

**THE CHARTER SCHOOL
CHILD PROTECTION (SAFEGUARDING) POLICY 2018-2019**

The Charter School Goal

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

The Charter School undertakes an annual safeguarding review conducted by the Southwark Schools Safeguarding Coordinator which includes the scrutiny and compliance of this policy.

Principles

One of our main responsibilities is the protection of pupils, staff and visitors in our care. We work to ensure that all pupils, staff and visitors feel that they work and learn in a secure and caring environment, free from any kind of abuse or neglect. To this end, we: -

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with our pupils.
- raise awareness of child protection safeguarding issues and equip pupils with the skills needed to keep them safe.
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- support pupils who have been abused in accordance with his/her agreed child protection safeguarding plan.
- establish a safe environment in which pupils can learn and develop.
- ensure that pupils feel safe and secure at school.

Purpose

We recognise that the teachers and other adults at school are well placed to observe young people and note any signs and symptoms that could lead to the early detection of child abuse. The mutual respect, trust and confidence that develop between staff and pupils can lead to pupils wanting to discuss abuse that is occurring at home and elsewhere. This can lead to the protection of children at risk. We include opportunities for pupils to develop the skills they need to recognise and stay safe from abuse.

Pupils of all ages are encouraged to talk in general terms about how they are and how they feel. Any pupil expressing unhappiness or worry is offered an opportunity to talk about this individually with a staff member. Pupils must always be listened to carefully and concerns that pupils raise must be taken seriously and responded to appropriately.

We work to encourage partnership between home and school; however, within this we acknowledge that the protection of the child is paramount. Parents and/or carers, pupils and staff are aware that the school must take any reasonable action to ensure the safety of pupils and there may be occasions when outside agencies are consulted before parents and/or carers.

We train all staff to be aware of the incidence, gravity, signs, symptoms, nature and categories of abuse and to deal with the disclosure of abuse. All staff members are aware of the school's procedures and the role of the education support service and other agencies so that the school can fulfil its responsibility and follow the procedures identified by the local safeguarding children board. We ensure that all staff read at least Part One of the DfE guidance "Keeping Children Safe in Education"

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf) and that mechanisms are

in place to assist staff in understanding and discharging their role and responsibilities as set out in Part One.

All staff have annual training provided by the school before the start of the Autumn term. The Headteacher and the Designated Safeguarding Lead decide the range and depth of this training on a year by year basis and is dependent on the review of safeguarding effectiveness. All new staff have specific safeguarding training as part of their induction to the school.

The Designated Safeguarding Lead, the Safeguarding Officer, The Deputy Designated Safeguarding Leads, The SENCO and the Inclusion Manager have all completed Southwark's two-day Designated Lead Training and complete a half day refresher course every two years.

Guidelines

An abused child is a boy or girl under the age of 18 who has suffered from:

Physical injury: actual or likely injury – failure to prevent injury.

Physical neglect: persistent or severe neglect by adults

Failure to be protected from exposure to any danger.

Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Emotional abuse : actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe ill treatment. This category should be used where it is the main or sole form of abuse.

Sexual abuse : actual or likely sexual exploitation of a child or adolescent. The child may be so dependent and/or developmentally immature that the person or persons who had parental responsibility, charge or care of the child, either caused or knowingly failed to prevent sexual exploitation.

Some common signs of abuse

- Unwillingness to come to school.
- Complaining about missing possessions.
- Unexplained bruising or time repeated bruising.
- Easily distressed and frightened.
- Odd drawing and sexually explicit language.
- Damaged or incomplete work.

Examples of types of child abuse and neglect

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. They may be abused by an adult or adults or another child or children.

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 of, or deliberately induces, illness in a child.

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 a child that they are worthless or unloved, inadequate, or valued 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 cyberbullying), 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexually abusive behaviour include:

- A significant age difference (4+ years) between children involved in sexual behaviour. An adolescent who seems interested in younger children would give rise to concern.
- Sexual behaviour involving bribery, threats or force. Children without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected.
- Sexually intrusive/aggressive behaviour – poking objects or parts of bodies into their orifices

Inappropriate sexual behaviour, sexual harassment and peer on peer sexual abuse:

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other – the boundary between sexual harassment and sexually abusive behaviour can be difficult to define. Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour by an immature adolescent, it may indicate that the person has the potential to become a sexual offender, it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Procedure

- Details must be recorded accurately and passed on to the Designated Safeguarding Lead.
- The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour.
- The victim's wishes of how they wish to proceed, how the investigation will be progressed and support given will be carefully considered.
- Parents/carers of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.
- The investigation will need to determine the nature of the alleged incident, the ages and developmental stages of the children, any power imbalance between the children, if this is a one off or a sustained pattern of abuse, if there is ongoing risk and whether there are other contextual factors associated with the victim and perpetrator.

'Sexting'

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) '[Sexting in schools and colleges](#)'.

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 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.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late, regularly missing school or education or not taking part in education, appearing with unexplained gifts or new possessions, associating with other young people involved in exploitation, having older boyfriends or girlfriends, suffering from sexually transmitted infections, mood swings or changes in emotional wellbeing, drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in

communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "[Mandatory Reporting of Female Genital Mutilation – procedural information](#)".

Preventing Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act (June 2015) legally requires schools to have 'due regard to the need to prevent people from being drawn into terrorism' (the Prevent Duty). School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and general safeguarding principles apply to keeping children safe.

It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher, to make an informed decision as to whether to make a referral to the Channel programme within the LA.

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable

Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists, changing their style of dress or personal appearance to accord with the group, their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause, loss of interest in other friends and activities not associated with the extremist ideology, group or cause, possession of material or symbols

associated with an extremist cause (e.g. the swastika for far right groups), attempts to recruit others to the group/cause/ideology, or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills, using insulting or derogatory names or labels for another group, speaking about the imminence of harm from the other group and the importance of action now, expressing attitudes that justify offending on behalf of the group, cause or ideology, condoning or supporting violence or harm towards others, or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence, being criminally versatile and using criminal networks to support extremist goals, having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction), or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)) by emailing MASH@southwark.gov.uk or calling **020 7525 1921**. Advice about whether there is a need to notify the council, can be obtained by calling **07539 346808** or sending an email to privatefosteringadvice@southwark.gov.uk.

Vulnerable and SEN Pupils

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

Reporting concerns

If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately. We have a team of the Designated Safeguarding Lead, Safeguarding Officer, Headship and SEN staff who are fully Safeguarding and CP trained who should be approached in the absence of the Designated Safeguarding Lead before any referral is handled by an individual. Anybody can make a referral in the absence of all of the above trained staff.

Under less immediate circumstances, any member of staff who:

- has a suspicion that a pupil is marked or bruised in a way that is not readily attributed to 'normal' knocks and scrapes.
- notes behaviours or actions in a pupil which give rise to suspicions that the pupil may have suffered abuse.
- receives hints or a disclosure of any type of abuse from a pupil or from one of his/her friends.

has a duty to report his or her concerns as soon as possible to the Designated Safeguarding Lead for Child Protection, or, in his or her absence, to the Safeguarding Officer and any other named Designated Person at the base of this policy, including the Headteacher.

In the first instance, this should be done verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. Our Safeguarding reporting processes should be used to follow up any concern. It is important that members of staff do not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning pupils or parents.

It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher, to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. While staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

We require staff to pass on concerns for a pupil's well-being if they hear of issues or are worried about the child. Concerns might include stress/anxiety, self-harming, eating disorder, medical, pregnancy, housing /accommodation issues.

The Designated Safeguarding Lead is also our designated specifically trained teacher whose role is to promote the educational achievement of children who are looked after. The DSL works in close liaison with the LA virtual school Headteacher.

It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher, to notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher to ensure that when a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

All records must be kept securely, separate from the main pupil file, and in locked locations.

Staff behaviour

The highest possible standards of behaviour are expected from staff, governors and volunteers. In particular, staff should be on their guard against:

- treating pupils or students as peers by adopting their mannerisms or slang.
- giving inappropriate details to students of their personal lives.
- seeming to favour particular students.
- using physical contact with students that is secretive or of a nature that could be considered indecent.
- not following school policy on searching or restraining students. The Restraint log is always completed whenever a student is restrained. Searching of students always takes place in the presence of at least two members of staff.
- using emotional abuse against children by ignoring, ridiculing, humiliating, harassing, intimidating, bullying or intentionally singling out any child for negative attention.
- dressing inappropriately.
- failing to report concerns.

Child abuse allegations made against staff

The school has procedures in place to handle allegations made against members of staff and volunteers.

A child protection allegation made against a member of staff (including the Designated Safeguarding Lead) is the responsibility of the Headteacher. All such concerns should be accurately recorded and reported to the Headteacher as soon as possible. As stated earlier, the member of staff should undertake no further investigative action. Such allegations should be referred to the LADO.

A child protection allegation made against the Headteacher should be accurately and promptly recorded and referred on to the chair of governors. In academies, the matter will be referred to the Trust who will, if necessary, obtain guidance from the DfE. As a converter academy, we, however, continue to liaise very closely with the LA and Social Services.

There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed due to safeguarding concerns or would have been had they not resigned.

Safer recruitment

The governing body takes every precaution to prevent people who pose a risk of harm from working with children. This is achieved by:

- adhering to the statutory responsibilities to check staff who work with children. In the case of a new appointment, the school follows the safer recruitment procedure required by government guidance. DBS checks on all staff, both teaching and non-teaching, temporary, supply or salaried trainees are in place and details are held on a single central record

- taking proportionate decisions on whether to ask for any checks beyond what is required.
- ensuring that volunteers are appropriately supervised.

The school has written recruitment, selection and appointment policies in place. There is always at least one person on any appointment panel who has undertaken safer recruitment training.

Safety on and off site

The safety of children inside school, moving around, arriving and leaving the school site are important considerations. Arrangements for this are set out in our School Trips Risk Assessments and Event Specific Risk Assessments, and as part of our Health and Safety policy. Risk Assessments are completed and approved before any trips away from the site are undertaken. Residential, overseas and activity trips are logged and monitored on Evolve.

Children are offered facilities for changing (and, if needed, for showering) that offer them the level of privacy and safety appropriate to their age.

Internet / E-Safety

The school has procedures in place to safeguard all learners from unlawful, sexual or otherwise potentially harmful content or dangerous use on the internet. Information on internet safety and the importance of monitoring internet use at home is made available to all students, staff and parents at least annually. Information on internet safety and the importance of monitoring internet use is made available to all parents at least annually. Regular reference is made to the Acceptable User Policy to all staff and students.

Parents and carers

All parents and carers are made aware of this policy and the duties and responsibilities of the school with regard to safeguarding through a safeguarding statement displayed in the school reception area and on the school website.

Parents are made to feel welcomed and encouraged to discuss any concerns they have about their child at home.

Child Protection Safeguarding Governor, Designated Lead Person, Safeguarding Manager

The school's named Safeguarding Governor meets termly with the Designated Person

Designated Lead Person : Simon Williams, Deputy Headteacher

Safeguarding Officer : Susan Spence

Child Protection Safeguarding Governor : Paul Koloj

Deputy Designated Lead Persons

AHT KS3 Michael Snell

AHT KS4 Janet Nejo

AHT KS5 Lucy Linderoth

SENCO Rachel Howes

Inclusion Manager Jermaine Phillips

This policy should be read in conjunction with:-

Anti-bullying policy, Attendance policy, Acceptable Use/ E-Safety policy, Equalities and Diversities policy – Single Equalities Scheme, Positive Discipline Policy, Physical Restraint Policy, Safety on School Trips policy, Safe Recruitment policy, Staff Code of Conduct policy, Raising Concerns/Complaints

Review

The Child Protection (Safeguarding) Policy is reviewed annually with the relevant staff and ratified by the Governing Body.

The Chair of Governors will be appraised of significant incidents.

Updated September 2018