported.

The relationships which teachers and other staff in the education service have with the children in their charge is based on trust, and confidentiality: such relationships are an integral feature of a secure, caring environment which fosters learning and personal development. All staff have, however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and, where abuse is suspected, a legal duty to report this. All staff should recognise, therefore, that, ***in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests.***

## 4.2 TALKING TO CHILDREN WHERE THERE ARE CONCERNS ABOUT POSSIBLE ABUSE

- Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding.
- Where a classroom assistant or another member of the school's non-teaching staff sees such signs, he/she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.
- Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).
- Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse.
- The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that.
- In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral.
- Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum:
- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Staff should not, therefore, ask questions which encourage the child to change his/her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?".
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (the child must not be asked to unnecessarily recount the experience of abuse), and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher, using for example, the template 'Note of Concern' from the DE 'Child Protection: Record Keeping in Schools' circular 2016/20. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, but under no circumstances should a child's clothing be removed nor a photograph taken.
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred, should be written down as soon as possible afterwards, quoting words actually used.
- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. Subsequent sections of this booklet give guidance on record-keeping. It should be emphasised that lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. It is therefore essential that accurate contemporaneous records are maintained.
- Staff should not ask the child to write an account of their disclosure for the record.

(The NSPCC report 'No-one Noticed No-one Heard: A Study of Disclosures of Childhood Abuse' (2013) describes childhood experiences of disclosing abuse. It provides useful insight on barriers to children's disclosure and key factors that promoted disclosure.)

**FOOTNOTE:** Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

## **5 PROCEDURES**

- 5.1 Appendix D summarises the procedures to be followed when a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse or neglect, or a member of staff has concerns about a child, the member of staff must act immediately.  
See section 5.7 flowchart Safeguarding and Protection in Schools - A guide for schools 2017 (updated 2019)

In order to protect our pupils at Breda Academy, we will adhere to the following procedure when a student initially raises a concern with a member of staff;

### **Receive**

Remain calm and listen actively without asking leading questions.

### **Reassure**

Reassure the child. Confidentiality cannot be assured as information may have to be passed on in order to help/support them.

### **Respond**

Tell the student what is going to happen next and ensure that they are safe and secure.

### **Record**

Note down important information with the time and date too.

### **Report**

There is a professional responsibility to pass on information to the Designate Teacher or the Deputy Designated Teachers.

The information should be handed to a member of the Safeguarding Team **in person** as soon as possible after the concern is raised using the Note of Concern proforma. The disclosed information should **not** be sent via email and should remain confidential between the members of staff involved.

- 5.2 Appendix E summarises the procedure to be followed when a complaint is made about possible abuse or neglect by a member of the school staff.  
See section 5.7 flowchart Safeguarding and Protection in Schools - A guide for schools
- 5.3 Appendices F and G summarise procedures regarding Digital and Video Images.
- 5.4 Appendix G is the Mobile Phone Policy 2020
- 5.5 Detailed copies of the Child Protection Policy and procedures will be held by the Designated Teachers and are available on the school's website. A Safeguarding – Guide for Parents is also updated every year and available on the school website too. Another document "What if." will direct parents to the appropriate staff, both for pastoral and academic issues.

## **6 MONITORING AND EVALUATION**

The Policy was updated in June 2017.

The school Child Protection Policy has been approved by the Board of Governors at their meeting on 23 June 2020.

## APPENDIX A - REPORTING A CONCERN



Breda Academy

### NOTE OF CONCERN

#### CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:	
Details of any advice sought, from whom and when:	
Written report passed to Designated Teacher:  If 'No' state reason:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">YES</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">NO</div> </div>
Date and Time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file:  If 'No' state reason:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">YES</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">NO</div> </div>

**Name of staff member making the report:** \_\_\_\_\_

**Signature of Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Designated Teacher** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX B - STAFF CODE OF CONDUCT

See annex C for proforma code of conduct for staff and volunteers in schools from “Safeguarding and Child Protection in Schools; A Guide for Schools 2017 (updated 2019).

### INTRODUCTION

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within Breda Academy. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

### CODE OF CONDUCT

#### 1 Private Meetings with Pupils

- (a) Staff should be aware of the challenges which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. Staff should conduct such interviews in a room with visual access, or with the door open or with another member of staff present ie Head of Department etc.
- (b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry or vision into the room.
- (c) Where possible another student or (preferably) another adult should be present or nearby during the interview. All staff should take active measures to facilitate this.

#### 2 Physical Contact with Pupils

- (a) As a general principle, staff are advised not to make any unnecessary physical contact with pupils.
- (b) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. “In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.” (DENI., 1999/10., pp 72.b)
- (c) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*).
- (d) Physical punishment is illegal, as is any form of physical response to misbehaviour.
- (e) A member of the School Office Team is responsible for the administration of First Aid. Staff who have to administer First Aid to a student should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide First Aid in an emergency simply because another person is not present (DENI., Pastoral Care in Schools. Pp72.f).*

## APPENDIX B (continued)

- (f) Any physical contact which would be likely to be misinterpreted by the pupil, parent/guardian or other casual observer should be avoided.
- (g) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal.
- (i) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

NB: Staff must make themselves familiar with Education Authority Educational Visits : Policy, Practice and Procedures 2007. A copy of this document is available from the Principal's PA, and in PDF Format at [www.eani.org.uk](http://www.eani.org.uk) (go to Board Publications).

### 3 Choice and Use of Teaching Materials

- (a) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- (b) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.
- (c) If in **any** doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal, before using it.

### 4 Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour, language and dress code all require care and thought, particularly when staff are dealing with adolescent boys and girls.

## CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, professional judgement will be exercised and for the vast majority of staff this Code of Conduct will serve only to confirm what has always been their practice. If you have any doubts about points in this Policy, or how you should act in particular circumstances, consult with the Principal.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of young people or of their parents/guardians.

## **Appendix C - TYPES OF ABUSE**

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organisations. Abusers come from all walks of life and all occupations and professions. The following is an extract from “Co-operating to Protect Children”; the definitions it contains are all comprehended in the term ‘child abuse’ as it appears in this guidance:

“Children may be abused by a parent, a sibling or other relative, a carer (ie a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Exploitation

### **NEGLECT**

- Neglect is the persistent failure to meet a child’s physical, emotional and/or psychological needs, likely to cause significant harm;
- it may involve failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to medical care or treatment, lack of stimulation or lack of supervision;
- it may also include non-organic failure to thrive.

### **PHYSICAL ABUSE**

- Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering;
- this may include biting, pinching, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation, confinement to a room, or inappropriate giving drugs to control behaviour;
- FGM amongst Newcomer Pupils

### **SEXUAL ABUSE**

- Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others.
- Sexual abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts;
- They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways;
- Sexual abuse is not solely committed by adult males. Women can commit acts of sexual abuse, as can other children.

## **EMOTIONAL ABUSE**

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development and is sometimes called psychological abuse;
- it may involve conveying to a child that he/she is worthless or unloved, inadequate, or valued only insofar as he/she meets the needs of another person;
- it may involve causing a child to feel frightened or in danger, or the exploitation or corruption of a child;
- some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone;
- domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm;
- Emotional abuse may involve bullying, including online bullying through social networks, online games or mobile phones – by a child's peers.

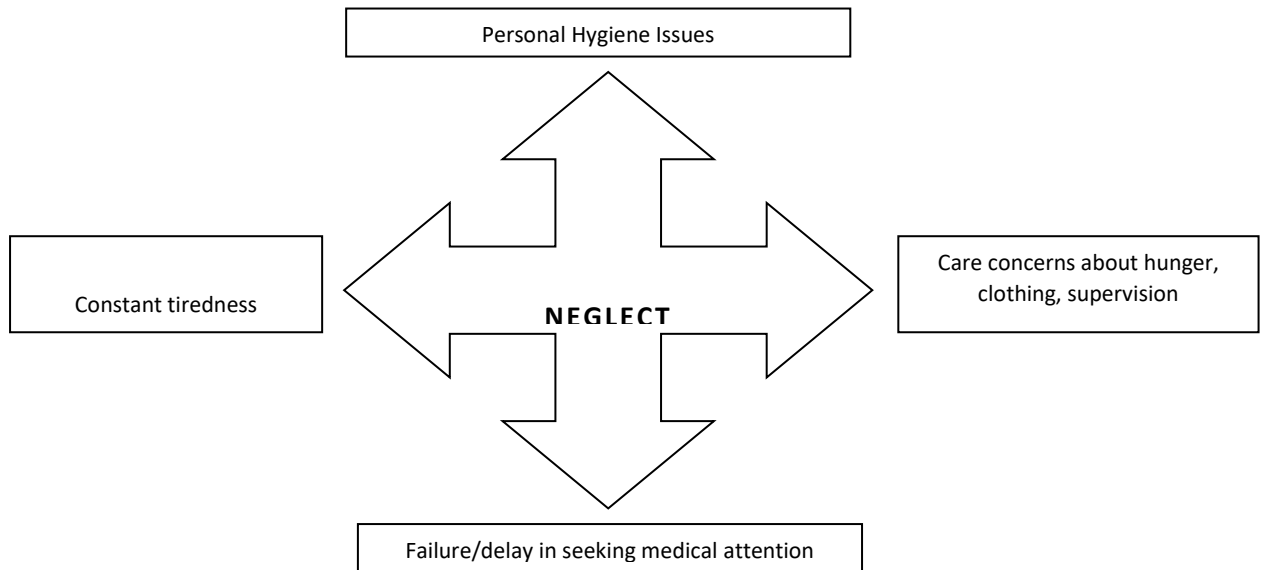
## **EXPLOITATION**

- Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person;
- It also involves taking selfish or unfair advantage of a child or young person or situation, for personal gain;
- It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation;
- Children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

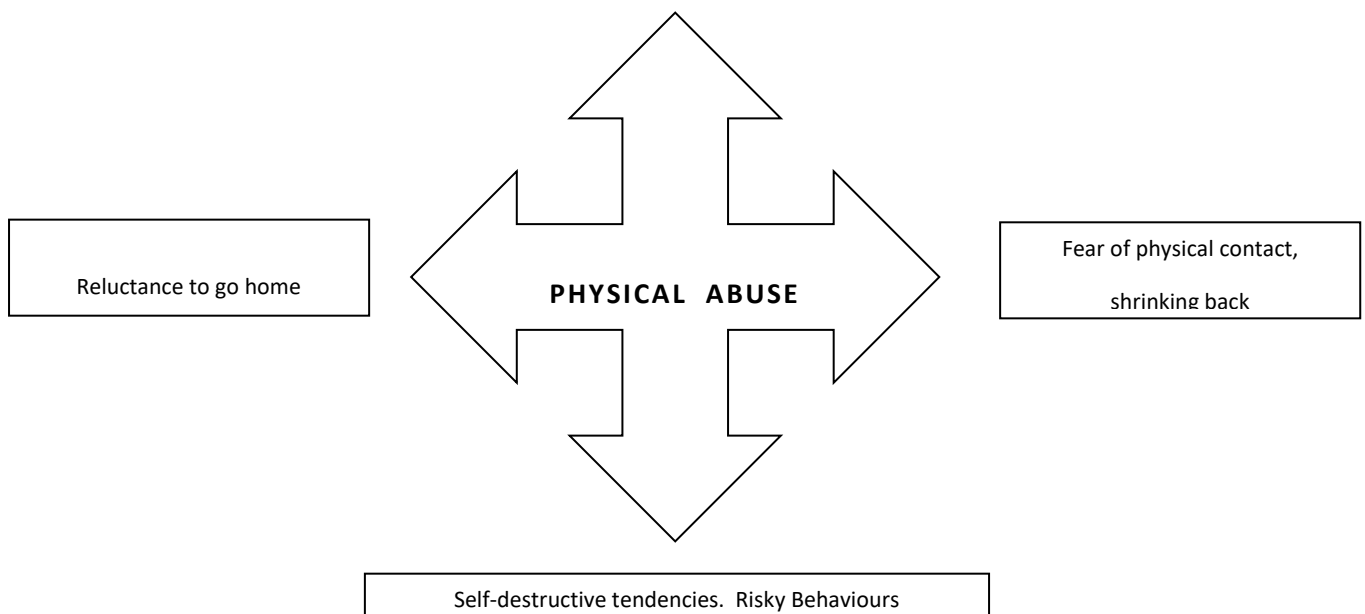
Source: Cooperating to Safeguard Children and Young People in Northern Ireland March 2016

## APPENDIX C (continued)

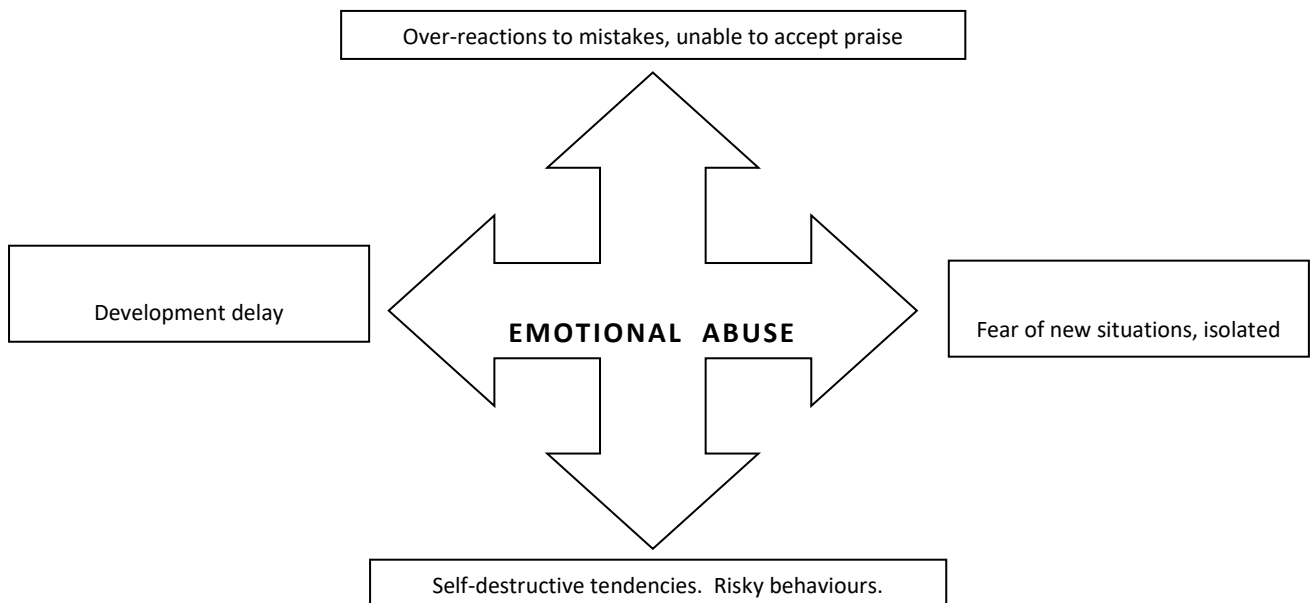
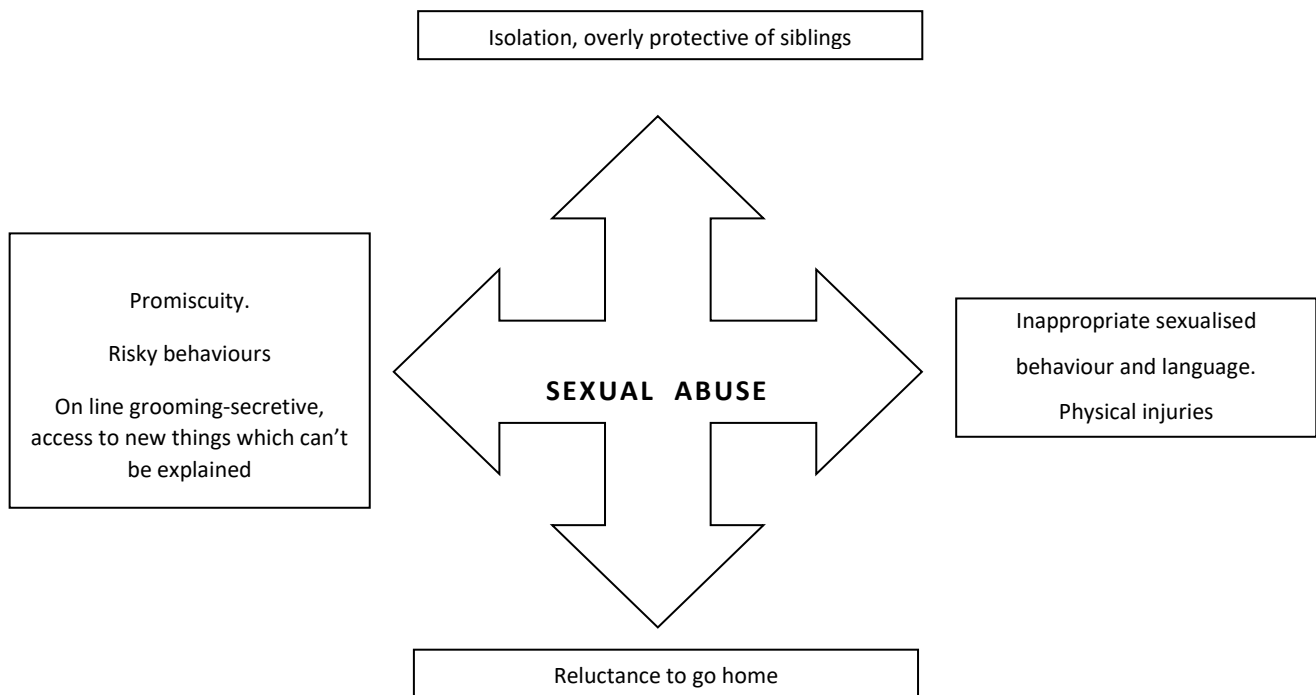
### IDENTIFYING POSSIBLE INDICATORS OF ABUSE

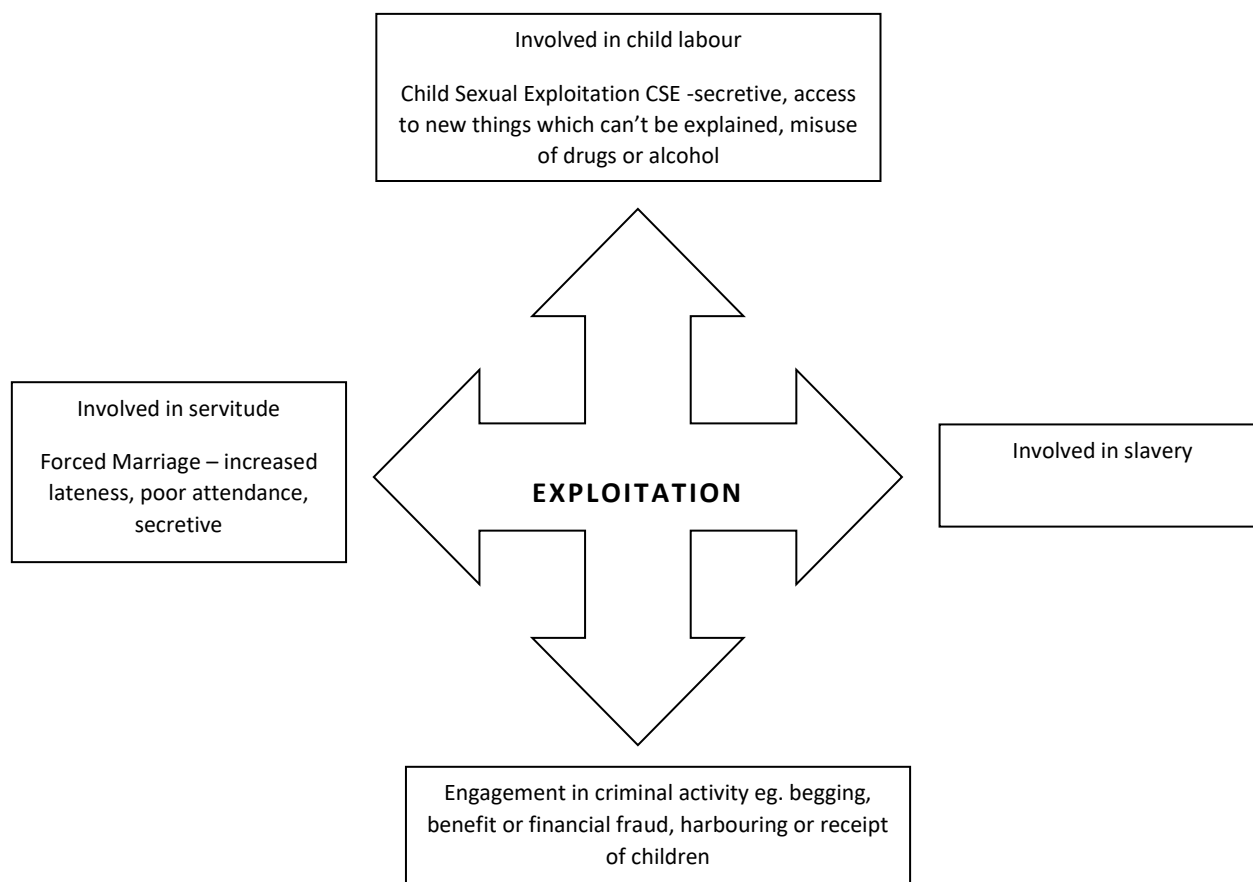


Implausible or no explanations for injuries – significant bruising and marking  
Female genital mutilation FGM – depression, self-harm



## APPENDIX C (continued)





Any, or any combination of the above, may be accompanied by or solely manifested in marked deterioration in performance and/or increased absenteeism.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

Pupils who are the victims of abuse often display emotional or behavioural difficulties. In cases of children or young people who are felt to have long-term behavioural problems, the school may wish to seek advice from local support services, for example on the availability of counselling or other systematic therapy, or indeed the need for a statutory assessment; the outcome of which may be the maintenance of a Statement of Special Educational Needs. In any event, the school will monitor and review the child's needs, having due regard to the Special Educational Needs Code of Practice.

Signs such as those described and others can do no more than give rise to concern – they are not in themselves proof that abuse has occurred. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are regularly repeated. Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to one of the Designated Teachers. The designation of a teacher for this purpose should not, however, be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed, including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching.

## APPENDIX D – CHILD PROTECTION PROCEDURES

### Procedures to be followed in the event of a CONCERN, SUSPICION OR REPORT OF ABUSE OR NEGLECT BY SOMEONE OTHER THAN A MEMBER OF STAFF.

The person receiving the complaint or report should follow the recommended guidelines when listening and talking to a child disclosing information (**See flowchart 5.7**)

- 1 Report details to one of the Designated Teachers immediately.
- 2 Consider the need for immediate safeguarding of child at risk.
- 3 Ensure a record of details is kept.
- 4 The Designated Teacher will decide, if additional information is required, to seek advice from EA-SE Region Officers and/or local Social Services.
- 5 The Principal decides . . . . .

#### 6.1 **either** : **A REFERRAL IS NECESSARY**

- Inform Social Services or PSNI (pro-forma available).
- Inform EA-SE Region Designated Officers.
- Inform parents/guardians (unless implicated).
- The Designated Teacher should make a record of all the discussions held and actions taken within 24 hours of a referral.
- If an acknowledgement of the referral is not received from Social Services within 5 working days, then the Designated Teacher should follow this up.
- After referral, schools and EA-SE Region staff will co-operate with the child protection investigation. This can involve providing factual information about the student for the purposes of the multi-agency assessment of risk and the Child Protection Plan. School staff may be invited to contribute to a Child Protection Case Conference if appropriate.

#### 6.2 **or** : **NO REFERRAL IS NECESSARY**

- Inform person making complaint or providing information.
- Inform parents or guardians (unless implicated).
- Record details, including reasons for no referral, in a confidential file.

6 Ensure that a detailed record is retained.

## APPENDIX E - CHILD PROTECTION PROCEDURES

### **Procedures to be followed in the event of a CONCERN, SUSPICION OR REPORT OF ABUSE OR NEGLECT BY A MEMBER OF SCHOOL STAFF.**

**(See flowchart 5.7 and circular 2016/20)**

- 1 The person making or receiving details of complaint should refer it directly and immediately to the Principal.
- 2 The Principal will seek clarification, if needed.
- 3 The Principal will:
  - a) initiate the record of the complaint.
  - b) consult with EA-SE Region Designated Officers and HR
  - c) consult with Chairperson of the Board of Governors
- 4 The Principal will consider evidence and advice received.
- 5 In consultation with Chairperson of the Board, the Principal will decide that the evidence is such that:
  - A Precautionary suspension is not appropriate and the matter is concluded:

OR
  - B Allegation addressed through relevant disciplinary procedures:

OR
  - C Precautionary suspension under Child Protection procedures imposed:

OR
  - D Alternatives to precautionary suspension imposed.
- 6 **In the case of 5A, ie no further action, the Principal will:**
  - Advise the member of staff concerned of the nature of the complaint (if not already done) and also of the outcome.
  - Advise the EA-SE Region Designated Officers of the outcome.
  - Advise the complainant in writing of the action taken and the outcome.
  - Consider if support eg. counselling is required.
  - Record a brief record of the complaint outcome in the Confidential File.

## **APPENDIX F - DIGITAL AND VIDEO IMAGES**

### **See sections 6 14 to 6 18 and DE Circulars**

Both digital and video images of pupils provide a good opportunity to celebrate and promote the work of the school and motivate pupils involved and should be encouraged.

In regard to images of pupils, privacy and respect for the individual are key considerations.

The main risks are that images can be easily edited and manipulated inappropriately, misused and attract unsolicited attention.

Consequently, to minimise the risks, all staff will adhere to the following Guidelines:

- Parents/Guardians of all Year 8 pupils and those registered thereafter, are informed in writing and asked to give their consent to a range of activities (see Appendix G). Details of Parents/Carers response are held in the School Office and available to staff via each pupil's online record.
- Use of group photographs rather than photographs of individual pupils, where possible.
- Staff should not display student names along with images used for display purposes. Class teachers should monitor the use of images on display in his/her classroom; images used in corridors should be placed on covered display boards. Each teacher will be responsible for the removal, storage and destruction of such images.
- Mobile telephones and other personal electronic devices must be switched off and not in evidence during the school day. Pupils are strictly prohibited from using any personal electronic device to capture, edit or distribute any audio or visual recording.
- Follow Breda Academy Procedures for Reporting and Responding to Inappropriate use of Images.

### **MAKING AND STORING DIGITAL and VIDEO IMAGES**

Student images and video footage:

- will only be captured using school equipment;
- both photographic images and video footage must be transferred to the School Network upon return to the central ICT store;
- after initial use by staff, digital images of pupils should be deleted from individual cameras immediately;
- digital images of pupils on teacher Network Accounts should be avoided and must not be stored on non-c2K laptops or other portable devices;
- images will be stored on Private Folder 1 on the Network as this Drive has additional security features;
- whilst on Educational Visits, it is the responsibility of the teacher-in-charge to ensure the safe keeping both of the school equipment and the taking of any images;
- all images will be deleted from the Network on an annual basis, as applicable;
- staff must not pass images of pupils via e-mail or external storage devices to third parties without consulting the Principal;
- should further advice or guidance be required, consult the Principal, or in their absence, the Designated Teacher for Child Protection; and
- these Guidelines will be reviewed on an annual basis.



## PHOTOGRAPH CONSENT

I give permission for my child's photograph to be used for the following purposes (if applicable) while \*he/she is a pupil at Breda Academy:

- internal school use;
- School Website;
- Media coverage

**Pupil's Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

*\*Parent/Carer*

**Date:** \_\_\_\_\_

*\*Please delete where applicable.*



### Breda Academy Mobile Phone Policy

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#### RATIONALE

At Breda Academy we recognise that mobile phones are a part of everyday life, both as a means of communication and as a source of information. We acknowledge that mobile phones are an important item in parents communicating with children on journeys to and from school. However, once in school such communication through the use of mobile phones is not necessary. Whilst we recognise the benefits of mobile phones, we must also be mindful of the potential dangers and this policy has been drawn up with child protection and safeguarding as the paramount concern.

#### POLICY AND PROCEDURES

Students who bring mobile phones to school must accept responsibility for their safe keeping. They should not be left unattended in bags or blazers. Students should keep them with them during the day, except during PE when changing rooms will be locked during lesson time. School will not be liable for the replacement or repair of lost or damaged phones. Therefore, students who bring their mobile phones to school, do so at their own risk. During **learning time**, phones are to be switched off and out of sight throughout the school day excluding break and lunch time which are deemed to be **recreational times**.

Students breaking these rules will follow the Stepped Sanctions. During learning time, students will receive one warning to turn off and put away their mobile phone. If the phone is seen or used again, the student will be asked to place the phone in the plastic box on the member of staff's desk and it will be returned at the end of the lesson. Failure to comply with this shall result in referral to SLT. The phone will be secured in the school safe, parents/guardians contacted and a sanction issued, if further action is necessary. Any student using a mobile phone to send inappropriate or threatening messages by phone or text will be subject to school discipline procedures on bullying.

No student is permitted to take photographs or record video images in school unless specifically requested by a teacher as (part of the school curriculum). Sixth Form students will have access to Chrome Books during Study Time in the Study Room. However, if a teacher gives permission for them to use their mobile phone as a learning resource, then they will be permitted to do so. If a person's image (photographic or video) is taken without their permission, passed on to other mobile phones or downloaded onto a computer or website, then that person is entitled to pursue the matter further.

Parents wishing to contact pupils during the school day should continue to do so via the school office. No student should be contacted on their mobile throughout the school day. Students also should not contact parents/carers, family members and/or friends during **learning time**.

Phones are not to be brought into any school or public examination. The policy of the Examination Boards is that it is an offence to bring a mobile phone into an examination room. A breach of their regulations in this regard may be deemed malpractice, leading to disqualification from the examination, the subject or the entire series of examinations.



# BEHAVIOUR FOR LEARNING 2020 / 2021

## STEPPED CLASSROOM SANCTION SYSTEM



Stages	Routines		Expectations
<p><b><u>GREEN</u></b></p> <p><b>Be Polite Be Ready Be Safe</b></p>	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> <li>Set high expectations and use a range of teaching strategies</li> <li>Use a range of behaviour management techniques</li> <li>Use a seating plan for each class</li> <li>Plan each lesson and differentiate work to meet needs of all students</li> <li>Notice and reward best practice and use positive language</li> </ul>		<p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>Work hard and make an effort</li> <li>Have a positive attitude and use good manners</li> <li>Stay on task and fully engage in tasks</li> <li>Try hard to make progress in their learning</li> <li>Not use their mobile phone</li> </ul>
<p><b><u>AMBER</u></b></p> <p><b>Be Polite Be Ready Be Safe</b></p>	A1	<ul style="list-style-type: none"> <li><b>First formal warning:</b> student's behaviour returns to <b>GREEN</b> and / or to stop using their mobile phone and put it away (pocket/bag)</li> </ul>	<ul style="list-style-type: none"> <li>Go back to <b>GREEN</b></li> <li>Student stops using their mobile phone and puts it away (pocket/bag)</li> </ul>
	A2	<ul style="list-style-type: none"> <li><b>Final warning:</b> student's behaviour returns to <b>GREEN</b></li> <li>If student uses their mobile phone again it is confiscated until the end of lesson (refusal becomes R4)</li> </ul>	<ul style="list-style-type: none"> <li>Go back to <b>GREEN</b></li> <li>Student's mobile phone is confiscated and returned to student at the end of the lesson</li> </ul>
<p><b><u>RED</u></b></p>	R3	<ul style="list-style-type: none"> <li>Student is sent to a colleague's room (refusal becomes R4)</li> <li>Student with an attached TA will work 1 to 1 in PSC for the remainder of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Logged on Sims as a behaviour incident</li> <li>Phone call home</li> <li>Restorative Meeting with student asap (no longer than 10 minutes)</li> </ul>
<p><u>Non-Negotiables</u></p> <ul style="list-style-type: none"> <li>Physical fighting / assault</li> <li>Use of threatening, abusive and/or discriminatory language</li> <li>Refusal to hand over mobile phone and /or taking photographs, recording or filming.</li> <li>Causing a safeguarding concern by removing him / herself from staff supervision without permission.</li> <li>Blatant disregard for the COVID safety rules and /or deliberately coughing or spitting at students or staff.</li> </ul>	R4	<ul style="list-style-type: none"> <li>Student is removed from the classroom by member of SLT 'on-duty'</li> <li>A2 - If it is for refusal to hand over their mobile phone it will be confiscated until end of day by member of SLT 'on duty'</li> </ul>	<p><u>Sanction Range;</u></p> <ul style="list-style-type: none"> <li>Restorative meeting</li> <li>HOD detention (20 minutes)</li> <li>SLT detention (30 or 60 minutes)</li> <li>Parent and student meeting</li> <li>Internal suspension (only with HoK / SLT)</li> <li>External suspension</li> </ul>

## **Breda Academy Stepped Classroom Sanction System 2020 / 2021 – Detentions**

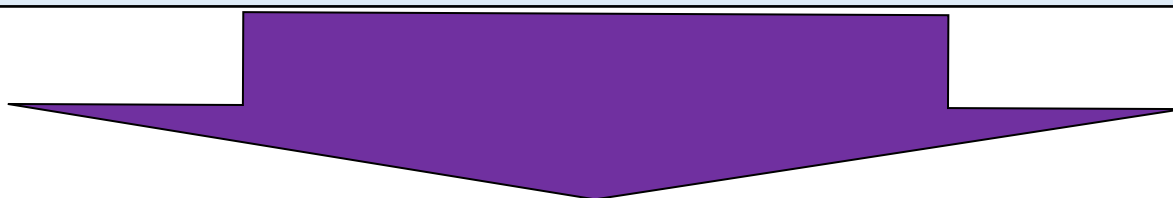
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### **STAGE 1 - CLASSROOM TEACHER DETENTION**

Work through A1 and A2 and move your action to R3 and send the student to a colleague's room. You log the student's inappropriate behaviour on Sims and arrange a suitable time to hold a Restorative Meeting (RM) with them during morning break or lunch-time (**but not after school**). If a student does not attend your RM you contact the student's parent/carer and arrange a **10 minute formal detention** which could be during morning break or lunch-time and also inform the student of this arrangement.

**If they attend your formal detention no more action is needed.**

However, if a student does not attend this formal detention, then the **classroom teacher** must contact home and inform the student's parent/carer that the student must attend an after school formal HoD detention of **20 minutes** and speak to the student to inform them. Each HoD will have their bespoke referral system and a set detention after school on a **Tuesday or Wednesday**.

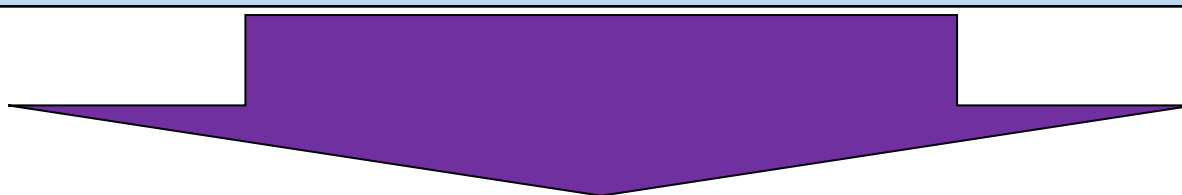


### **STAGE 2 - HoD DETENTION**

The HoD will facilitate their after school detention on a **Tuesday or Wednesday**.

**If the student attends this HoD detention no more action is needed.**

However, if a student does not attend the HoD detention, then the HoD must contact home and inform the student's parent / carer that the student is to attend an after school SLT detention of **30 minutes** in room 18 on **Friday**, speak to the student to inform them and complete the **GoogleDoc HOD to SLT referral sheet** by end of school on **Thursday**.



### **STAGE 3 - SLT DETENTION**

A member of SLT (Rota) will facilitate this detention on **Friday in room 18**.

**If the student attends this SLT detention no more action is needed.**

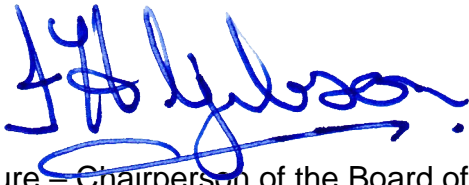
If a student does not attend the SLT detention then the member of SLT must contact home and inform the student's parent / carer. Failure to attend this detention will result in a higher level sanction which may include an internal or external suspension.

The policy will be reviewed again before May 2023

A handwritten signature in blue ink, appearing to be 'R. D. King', with a long horizontal stroke extending to the right.

Signature – Principal

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A handwritten signature in blue ink, appearing to be 'J. H. Gibson', with a long horizontal stroke extending to the right.

Signature – Chairperson of the Board of Governors

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Date: 19<sup>th</sup> May 2020

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