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Responsibility: SW

Bishop Challoner School



SAFEGUARDING AND CHILD PROTECTION POLICY



Safeguarding and Child Protection Policy

April 2018

This policy should be read in conjunction with the following policies: Staff Safer Recruitment, Whistleblowing and Staff Code of Conduct, Prevent, Equal Opportunities, Health and Safety, Anti-Bullying, Missing Pupil Procedure, Educational Visits Policy, Induction of New Staff, Governors and Volunteers, Visiting Speaker, Behaviour Management, the safe use of ICT and school security Cameras, recording devices and mobile phones and e-safety policy.

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS).

The Safeguarding Policy and Procedures are reviewed annually and approved by the Trustees.

This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the school, and have been prepared in compliance with, and with regard to:

* The Education Acts

United Convention of the Rights of the Child 1991

Data Protection Act 1998

Human Rights Act 1998

Sexual Offenders Act 2003

Children and Families Act 2014

Special Educational Needs and Disabilities (SEND) code of practice

* Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time)

* Safeguarding Vulnerable Groups Act 2006

* ISI Handbook for the Inspection of Schools, The Regulatory Requirements February 2016

* The Protection of Freedoms Act 2012

* The Children Acts 1989 and 2004

* What to do if you are worried a Child is being Abused March 2015

* Working Together to Safeguard Children July 2018 (A guide to inter-agency working to safeguard and promote the welfare of children)

* Keeping Children Safe in Education September 2018

* Disqualification under the Childcare Act 2006 June 2016

* Statutory Framework for the Early Years Foundation Stage (EYFS) April 2017

* Information Sharing: advice for practitioners providing safeguarding services July 2018

* DBS Referral Guidance (as may be amended from time to time)

* Independent Schools Inspectorate Handbook January 2017– the regulatory requirements (and as amended)

* Statutory Framework for the Early Years Foundation Stage (EYFS) 2014

* The definition and signs of child abuse (<http://www.nspcc.org.uk/signsofabuse>)

* Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)

* Use of Reasonable Force in Schools 2013

* Information Commissioner's Office Data Sharing Code of Practice May 2011

* Preventing and Tackling Bullying 2014

* Prevent Duty Guidance, Channel Guidance July 2015

* The Prevent Duty: Departmental Advice for schools and childminders (June 2015)

* The use of social media for on-line radicalisation (July 2015)

Policy Statement

1 Safeguarding and Child Protection Policy

Bishop Challoner School is committed to safeguarding and promoting the welfare of children. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years.

At Bishop Challoner we believe that all children should be given the opportunity to do their best and we are committed to safeguarding and promoting the welfare of children who have the right to be protected from all types of harm and abuse. However this can only be achieved if they feel happy and safe and the Whole School Designated Safeguarding Lead is directly responsible in these matters. The Whole School Designated Safeguarding Lead is a member of the School Leadership Team with the necessary status and authority to take responsibility for Child Protection matters. The Whole School Designated Safeguarding Lead (DSL) is directly responsible to the Headteacher and in exceptional cases the Chair of Trustees.

Definition of Safeguarding:

‘Safeguarding’ is broader than ‘child protection’.

As well as protecting children from harm, ‘safeguarding’ widens the responsibility to preventing harm and promoting the welfare of children.

Definition of Harm:

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2018 (KCSIE) as:

“Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

a) The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

b) This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Bromley Safeguarding Children Board (LSCB) guidance.

c) This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion.

This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

d) This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

e) Pupils are *taught* about safeguarding and made aware of this Policy through their programme of PSHEE and other means of sharing information appropriate to their age and understanding. The latest resources promoted by DfE can be found at: The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk)

2. Creating a Culture of Safeguarding

a) The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures.

b) The school's procedures differentiate between safeguarding children who have suffered significant harm, those who are in need of support from one or more agencies and those who would benefit from Early Help. In cases where a child is not suffering or at risk of suffering serious harm, the school will assess how they can offer additional support within the setting or work with other professionals to support the student's needs. Early help requires a collaborative approach from all agencies, including the school, with the active involvement of children, young people, families and carers. The aim is to ensure problems do not escalate to become more acute, and more costly, to the detriment of children and families, by investing in effective community services and multi-agency coordination. If the student is in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child by reporting to the Children's Social Care or through Bromley Multi Agency Support Hub (MASH) immediately. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. If a child is in need of additional support from one or more agencies the Designated Safeguarding Lead will contact the Children's Social Care or through MASH.

c) Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

d) The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance Working Together to Safeguard Children July 2018 (WTTSC). Use of the Common Assessment Framework (CAF) and Team around the Child /Family (TAC) (TAF) approaches will be used as appropriate.

e) The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.

f) Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

g) The School has systems to:

- * Prevent unsuitable people working with pupils;

- * Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;

- * Promote safe practice and challenge poor and unsafe practice;

- * Deal with issues of confidentiality, information sharing and consent;

- * Keep children safe who are looked after by a local authority and be aware of the statutory guidance (Promoting the education of looked after children);

- * Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication) to a pupil.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Every employee is provided with immunity from retribution or disciplinary action for 'whistleblowing' in good faith. Staff are told to familiarise themselves with the School's Whistleblowing Policy. If staff and volunteers feel unable to raise an issue with the school or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 0280285 or email: help@nspcc.org.uk)

h) The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

i) The primary requirement is to notify the Bromley Safeguarding Children Board on 0208 461 7309 (or the local Prevent Officer, as appropriate), of any safeguarding issues in the following circumstances:

- * The issue involves an allegation against a member of staff, a volunteer or the Headteacher;

- * The issue relates to concerns about the education provided to the pupil;

- * The issue involves referral to external agencies;

- * The issue could affect the school's reputation.

j) All staff are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

3. Implementation Procedures

The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.

Details of how to contact the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DSL) and Bromley Safeguarding Children's Board are available in all classrooms and common areas. Reporting forms and contact details are displayed and details are given in training all staff.

4. Early Years Foundation Setting

a) This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS') including outside of school hours. The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are set out in section 9 and section 19.

b) The school's policy on the use of mobile phones and cameras in the setting is incorporated into the ICT Acceptable Use Agreements. All staff in the EYFS are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones and cameras: that is, that images of pupils may not be stored on personal devices. Any images taken on personal devices will be transferred to the school system as soon as reasonably possible and the personal copy permanently removed. Please also refer to the Cameras, Recording Devices and Mobile phones Policy.

c) Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework).

d) Ofsted must be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises. Ofsted must be informed as soon as reasonably practicable, but at the latest with 14 days. Steps are taken to ensure staff members are not disqualified by association. Childcare (Disqualification) Regulations 2009.

5. Aims

Our aims are to:

- Create an environment in the School which is safe and secure for all pupils.
- Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Work with parents to build their understanding of and commitment to the welfare of all pupils.

In order to fulfil these aims the Headteacher will take the necessary steps to ensure that:

a) All staff (including supply and temporary staff) Governing Body and volunteers receive training in Safeguarding Children as part of their induction. This includes the school's safeguarding policy and procedures the school's whistleblowing policy and the identity of the Designated Safeguarding Lead(s), the staff code of conduct/behaviour policy and a copy of Part 1 of Keeping Children Safe in Education. All staff must read at least Part One of KCSIE 2018. Annex A of KCSIE should be referred to by all senior members of staff and those staff working directly with children.

b) All staff, volunteers and the Headteacher are trained annually on a number of specific safeguarding issues including: Part 1 of KCSIE, this policy and the staff code of conduct, mental health, online bullying, sexting (using the latest Government guideline: Sexting in schools and colleges: responding to incidents and safeguarding young people, which has been published by the UK Council for Child Internet Safety), drugs, radicalisation and the Prevent strategy, forced marriage, peer on peer abuse and female genital mutilation (FGM). In addition, the Head and all staff receive safeguarding and child protection updates as required to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (s) receive(s) updated child protection training at least every two years and Prevent training at least every two years (as set out in Annex B of Keeping Children Safe in Education) in order to provide them with the knowledge and skills to carry out their role. Both the DSL and her deputy will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

The DSL will keep records of all training provided. Appropriate training and responsiveness to factors such as FGM, radicalisation, cyberbullying and mental health will be considered. Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation.

c) The school has a recruitment policy and operates safe recruitment procedures which are in accordance with the Independent School Standards Regulations. These include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out at paragraphs 1a. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained, and in all cases a Barred List Check will have been undertaken. Relevant staff are also asked whether anyone in their household meets the disqualification criteria under The Childcare (Disqualification) Regulations 2009. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

d) The school obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

e) The school carries out the mandated checks on the suitability of all people who serve on our School Governing Board in accordance with the guidance and regulations set out on page 1-2.

f) Where we cease to use the services of any person (including agency staff, peripatetic teacher, volunteer, no longer using staff employed by contractors; non-renewal of a fixed term contract; terminating the placement of a student teacher or other trainee; voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering, resignation, dismissal or any other person)

because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS): PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795 email dbdispatch@db.sgsi.gov.uk) promptly and in any event within 28 days in accordance with its legal duty. In cases involving teaching staff, the school will also refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

g) All School staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect.

h) All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

i) This Policy is compatible with and meets all applicable requirements of Bromley LSCB. The school ensures that it has positive communication with the LSCB to ensure compliance with local protocol and access to relevant support. The LSCB can be contacted through the Local Social Services Department (Children's Services) "Social Services". Their contact details are set out on page 18.

6. Identifying Abuse

a) Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

b) Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately.

c) It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

7. What is Child Abuse?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. (KSCIE)

The categories listed below are drawn from Keeping Children Safe in Education (2018):

a) Physical abuse – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms, or deliberately induces, illness in a child.

b) Emotional abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or unvalued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental

capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

c) Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

d) Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

e) Specific forms of abuse and safeguarding issues include:

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should

be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

8. Signs of abuse

All school staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection. There are further sources of information such as the NSPCC whistleblowing helpline (0800 028 0285) and on its own website (www.nspcc.org.uk). The NSPCC offers information for schools on the TES website too. If staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present.

Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting.

The following may help staff to be aware of possible signs of abuse. If staff members are unsure they should always seek advice.

a) Physical Abuse

- * Unexplained injuries/burns
- * Untreated injuries
- * Bruises/abrasion around the face
- * Bi-lateral injuries e.g. two bruised eyes
- * Bite marks
- * Bruising abrasions to lips, cheeks, outer ear

b) Emotional Abuse

- * Excessive overreaction to mistakes
- * Continual self-deprecation
- * Excessive rocking, thumb sucking, hair twisting
- * Extreme compliance/aggression
- * Drug, alcohol and substance misuse
- * Significant peer relationship difficulties

c). Sexual Abuse

- * Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- * Self-harm
- * Pregnancy
- * Sexually transmitted diseases
- * Sudden changes in behaviour or school performance
- * Fear of undressing for gym
- * Depression/withdrawal
- * Drug, alcohol, substance abuse

d) Neglect

- * Constant hunger, tiredness and/or poor personal hygiene
- * Untreated medical problems

- * Destructive tendencies
- * Social isolation
- * Poor self-esteem and/or relationship with peers
- * Excessive rocking, hair twisting, thumb sucking

e) Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly (see missing child policy and 'what to do if you suspect a child is running away' document). All pupils are added to the admissions register on the entry into the school and registered twice daily. The Admissions Registrar will notify the relevant local authority of any pupil (of the compulsory school age) who leaves the school.

9. Designated Safeguarding Lead

The Whole School Safeguarding Lead is:

Mrs Suzy Woolaway, Deputy Headteacher

0208 460 3546 ext 551, swoolaway@bcswb.co.uk

The Deputy Designated Safeguarding Lead if Mrs Suzy Woolaway is absent is:

Mrs Alison Barker abarker@bcswb.co.uk

The Designated Safeguarding Lead(s) will:

- a) be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out on page 1-2.
- b) refer cases of suspected abuse or allegations to the local Social Services Department in accordance with LSCB procedures, and work with other agencies in line with Working Together to Safeguard Children 2018;
- c) ensure that they are aware of the latest national and local guidance and requirements and will keep the Headteacher, staff and volunteers informed as appropriate;
- d) receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years;
- e) receive Prevent awareness training; provide advice and support, and make appropriate referrals through the Channel programme;
- f) ensure that the Headteacher, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, contractors, gap year students, volunteers, catering staff, cleaning staff and caretakers;
- g) act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.

10. Responding to Disclosures of Abuse

- a) Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- b) Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.
- c) If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. All children involved, whether perpetrator or victim, are treated as being "at risk". See the Anti-Bullying Policy.

The school or college's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

d) **Immediate Response**

If a disclosure is made, the member of staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the pupil;
- ask open questions which encourage the pupil to talk such as "can you tell me what happened?"
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;
- note carefully any clearly visible external signs of possible injury or neglect (see point e);
- reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Safeguarding Lead(s) and why).

e) **The member of staff or volunteer should not:**

- burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- interrogate or pressure the pupil to provide information;
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why;
- undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;
- criticise the alleged perpetrator, this may be someone they love;
- promise confidentiality (see (f) and (g) below);
- make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”;
- put words in the child's mouth (i.e. finish their sentences);
- jump to conclusions or speculate about what happened or might have happened, or make accusations;
- show an overly emotional reaction, such as expressing disgust, shock or disbelief;
- attempt to investigate the allegations.

f) If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not** make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead so that the child can be helped to stay safe and feel better.

g) In every case, the member of staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the member of staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will only be disclosed to other people who need to know.

h) The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child’s wishes or feelings cannot override the duty to refer suspected abuse to the LADO or police.

i) The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

j) All allegations will be referred to the Local Authority Designated Officer (LADO) for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual.

In case of serious harm, the police shall be informed at the outset.

11. Recording Information

Staff/volunteers should:

- a) make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated;
- b) clearly distinguish between fact, observation, allegation and opinion;
- c) record any observed injuries and bruises;
- d) note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");
- e) complete a Safeguarding Concern Form, attach any original notes and pass them to the Designated Safeguarding Lead;
- f) appreciate that their records may be used in criminal proceedings or disciplinary investigations.
- g) The school's records on child protection are kept securely in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL, Deputy DSL and the Head.

12. Reporting Concerns

- a. Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the school day. The DSL (or Deputy if appropriate) will decide on the relevant course of action.
- b. The DSL will apply the principles outlined in the Bromley Safeguarding Children's Board (BSCB) Continuum of Need model in deciding whether to make a referral to social services. Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department within 24 hours and where relevant (as outlined in paragraph 2(h)). In the most serious cases the police shall be contacted.
- c. The school's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.
- d. Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken **any staff member can refer their concerns to children's social care directly** (see section 16)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

- e. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

13. Allegations against staff

a. Schools must follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of Keeping Children Safe in Education 2018 and guidance from the LSCB: http://www.londoncp.co.uk/files/part_a_chapter_7_alleg.pdf. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

b. Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteer (including the Designated Safeguarding Lead), the matter should be reported immediately to the Head (unless the allegation relates to the Head). The Head should not speak to the member of staff who is the subject of the allegation at this point.

Where a safeguarding related allegation or cause for concern is made against the Head, the matter should be reported immediately to the Chair of Trustees without informing the Head.

The LADO must be informed within one working day of any allegations that come to the employer's attention or that are made directly to the police.

c. Where a safeguarding related allegation or cause for concern is made against the Designated Safeguarding Lead, the matter should be reported immediately to the Headteacher. In the absence of the Headteacher the report should be made to the Chair of Trustees/Vice Chair of Trustees.

3d. Where a safeguarding related allegation or cause for concern is made against the Headteacher, the matter should be reported immediately to the Chair of Trustees (or in their absence the Vice Chair of Trustees) without informing the Head.

In cases of serious harm, the police should be informed from the outset. The LADO should be informed immediately, or in the most serious case, the police, so as not to jeopardise statutory investigations.

e. In all cases **immediate contact should be made with the LADO** to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headteacher following consultation with the LADO (and, in the most serious cases, the police). In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Headteacher is taken by the Trustees (having consulted the relevant authorities).

f. In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Headteacher will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or police.

g. As noted in section 5(f) where we cease to use the services of any person because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. Failure to make a report constitutes an offence. Compromise or settlement agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation. Where a DBS referral has been made, the Charity Commission will also be informed.

h. In cases involving teaching staff, the school will also refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching. Where required to do so, we will provide information requested by the DBS or NCTL in respect of a member of staff or volunteer in accordance with our legal duty.

i. Communications with the School community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity.

j. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the schools procedures or practice to help prevent similar events in the future.

k. If the allegations prove to be unfounded the matter will be referred to Children's Social Care (CSC). If there is concern that the allegation may have been deliberately invented, or malicious, the police will be informed.

14. Roles and Responsibilities

The School have separate procedures which detail the roles and responsibilities of all staff, volunteers and governors in relation to safeguarding. In summary every member of staff, members of the School Governing Board, and every volunteer who assists the School should:

- protect pupils from abuse
- be aware of the School's safeguarding policy and procedures, and Part 1 of Keeping Children Safe in Education
- know how to access and implement the procedures
- follow the procedures at all times
- know the identity of the School's Designated Safeguarding Lead/s and who to speak to in the absence of the Designated Safeguarding Lead/s
- report all safeguarding concerns to the Designated Safeguarding Lead (section 12 (d) and 13 (c) of this Policy)
- keep a record of any safeguarding concern, conversation or incident (in accordance with section 11 of this Policy)
- undertake appropriate training including regular refresher training.

The school undertake appropriate risk assessments and checks of the building and grounds in line with local and national guidance and regulations concerning health and safety, paying due regard to the requirement of the Secretary of State for Education for all independent schools to be inspected against the Independent Schools Standards Regulations, the National Minimum Standards for Boarding Schools and the Statutory Framework for the Early Years Foundation Stage. We also recognise the requirement for disability access plans (Schedule 10 of the Equality Act 2010) and the ban on corporal punishment.

The school has adequate security arrangements in place in respect of the use of the school grounds and buildings by visitors both in and out of school hours.

15. Online Safety

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online

interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;

- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The school's E-Safety Policy also sets out the school's approach to online safety.

16. Referring Concerns to Social Services

a) The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should usually only be taken by the Headteacher or by the Designated Safeguarding Lead, who will liaise with the Headteacher as appropriate, following consultation with the LADO. In cases of serious harm the police will be informed from the outset. However, any member of staff can refer their concerns to children's social care directly (see section 16).

b) The Headteacher and/or Designated Safeguarding Lead should notify the Chair of Trustees/Vice Chair of Trustees of any referral made to Social Services or the police.

c) Subject to 15(a) above and the advice of the LADO, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

d) In accordance with paragraph 12 (b) of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.

e) In the event of the School making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.

f) Social Services are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If the School has not heard from Social Services after two working days the School should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the School has spoken should be kept.

g) COMMON ASSESSMENT FRAMEWORK

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a CAF: If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing. You receive a request from the child/young person or parent/carer for more support. You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address. You want to use the CAF to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better. Please refer to the Bromley Safeguarding Thresholds Guidance

17. Duty to report concerns about the management of safeguarding

- a) The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.
- b) Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. The duty to report concerns about the management of safeguarding is part of the Code of Conduct, and the Whistleblowing Policy is included in the staff induction pack. It will also be reflected in staff training.
- c) The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Headteacher.
- d) However, where a member of staff or volunteer reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Chair of Trustees/Vice Chair of Trustees or refer their concerns to children's social care directly (see section 19 below for contact details).

18. Monitoring and Review

- a) The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Headteacher.
- b) The Trustees will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice.
- c) The annual review will be reported back to the committee and the Headteacher, which will monitor compliance. The Health and Safety Committee will also consider the processes in place for promoting the welfare of pupils.
- d) Any deficiencies or weaknesses identified in this Policy or in any of the School's child protection arrangements will be remedied without delay.

19. Key Contacts

School Contacts

Headteacher: Mrs P. Anderson 0208 460 3546

Deputy Headteacher: Mrs Suzy Woolaway, The Whole School Designated Safeguarding Lead (DSL): 0208 460 3546 ext 551, swoolaway@bcswb.co.uk

Mrs Alison Barker, Deputy Designated Safeguarding Lead (DSL): abarker@bcswb.co.uk

Chair of Trustees –Mrs P Colling, c/o Bishop Challoner School, 228 Bromley Road, Shortlands, BR2 0BS.

Trustee with interest in Safeguarding and acting as senior 'board level lead': Ticky Colling. She can be contacted through the Clerk to Governors, Penny Dormer: pdormer@bcswb.co.uk

Multi-agency contacts

Bromley Lead Officer (LADO) for Education Safeguarding 0208 461 7669 Bromley SCB: 0208 461 7816 (out of hours: 0300 303 8671 / 020 8464 4848)

Susan Phillips: Head of Referrals Bromley 020 8313 4026

Rachel Dunley: Head of Early Intervention and Family Support, Bromley 020 8461 7261

Bromley Safeguarding Children Board (LSCB) – 020 8461 7309 email: bscb@bromley.gov.uk EYFS 020 8313 4635/020 8313 4728

<http://www.bromleysafeguarding.org>

West District (Referrals) – 020 8461 7050 / 7089

Bromley Multi Agency Support Hub (MASH): 0208 461 7379/7404/7026/7373/7309/7014/7329/7428 during office hours. The out of hours' emergency contact number for Bromley is 0300 303 8671.

CAF team: 0208 461 7174

Bromley Well Being Counselling Service – 020 8464 9033

Bromley Child and Adolescent Mental Health Services (CAMHS) – 020 8466 9988 / 020 8315 4430

Education Welfare Service: 0208 313 4152

Bexley Social services 020 8303 7777

Kent Social Services 08458 247 100

Lewisham Social Services 020 8314 6000

Greenwich Social Care: 0208 921 3172 (extension 3 for MASH)

Lewisham CAMHS: 0207 138 1250

Croydon Social services 020 8726 6400

Local Police:

Bypass (alcohol and substance service) 020 8460 9952

Young Minds: 0808 802 5544

NSPCC: 0808 800 5000

NSPCC Whistleblowing helpline (0800 028 0285) and website (www.nspcc.org.uk).

CEOP: 0870 000 33 (or 999 in an emergency) www.ceop.police.uk

DfE dedicated telephone helpline/mailbox for non-emergency advice for staff and governors: 020 7340 7264

Prevent non-emergency advice for staff and Governors: 020 7340 7264

counterextremism@education.gsi.gov.uk

The Safer Bromley Partnership is the Lead Governance of the Prevent Duty

Disclosure and Barring Service, PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795

National College for Teaching and Leadership Tel: 0345 609 0009

The Centre for Excellence in Outcomes www.c4eo.org.uk/themes/earlyintervention/default.aspx?themeid=12&accesstypeid=1

Reviewers: P. Anderson/S. Woolaway

Review Date: August 2018

Reviewed: August 2018

Next Review: September 2019

APPENDIX 1

AGREEMENT TO WORK IN ACCORDANCE WITH
BISHOP CHALLONER SCHOOL SAFEGUARDING POLICY

Please sign the form below and return it to Suzy Woolaway immediately.

Bishop Challoner School is committed to supporting all staff and volunteers to carry out their roles and responsibilities effectively and to ensure that the highest standards of professional conduct are maintained at all times.

We rely on you to help us safeguard and promote the welfare of the pupils in our care.

All staff (including visiting teachers and sports coaches) and volunteers should help the school by reporting concerns they have about misconduct, inappropriate behaviour or abuse by any staff member or volunteer.

Concerns must be reported in good faith and must not be malicious.

If you have any queries about your role in relation to safeguarding or if you have any ideas that could help to keep pupils safe/promote their welfare, talk to the Whole School Designated Safeguarding Lead – Suzy Woolaway and Alison Barker in the Junior School and Early Years Setting.

Agreement

I understand and have received a copy of the School Safeguarding Policy.

The Whole School Designated Safeguarding Lead is:

Deputy Headteacher – Suzy Woolaway

In the absence of the Whole School Designated Safeguarding Lead, the Deputy DSL is Alison Barker will take the lead.

I understand the Bishop Challoner Safeguarding Policy and I agree to work in accordance with this Policy. I have also read Part 1 of the 'Keeping Children Safe in Education' document (KCSIE) and understood it.

Signed:

Name (Block letters please):

Role:

Date:

Signed by Deputy Head;

Date: