



SAFEGUARDING POLICY

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Designated Safeguarding Staff Contact list

Designated Safeguarding Lead – Salima Marklew
Designated Safeguarding Teacher– Denise Morton
Named Governor for Safeguarding – Christine Lock
Deputy Governor for Safeguarding – Sajo Thomas

Local Authority Contacts:

Hounslow Children’s Social Care 0208 583 3456
Hounslow Children’s Social Care [Out of Hours] 020 8583 2222

Early Help Hounslow 020 8583 6000 extension 1

Local Authority Designated Officers:

Hetsie Van Rooyen: 020 8583 3065 / hetsie.VanRooyen@hounslow.gov.uk

Sally Greig: 020 8583 5013 / sally.greig@hounslow.gov.uk

The purpose of the Safeguarding Policy

Marjory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment. We recognise that we have an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004 and the Education Act 2002.

The policy is in response to:

- ❖ The Children's Act 1989 and 2004
- ❖ Sections 175 and 157 of the Education Act 2002, implemented in June 2004
- ❖ Keeping Children Safe in Education (2015)
- ❖ The Education (Pupil Information) (England) Regulations 2005

And is in line with:

- ❖ Hounslow Safeguarding Board Safeguarding Procedures
- ❖ Working Together to Safeguard Children (2015)
- ❖ What to do if you're worried about a child being abused (March 2015)
- ❖ Safeguarding Children and Safer Recruitment 2006
- ❖ Multi-Agency Practice Guidelines: Female Genital Mutilation (2014)

There are five main elements to our policy

- ❖ Ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work with our children ensuring that each recruitment selecting group and interview panel will have a Safer Recruitment trained member.
- ❖ Raising awareness of Safeguarding issues and equipping our children with the skills and knowledge needed to keep them safe.
- ❖ Implementing and reviewing procedures and reporting cases, or suspected cases of abuse.
- ❖ Supporting pupils who are subject to Child Protection procedures and plans.
- ❖ Establishing a safe environment in which children can learn and develop.

We recognise that because of the daily contact with children, school staff are well placed to observe the outward signs of abuse and note significant changes in children's emotional behaviour. The school will therefore:

- ❖ Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- ❖ Ensure children know that there are adults in school who they can approach if they are worried.
- ❖ Include opportunities, by providing pupils with a curriculum, including PSHE curriculum, for children to develop the skills they need to be able to stay safe.

We will follow the procedures set out by the Hounslow Local Safeguarding Children Board and take account of guidance issued by OFSTED and the Department of Education to ensure:

- ❖ We have a Designated Safeguarding Lead (Salima Marklew) and Designated Safeguarding Teacher (Denise Morton) who have received appropriate training and support for this role, and the names of these people are displayed on the noticeboard in the staffroom
- ❖ We have a nominated Safeguarding Governor (Christine Lock) and Deputy Safeguarding Governor (Sajo Thomas).
- ❖ Every member of staff, volunteer and governor are informed of the name of the Designated Safeguarding Lead and their role.
- ❖ All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead.
- ❖ That parents/carers have an understanding of the responsibility placed on the school and the staff for safeguarding by setting out its obligations in this policy and on the school website.
- ❖ We develop effective links with relevant agencies to enable the most effective and appropriate form of intervention to take place.
- ❖ Children's Services is notified if there is any unexplained absence of a pupil on a Child Protection plan.
- ❖ We will cooperate with relevant agencies with their enquiries regarding Child Protection matters including attendance at case conferences, core group meetings and child in need meetings with reports from school.
- ❖ We keep written records of concerns about children, even where there is no need to refer the matter immediately.
- ❖ All records are kept securely and separately from the main pupil file and in a locked location.
- ❖ We will follow formal complaint procedures where an allegation is made against another member of staff or volunteer by calling the Safeguarding Advice and Allegations Management Duty Line (020 8583 5730) to access the local authority Designated Officer.
- ❖ Safer recruitment practices are always followed.
- ❖ We maintain a single central record of all vetting and recruitment checks.
- ❖ Ensure that all agencies who refer staff to us e.g. supply agencies, ITT institutions, LA staff etc are vetted.
- ❖ That induction for new staff includes making them aware of our Safeguarding Policy, safety and any other relevant safeguarding policies and procedures including completing our online training in Safeguarding and Child Protection in line with other staff members.
- ❖ All staff receive regular training/briefing in Safeguarding to keep their knowledge and understanding fully up to date.
- ❖ The Governing Body are fully informed of the numbers of children subject to Child Protection and Child in Need plans and the number of meetings attended and reports submitted.
- ❖ We complete the annual audit requested by the LA.

Roles and responsibilities

Roles and Responsibilities of the Head Teacher

The Head Teacher of the school will ensure:

- ❖ The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- ❖ Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- ❖ All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- ❖ Safeguarding Leads and other relevant staff receive suitable training to enable them to carry out their roles and to train other colleagues, as relevant.
- ❖ There is a system in place to allow for monitoring and support of those in school who carry out the internal monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- ❖ There are regular meetings held with the Designated Safeguarding officer

Roles and Responsibilities of our Governing Body

The governing body is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- ❖ Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- ❖ Ensuring there are two members of the Governing Body who will champion Safeguarding issues within the school and the Governing Body, will liaise with the designated person about them, and provide information and reports to the governing body. However, it will not be appropriate for them to take the lead in dealing with allegations of abuse made against the Head Teacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.
- ❖ Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about Safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- ❖ Ensuring that the Head Teacher, and all other staff who work with children, undertake training which is kept up-to-date by refresher training yearly.
- ❖ Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for Safeguarding and their responsibilities.
- ❖ Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint

The Senior Designated Person will:

- ❖ Have a working knowledge of how the Hounslow Safeguarding Children Board operates, the conduct of a Child Protection Conference, and be able to attend and contribute to these effectively when required to do so.
- ❖ Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- ❖ Ensure each member of staff has access to and understands this policy especially new or part-time staff who may work with different educational establishments.
- ❖ Ensure all staff receive induction training covering Safeguarding and are able to recognise and report any concerns immediately as they arise.
- ❖ Be able to keep detailed, accurate and secure written records of referrals/concerns.
- ❖ Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses at least every two years.
- ❖ Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- ❖ Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- ❖ Liaise with the Head Teacher to inform her of any issues and ongoing investigations.
- ❖ Maintain an overview of all children about whom there are concerns i.e. subject to a Children Protection Plan, Child in Need plan, LAC, CAF or there is a concerns file.
- ❖ Ensure the school's safeguarding and Safeguarding Policy is updated and reviewed annually, and work with the governing body regarding this.
- ❖ Contribute to any development work within the school.
- ❖ Ensure parents have access to copies of the safeguarding and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the school in this by ensuring it is available on the school website and is shared with parents of new pupils.
- ❖ Ensure that any new staff are briefed about the school's policies and procedures during their induction and that they complete all online training as required.
- ❖ Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

All Staff will:

- ❖ Be alert to signs of abuse and fully aware of how to respond to any disclosures made or any signs of abuse
- ❖ Use the agreed school forms for reporting any causes for concern
- ❖ Ensure they are fully aware of school policies and procedures

- ❖ Behave in a way that ensures that the children in their care are safe from any form of abuse and feel confident that they can speak and be listened to in the event that they want to make a disclosure

Confidentiality

We recognise that all matters relating to Safeguarding are confidential, however, a member of staff must never guarantee confidentiality to a pupil. Where there is a Safeguarding concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The Head Teacher or Designated Safeguarding Lead will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Staff training and Development

Training and annual refreshers will be given to ensure that all staff are able to recognize, respond and deal (professionally and personally) with Safeguarding issues. In addition, new staff and governors will receive training during their Induction.

During the course of the year Designated Safeguarding Staff and other staff will also be involved in providing training sessions for staff covering areas identified in the training plan, such as Prevent, E-Safety and others. The Designated Safeguarding Staff will receive appropriate training every two years to get a clear understanding of all aspects of their role, including the strategic overview, child protection procedures, supporting other staff and the need to work with partner agencies.

A training record will be submitted annually to Governors as part of the school's annual safeguarding and child protection report.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and Procedures apply. When our children attend off-site activities, the School will check that effective Safeguarding arrangements are in place. A risk assessment will be completed for all off site trips and activities.

Allegations Against Staff

No school staff should place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All staff should be aware of the School's expectations and the Behaviour Policy. Guidance about Safeguarding and Child Protection, including E-Safety, will be given at induction and policies are available on the school website.

If an allegation is made by a student against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher. If the allegation is against the Head Teacher it should be taken directly to the Chair of Governors or the Deputy Head Teacher who will take it to the Chair of Governors. The School follows the DfE Guidance 2015 'Keeping Children Safe in Education' on allegations of abuse against staff as well as the guidance provided in Section 16 of The Sexual Offences Act [2003]. When concerned about the welfare of a child, staff members should always act in the interests of the child. The Head Teacher or Chair of Governors on all such occasions will discuss the content of the allegation with Safeguarding Advice and Allegations Management Duty Line (020 8583 5730) and then proceed to speak to the Local Authority Designated Officer.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort. It should only be used to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. However, we recognise that touch is appropriate in the context of working with children with special needs, and all staff have been given 'Safe Touch' guidance to ensure they are clear about their professional boundaries.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation and wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Information Sharing

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death. Poor or non-existent information sharing is a factor repeatedly flagged up as an issue in Serious Case Reviews carried out following the death of, or serious injury to, a child.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.

Children may disclose abuse, in which case the decision to share information is clear. In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge.

Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages.

Dealing with a Disclosure

The following points give a guide about what to do and what not to do in the case of a disclosure:

- ❖ Stay calm – the student needs us to be composed and in control.
- ❖ Listen carefully and sympathetically, without probing.
- ❖ Do not question or put words in the student's mouth.
- ❖ Note the main points calmly and carefully
- ❖ Reassure the child that it was right to tell.
- ❖ Tell the student that you will need to inform a member of SLT.
- ❖ Discuss what has happened with one of the Designated Safeguarding Lead or members of the SLT.
- ❖ Look after the student while arrangements are being made.
- ❖ Make the rest of the day as normal as possible for everyone.
- ❖ Write up a full account on our recording sheets as soon as possible (this MUST be done before the end of the day). Pass on to the Designated Safeguarding Lead or a member of SLT as soon as possible. Always remember to use as much of the child's words as possible and remember that the document may be used as a legal document so should be written professionally and fully.

The four Categories of Child Abuse and Possible signs

Physical abuse: Physical abuse 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.

Signs of possible physical abuse may include:

- ❖ Any injuries not consistent with the explanation given for them
- ❖ Injuries which occur to the body in places which are not normally exposed to falls or rough games
- ❖ Injuries which have not received medical attention
- ❖ Reluctance to change for, or participate in, games or swimming
- ❖ Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- ❖ The child gives inconsistent accounts for the cause of injuries
- ❖ Frozen watchfulness

Sexual abuse: 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.

Signs of possible sexual abuse may include:

- ❖ Any allegations made by a child concerning sexual abuse
- ❖ The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- ❖ Sexual activity through words, play or drawing
- ❖ Repeated urinary infections or unexplained stomach pains
- ❖ The child is sexually provocative or seductive with adults
- ❖ Inappropriate bed-sharing arrangements at home
- ❖ Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- ❖ Eating disorders such as anorexia or bulimia.
- ❖ Unusual or excessive itching or pain in the genital or anal area

Emotional Abuse: Emotional abuse is 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 children 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 the child's developmental capability, as well as over protection 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, though it may occur alone.

Signs of possible emotional abuse may include:

- ❖ Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- ❖ Obsessions or phobias
- ❖ Sudden underachievement or lack of concentration
- ❖ Seeking adult attention and not mixing well with other children
- ❖ Sleep or speech disorders

- ❖ Negative statements about self
- ❖ Highly aggressive or cruel to others
- ❖ Extreme shyness or passivity
- ❖ Running away, stealing and lying

Neglect: 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. 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.

Signs of possible neglect may include:

- ❖ Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- ❖ Clothing that is dirty, too big or small, or inappropriate for weather conditions
- ❖ Frequently left unsupervised or alone
- ❖ Frequent diarrhoea
- ❖ Frequent tiredness
- ❖ Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- ❖ Frequently hungry
- ❖ Overeating junk food

Specific Safeguarding issues

Female Genital Mutilation (FGM)

FGM involves cutting and sometimes sewing the girl's genitalia, normally without anaesthetic and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural rather than religious origin and is practised by separate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice for example that a girl or young woman shows signs of pain or discomfort, needs to visit the

toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME (Black and Minority Ethnic) child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM alongside other possible explanations.

At Marjory Kinnon School, FGM will be treated as a Child Protection Concern and will be referred to Hounslow Children's Services.

Useful Links

FGM Helpline 0800 028 3550

Childline 0800 1111

Forced Marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women,) including assault, imprisonment and murder where the person is being punished by their family or their community.'

Further Guidance

Forced Marriage Unit – www.gov.uk/stop-forced-marriage 0207 008 0151

Government Advice – www.gov.uk/forced-marriage

Child Sexual Exploitation (CSE)

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something [for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection] as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of

power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Indications of children being exploited can include:

- ❖ 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
- ❖ Displaying inappropriate sexualised behaviour

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Where child sexual exploitation, or the risk of it, is suspected staff should discuss the case with the designated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

Useful links

Childline 0800 1111

Missing Children

Parents are aware that they must phone school if their child is absent. Admin staff phone every child on the first day of an absence if a parent doesn't phone by 9am.

Any absence for a child who is subject to a Safeguarding plan or is known to Children's Services will have their absence reported to Children's Services on the first day.

Education Welfare Officer (Marie Hosain 0208 583 2424 / 07807285892) will be notified of absences for any children who have been absent for more than 3 days with no notification from parents. The education welfare officer will be notified on the first day of absence for any pupil on a child protection or child in need plan.

Private Fostering

A private fostering arrangement is essentially one that is made privately [that is to say without the involvement of a Local Authority] for the care of a child under the age of 16 [under 18, if disabled] by someone other than a parent or close relative with the intention that it should last for 28 days or more. Close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half-siblings and step parents; it does not include great aunts or uncles, great grandparents or cousins. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act [1989]. Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group and private fostering arrangements must be reported to children's services by the school.

Monitoring, Evaluating and Review of this policy

The Governing Body will review this policy annually (or sooner if legislation changes) and assess its implementation and effectiveness.

Date of last review: June 2016

PUPIL NAME: _____

SAFEGUARDING PROCEDURE

HEADTEACHER: DENISE MORTON
DSL: SALIMA MARKLEW
DGOV: CHRISTINE LOCK/SAJO THOMAS
SOCIAL CARE: 0208 583 6600 option 1
0208 583 2222 out of hours
PREVENT: JOAN CONLON 0208 583 2197
07817 079190



