



# BIRKENHEAD SCHOOL

## Child Protection and Safeguarding

This policy applies to all Birkenhead School pupils including those in Early Year Foundation Stage (EYFS)

### INTRODUCTION

At Birkenhead School, we are committed to safeguarding and promoting the physical, emotional and moral safety and welfare of each child in our care and we expect all staff and volunteers to share this commitment. We recognise our duty as a safeguarding agency and seek to form positive working relationships with partner agencies and to intervene at an early stage where concerns about a child are identified. Birkenhead School recognises that it has an explicit duty to safeguard and protect children from abuse and this policy has regard for legislation including The Children's Act (1989), Keeping Children Safe in Education (September 2016) (KCSIE), Working together to Safeguard Children (March 2015) (WTSC), and The Prevent Duty Guidance: for England and Wales (March 2015).

This safeguarding policy is available to all parents and pupils via the School website and printed copies are available upon request from the School Office. Safe recruitment procedures operate and the people involved in recruitment are trained in Safer Recruitment. Please enquire at the School Office if you want sight of the recruitment policy and/or Staff Code of Conduct.

Our policy applies to all staff, governors and volunteers working in the school, including in Early Years (EYFS). Any general reference in the policy to 'pupils' or 'children' refers to all children in the School, including those in our Early Years Foundation Stage setting. Our EYFS has further age-specific guidelines, including a policy on the use of mobile phones, cameras, etc. This policy should be read in conjunction with linked policies: Safer Recruitment; Health and Safety; Anti-Bullying; Educational Visits; ICT and BYOD, the Staff Code of Conduct; Whistleblowing Policy and the Behaviour Policy; Staff Code of Conduct; Staff Induction Policy

The School works in close alignment with Wirral Children Safeguarding Board and operates safeguarding procedures in line with WCSB, including inter-agency procedures via the Multi-Agency Safeguarding hub (MASH). The DSL attends regular (at least annual) multi-agency training.

There are three main elements to our child protection policy.

- Providing a safe environment for children/young people to learn in.

- Fostering a school environment in which every child/young person feels valued and able to articulate their wishes and feelings in their preferred method of communication in an atmosphere of acceptance and trust.
- Identifying and responding to children/young people in need of support and/or protection.
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This policy is in accordance with Wirral's Local Safeguarding Children Board Child Protection Procedures and the Government document Working Together to Safeguard Children (March 2015).

## **PRINCIPLES**

- The welfare of children/young people is of paramount importance.
- The protection of the child/young person must be the first priority of all staff.
- Confidentiality cannot apply when working with children/young people where there are concerns of child abuse. All staff are required to report concerns following the procedure laid out in this policy.
- Partnership with parents is an important aspect in the work of Birkenhead School. The exception to this would be when sharing information could lead to a risk to a child/young person.

Birkenhead School recognises the significance of ethnic and cultural diversity and the impact that bullying and racism has on children. Any concern of this nature will be dealt with seriously.

## **SCHOOL COMMITMENT**

There are three main elements to our safeguarding:

1) Prevention – a positive atmosphere, a School culture where staff refer any concern at an early stage, where safeguarding has a high priority, effective PSHE, support available to pupils and effective policies. The School regularly uses different modalities to inform its pupils about safeguarding issues, including online, through the curriculum and PSHE. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. We introduce pupils to the CEOP's 'Thinkuknow' website.

2) Protection – by following agreed procedures, ensuring staff are trained and supported in safeguarding and ensuring the School has robust recruitment procedures. All staff undergo an induction programme where the School's and the Wirral Children's Board's policies are explained. All staff at induction undergo Level1 Safeguarding training before commencing any activity bringing them into contact with children.

3) Support – to pupils and staff, including those who are victims and survivors of abuse.

## **ROLES AND RESPONSIBILITIES**

The School has a child protection policy and procedures in place that are in accordance with locally agreed inter agency procedures. These are made available to parents on request.

The Governing Body undertakes an annual review of the School's policies and procedures relating to safeguarding and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

The School operates safe recruitment procedures that comply with Safeguarding Children and Safer Recruitment in Education (2007) and makes sure that all appropriate checks are carried out on all staff, volunteers and other adults who will work with children. The School's procedures comply with Independent Schools Standards Regulations. The School also obtains assurance that appropriate protection checks and procedures apply to any staff employed by another organisation (or volunteers) and those working with the School's pupils on another site.

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. All staff are informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Person. The names of those carrying the responsibility of Designated Person and Child Protection Co-ordinator are:

Designated Safeguarding Lead and Child Protection Co-ordinator	Mrs K Pankhurst, Deputy Head kp@birkenheadschoo.co.uk
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Designated Person: Seniors	Mrs K Pankhurst, Deputy Head
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Designated Person: Prep:	Mr Richard Halpin, Deputy Head of Prep rah@birkenheadschoo.co.uk
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Designated Person EYFS:	Mrs Jan Dorney, Head of Early Years jd@birkenheadschoo.co.uk
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Nominated Governor	Dr Julia Moore
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If the Designated Person in Prep is unavailable, the member of staff must report to the Designated Person in Seniors and vice versa. If this is not possible the responsibility remains with the member of staff to act in the best interests of the child. Advice may be sought from Wirral's Multi-Agency Safeguarding Hub (MASH). Seeking advice does not constitute a referral. Any staff member can make a referral, or seek advice from the MASH.

The designated individuals for child protection and nominated governor receive initial training and refresher training every year in child protection and inter agency working. This training is to standards set by the Local Safeguarding Children's Board.

All other staff that work with children undertake training that equips them with the knowledge and skills to carry out their responsibilities for child protection, which is kept up to date with refresher training at three yearly intervals. Part-time staff and voluntary staff who work with children are also made aware of arrangements. All new staff joining the School are given safeguarding training as part of the induction process, normally the day before the start of their first term (see Staff Induction Policy) which includes reading and understanding KCSIE and KCSIE Annex A, School Safeguarding Policy, the Staff Code of Conduct, E-safety Policy and Whistleblowing Policy.

## **THE MAIN FORMS OF ABUSE**

### **Physical Abuse**

may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

### **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### **Child Sexual Exploitation (CSE)**

CSE is a form of sexual abuse where children in exploitative situations receive something such as gifts, money or affection in return for performing sexual favours. Children may be tricked into believing that they are in a loving, consensual relationship. They may be groomed or exploited online. Children may not be aware that they are being abused. Children involved in CSE may be persuaded or forced to post explicit images of themselves, take part in sexual activities in real life or online or have sexual conversations in real life or online. Staff should be observant and vigilant and complete a Log of Concern if CSE is suspected.

### **Emotional Abuse**

‘The persistent emotional maltreatment of a child such as to cause severe and persistent 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 from 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, though it may occur alone.’

### **Neglect**

Is 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. It may involve a parent or carer failing

to provide adequate food, shelter and clothing, and failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Female Genital Mutilation (FGM), Forced Marriage (FM) and Honour Based Violence (HBV)**

Staff are made aware of the potential indicators that a child may be at risk of FGM, HBV or FM. Warning signs that FGM, HBV or FM are about to take place, or have taken place, are highlighted to staff in Safeguarding Training. Local safeguarding procedures would be activated in the event of concern and a report would be made to the police. Staff are also made aware of signs that indicate a child may be a victim of Child Sexual Exploitation, meaning a form of sexual abuse in which a young person is manipulated or forced into taking part in a sexual act. This may be in return for attention, affection or other reward.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK, forced marriage is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel that they are bringing shame on their family). Financial abuse (taking someone's wages or not giving them any money) can also be a factor. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders.

Honour Based Violence is where controlling behaviour is used to protect perceived cultural and religious beliefs. Such violence can also occur when perpetrators believe that a relative has shamed the family and/or community.

In the case of suspected FGM, FM or HBV, either by disclosure or observed behaviour, a Log of Concern should be completed and given to the DSL immediately. Where the victim is at immediate risk, the police or MASH should be contacted directly.

### **Mental Health**

Poor mental health can have an important effect on the wider health and development of adolescents and is associated with several health and social outcomes such as higher alcohol, tobacco and illicit substances use, adolescent pregnancy, school dropout and delinquent behaviours. There is growing consensus that healthy development during childhood and adolescence contributes to good mental health and can prevent mental health problems. Enhancing social skills, problem-solving skills and self-confidence can help prevent mental health problems such as conduct disorders, anxiety, depression and eating disorders as well as other risky behaviours including those that relate to sexual behaviour, substance abuse, and violent behaviour. The ability to detect mental health problems early, and to provide treatments, is key.

Anxiety can help people cope: it can be a normal reaction to stress; it can help people deal with a tense situation, study harder for an exam, keep focused on an important speech etc. However, when anxiety becomes an excessive, irrational dread of everyday situations, it has become a disabling condition. Examples of anxiety disorders are obsessive compulsive disorder, post-traumatic stress disorder, social phobia, specific phobia, and generalized anxiety disorder. Symptoms of many of these disorders begin in childhood or adolescence.

## Peer on Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse (to be read in conjunction with the anti-bullying policy). This abuse can take the form of: physical abuse; inappropriate sexual conduct; bullying (including cyber-bullying); sexting; initiation; prejudice; teenager relationship abuse. 'Banter' also constitutes Peer on Peer abuse. This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.

When peer on peer abuse is suspected, a Log of Concern should be completed and the DSL should immediately be informed. In an assessment of peer on peer abuse, consideration should be given to:

- Chronological and developmental ages of those involved
- Differences in power or authority
- Details and degree of the behaviour
- The effect on the victim
- The motivation for the behaviour
- The duration of the behaviour

Once the Log of Concern has been completed and the DSL informed, a decision will be made on whether the threshold has been met for inter-agency working and whether parents will be informed. All incidents of Peer on Peer abuse will be logged in the Centralised Bullying Log available on the T-Drive. For both victim and perpetrator, support is available in the form of the 12-week Bullying Rehabilitation Course.

## E-Safety

- Cyberbullying  
Information and communication technology has revolutionised almost every aspect of modern life. Unfortunately, it has also given rise to new types of abuse. The proliferation of mobile phones and electronic messaging has led to the phenomenon of cyber-bullying, where children or adults send insulting or abusive texts or emails. Children and adults are also able to take photographs and videos on mobile phones and rapidly distribute them to anyone of their choosing. Some young people film physical or sexual assaults and distribute the images to friends and upload them onto websites.  
Staff and pupils are aware of school's rules regarding the safe and appropriate use of ICT.
- Sexting  
'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. It can also refer to written messages. Young people may also call it:
- Cybersex  
Sending a nudie, picture or selfie  
'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. 'Sexting' is often seen as flirting by children and young people who feel that it is part of normal life. However, the child may feel scared or uncomfortable.

The UKCCIS: Sexting in Schools and colleges guidance (2016) will be followed.

In early years, to ensure the safety and well-being of children, we do not allow staff to use personal mobile phones during office hours. Further information on this can be found in the EYFS Early Years Mobile Phone, Photographs and Social Networking Policy available to parents on request.

### **Children with Special Educational needs and disabilities**

Children with Special educational needs and disabilities are at an increased risk of abuse and all staff should be alert to this. This applies particularly to SEN coordinators in Prep and Seniors and the School Nurse as well as Heads of Year. The importance of vigilance is reiterated to these members of staff. The SEN register is updated whenever changes or additions are made and this is available to all staff, and made explicit to staff in direct contact with children on the SEN register.

### **Children Missing in Education**

The School follows up all unexplained absences with a call or email. Children who are missing for five days are reported as a concern. When Pupils leave the School mid-year, this is reported to Wirral Council.

### **Disqualification by Association**

In the EYFS the School carries out its duty to ask whether an employee or person applying for a post at the setting lives or works in the same household as someone who is disqualified from working with children. These checks are carried out on appointment/application, and again at each appraisal. Records are kept by the Head of Early Years.

### **Domestic Violence**

Where it is discovered that children are subjected to domestic violence, or witnesses of domestic violence, this is reported to the MASH for investigation. A log of this is kept in the safeguarding file.

**It is important to recognise that abusers may also be other children as well as adults and where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm such abuse will be reported to the local authority as a child protection concern.**

### **Protecting Children from Radicalisation and Preventing Extremism**

Birkenhead School recognises its legal duty to have due regard to the need to prevent pupils from being drawn into terrorism. The Counter Terrorism and Security Act 2015 established this as a legal requirement.

Extremism is defined as ‘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 School also include in our definition of extremism calls for the death of members of our armed forces.

**The School follows government guidance on radicalisation.** Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the

opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensures that, when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are directly addressed through the school's PSHE curriculum. Perhaps more importantly, these views are infused within the culture and ethos of the school, with discussions amongst peer groups, tutorials, year group assemblies and whole school assemblies encouraging debate and understanding on these topics.

## **INDICATIONS THAT A CHILD MAY BE BEING ABUSED INCLUDE: -**

- Unexplained or suspicious injuries such as bruising, cuts or burns particularly if situated on part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- The child/young person discloses what appears to be an abusive act involving him/her.
- Someone else – a child or adult expresses concern about the welfare of another child.
- Unexplained changes in behaviour over time, e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness/overt sexual approaches to other children or adults.
- Where the child/young person engages in sexually explicit behaviour in games.
- Where the child/young person is distrustful of adults, particularly those with whom a close relationship would normally be expected.
- The child/young person is prevented from socialising with other children/young persons.
- The child/young person displays variations in eating patterns, including overeating or loss of appetite.
- Loss of weight for no apparent reason.
- The child/young person becomes increasingly dirty or unkempt.
- The child/young person inflicts self-injury.
- Persistent running away.
- Unexplained large sums of money/gifts.

It is important to distinguish between an **allegation** and a **suspicion** of child abuse.

**An allegation** is a direct statement by an individual, who may be the child, that abuse has taken place. A child alleging abuse should be taken very seriously and reassured that it was right to tell. **ALL ALLEGATIONS FROM WHATEVER SOURCE MUST BE REFERRED IMMEDIATELY TO THE INVESTIGATING AGENCIES THE SAME DAY.**

**A suspicion** can result from behavioural, emotional or physical factors or symptoms which indicate that child abuse has taken place, but there is no allegation or disclosure to support this. When assessing suspicion, it is essential that the child be viewed in the context of his/her own identity, race, culture, disability and family.



## PROCEDURES

Whilst staff are not responsible for deciding whether or not a child/young person is at risk, they are responsible for reporting allegations/suspensions/concerns. The documents for recording this are 'The Log of Discussion' and 'The Log of Concern' available on the portal. However, notes can be taken in any form if taking notes on these forms is not possible or appropriate at the time of disclosure.

Any suspicions/allegations or incidents of abuse must be reported to the Designated Persons and the Designated Safeguarding Lead. If concerns persist, or it is felt that the matter has not been dealt with by the DSL, then reports can be made directly to the MASH or the police. If a crime has been committed, this will be reported to the police. Parental consent is not required when making a referral.

Where it is believed that a child is suffering from, or is at risk of, significant harm, the School will follow the procedures set out by the local Safeguarding Children's Board available on line at <http://wirralls cb.proceduresonline.com/index.htm> and refer to Social Services Central Advice and Duty Team (CADT) within 24 hours. Allegations against adults should be made to the LADO.

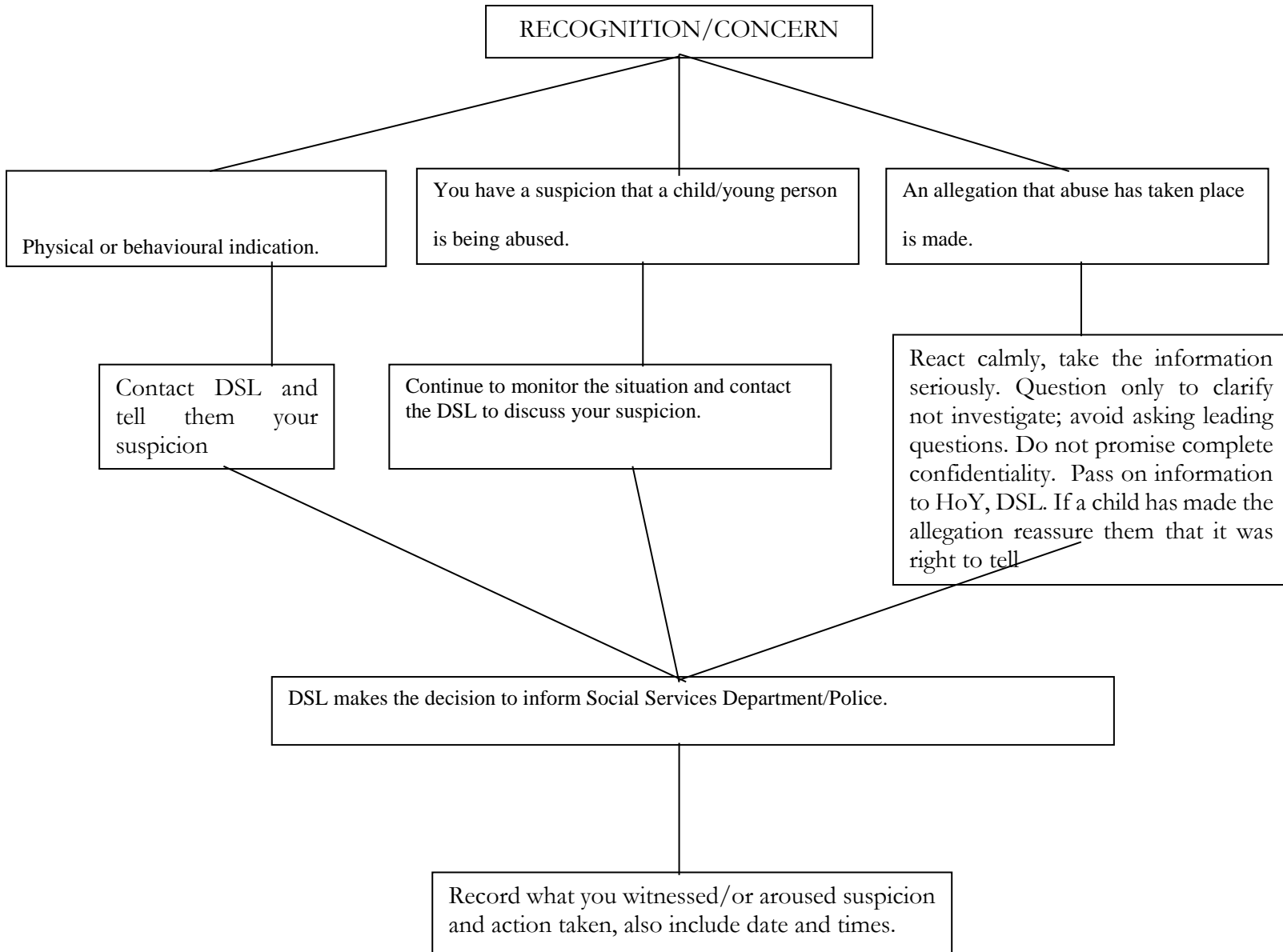
Significant harm can be defined as the ill-treatment or impairment of health and development of a child or young person. Development includes physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical. These are viewed from the perspective of normal behaviour for a child/young person of similar age and understanding.

It is recognised that staff working out of hours and at weekends may not be able to contact their Designated Person or gather information about the child and its family. A Designated Person will usually, except in exceptional case, be available in person or by mobile phone at all times. These difficulties should not prevent staff making an immediate referral if they believe a child has suffered, or is likely to suffer, significant harm.

**Professionals have a responsibility to refer and cannot remain anonymous.**

Telephone referrals to MASH will be followed up in writing by the Designated Person within 48 hours.

ACTION TO TAKE



Parents will be advised of the intention to refer to Social Services MASH and their views and co-operation will be sought, unless the School has good reason to believe that to do so would place a child at greater risk of harm.

## **RECORDING INFORMATION**

Information to be provided to MASH or Police should include:

- Full name(s), date of birth, gender and ethnicity
- Family address
- Name(s) of person(s) with parental responsibility or primary carer(s) if different
- Name(s) and dates of birth of household members if known
- The nature of allegation/suspicion
- A description of any visible bruising or other injuries
- The child's account (if one has been given) of what had happened (but do not prompt or interrogate for information)
- A clear distinction between what is fact and what is hearsay

Wherever possible, referrals to Social Services Department should be confirmed in writing within 48 hours. The Multi-Agency Referral Form available online should be used <http://www.wirral.gov.uk/downloads/3320>

It is useful to record the name of the person to whom the referral is made and a record of any relevant messages made.

Records must be securely maintained, kept separately from academic records and only viewed by appropriate personnel.

Information concerning children at risk will be shared with all members of staff on a “need to know” basis. The Designated Person will make a judgement in each individual case about who needs and has a right to access particular information.

All records are subject to the Freedom of Information Act 2000 and the Data Protection Act. If there is any doubt as to the rights of any party to access information, the School may seek legal advice.

## **MANAGING SUSPICION, CONCERN**

Sometimes the concerns raised do not necessitate a referral. It is, however, advisable to keep a record of the concerns in case there are further concerns or an allegation is made at a future date.

Where there are concerns about a child, an adult may be asked to keep a log of observations. This will be kept securely and separately from generally accessible records. These should be completed on the ‘Log of Concern’ and a copy sent to the Designated Safeguarding Lead.

The option of appropriate support services will be explored and a referral made if necessary.

If the Designated Person considers that a multi-agency response is required a check will be made with the Multi-Agency Safeguarding Hub (MASH) to see if a Common Assessment Framework (CAF) has been completed.

If the Designated Person decides that no further action is required, he/she should make a record of the reasons for this decision.

Birkenhead School will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

## **CONCERNS/ALLEGATIONS OF CHILD ABUSE AGAINST STAFF**

Wirral LSCB has a procedure for the management of concerns regarding professionals. The School also has regard to the DfE document Dealing with Allegations of Abuse against Teachers and Other Staff (2013).

Child Protection Investigations into abuse by professionals require careful management. They can be complex and require particular experience and expertise. The Designated Person should consult the Headmaster. He should then, without delay, take the advice of the Local Authority Designated Person (or if necessary the Police) before setting up any internal inquiry. He will take their advice on informing the child's parents/carers. The LADO can be contacted on 0151 606 2008.

All staff who are concerned about a young person in relation to another staff member should follow the following procedure.

- In every case where there is a reason to suspect that a staff member has abused a child/young person, the details should be reported immediately to the Designated Person who will consult with the Headmaster.
- The Designated Person should consult with the Local Authority Safeguarding Officer (LADO) who will advise if child protection procedures apply.
- If the Designated Person is suspected, the staff member forming such suspicion must report to the Headmaster.
- If the Headmaster is suspected, the staff member forming such suspicion must report the details to the Chairman of Governors without first notifying the Headmaster. If the Chairman of Governors cannot be contacted the individual who has received the concern should refer directly to MASH for advice.

Staff should be familiar with Birkenhead School's Staff Code of Conduct in situations involving one-to-one or physical contact with pupils' (Staff Handbook), which is designed for the protection of children and staff.

Within one month of their leaving school, Birkenhead School is required to report to the Secretary of State, via the Disclosure and Barring Service, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The School will also consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or who would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

For those parts of the School's provision which are Ofsted registered, the School will inform Ofsted, as soon as is reasonably possible but at the latest within 14 days, 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 abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

USEFUL NUMBERS	CONTACT	KEY PERSON
LADO	01516664582  07780508919  suzannecottrell@wirral.gov.uk	Suzanne Cottrell
Wirral Local Safeguarding Unit  Central Advice and Duty Team (CADT and Multi-Agency Safeguarding Hub (MASH)  Police Family Crime Investigating Unit  Wirral Family Safety Unit	0151 666 4442  01516062008 (Office Hours) 0151677 6557 (out of hours)  0151777 2884  01516065440	
Merseyside Police	0151 777 2683 (office hours)  0151 709 6010 (24 hours)	
Support and advice about extremism  Prevent/police coordinator	01616062071 markcambourne@wirral.gov.uk  01517778433	Mark Cambourne  DS Darren Taylor
Whistleblowing advice	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	
Disclosure and Barring Service (DBS)	01325 953 795  (Address for referrals: PO Box 181, Darlington DL1 9FA)	

## ALLEGATIONS OF HISTORIC CHILD ABUSE

A number of incidents publicised in the media have shown the possibility of abuse remaining unreported over a number of years. Should any member of the School receive information directly or

indirectly of previously unreported abuse, they should take it seriously and immediately bring it to the attention of the Designated Person. The actions, including the reporting and investigation of any historic incident disclosed, will take account of the express wishes of the subject/s of the reported abuse and also the legal requirement to refer such allegations to statutory agencies. However, the fundamental principles of the primacy of children's welfare and their protection would apply just as much in these circumstances, and every opportunity should be taken to prevent any future abuse.

## **REVIEW OF POLICY & PROCEDURES**

The Governing Body undertakes an annual review of the School's Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. The nominated governor with responsibility reviews the efficiency and implementation of the policy. The School will ensure that any deficiencies or weaknesses in safeguarding will be remedied without delay once identified.

**Governor Review: Dr Julia Moore 3<sup>rd</sup> July 2017**

**Kirsten Pankhurst 25<sup>th</sup> October 2017. To be reviewed September 2018**