

NIS Jakarta  
Safeguarding and Child Protection Policy  
2018-19

**Designated Safeguarding Lead**

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## Section 1.

### Introduction and Context

#### Our Principles and Beliefs and Philosophy

NIS Jakarta's philosophy is to 'Be Ambitious'.

Our philosophy is underpinned by our belief and commitment to ensure that all our students are supported in their ambition by learning and thriving in the safest possible environment.

Our students are empowered to make decisions for themselves but are supported in this decision-making by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe (e.g. through personal, social, health and economic education, Wellness programmes).

We recognise that having a safeguarding and child protection policy does not mean that any risk to children is eliminated, merely that we expect that all staff and volunteers in our schools, and any contractors or partner agency staff used by our school, will when possible recognise where a child is at risk of or is actually being harmed and do all that they can to reduce further risk or further harm.

We recognise that we are particularly important in protecting our students as we are in the best position to identify concerns early and provide or identify help for children as well as helping to prevent concerns from escalating.

Consequently, we accept and adhere to these basic principles:

- A child's welfare is paramount and each child has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All children need to be safe and feel safe in school.
- Every child is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a commitment to protecting children with/for whom we work.
- We work in partnership with parents / carers and/ or other professionals to ensure the protection of children.
- Our guiding principle throughout is that of 'the best interests of the child'.
- All children have the same equal rights to protection but we recognise that this is harder for some children because of their special educational needs, disability, gender, religion or sexual orientation.

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### Aims and Objectives

NIS Jakarta aims to:

- Comply with legislation and follow procedures and good practice as outlined in Nord Anglia Education Policy on Safeguarding, Child Protection and promoting the welfare of students in our care.
- Establish the actions we will take to ensure that children remain safe at school.
- Provide a safe and happy environment in which to enable children to thrive and learn.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set down the correct procedures for those staff/volunteers or third party individuals who encounter any issue of child protection/safeguarding to follow.
- Through the provision of clear policies, be clear with all parties, including children and their parents or carers, on what our approach is to safeguarding and child protection.
- Provide effective training for all staff in good practice for recognising and dealing with Child Protection and Safeguarding issues.

### Policy Statement

- NIS Jakarta is committed to safeguarding and promoting the welfare of all children and young people in the school and expects all staff and volunteers to share this commitment.
- Every pupil should feel safe and protected from any form of abuse or neglect which includes verbal, physical or sexual abuse, as well as emotional ill-treatment.
- We commit to practising safe recruitment in checking the suitability of staff and volunteers to work with children and young people, including always checking references, obtaining local police checks and disclosure certificates.
- We commit to providing regular and effective training and support for all staff with regards to Child Protection and Safeguarding policies and procedures.

### Definitions:

#### Safeguarding

Safeguarding and promoting the welfare of children refer to the processes of protecting children from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and wellbeing of all children in our care and enabling every child to have the optimum life chances and enter adulthood successfully.

#### Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

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## Section 2.

### Organisational and Individual Responsibilities

#### Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to protect them.
- In particular, the Principal (Designated Safeguarding Lead Officer) and Deputy Head (Deputy Designated Safeguarding Lead), who oversee the policy and procedures, have distinct roles.

#### The Principal:

- Monitor the work and actions of the Designated Safeguarding Lead Officer and Deputy DSL to ensure consistent and secure application of the policy and procedures.
- Have a clear understanding of the local expectations around safeguarding, whom to contact, what agencies exist and how to contact them.
- Be kept informed of all cases, actions and outcomes. Take final decisions where required.
- Ensure that this policy and procedures are implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Leads to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Only deploy staff, who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.
- Conduct an annual review of policy and procedures.

#### The Designated Safeguarding Leads:

The designated staff role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

Being guided by these principles the Designated Safeguarding Leads will:

- Play a key role in ensuring that the school takes action to support any child who may be at risk.

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- With the Principal, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Undertake appropriate training, in addition to the basic training that all other staff receive, which will be refreshed every two years.
- Have a clear understanding of the local expectations around safeguarding, whom to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be the first point of contact for parents, pupils, staff, volunteers and external agencies in all matters of Child Protection and Safeguarding.
- Collate and keep accurate and confidential records of any concerns about children.
- Co-ordinate the Child Protection procedures.
- Maintain a continuous training programme for all staff.
- Keep the Principal informed of all cases, actions and outcomes, and consult in all cases.

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding lead's job is to make decisions about what to do next and then to take appropriate action.

### All staff must:

- Be familiar with and follow this safeguarding policy and all other safeguarding related policies e.g. Code of Conduct.
- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure staff member is supervised until the check is passed).
- Be alert to signs and indicators of possible abuse.
- Listen to and takes seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- Follow the procedures outlined in this document when/if concerned about any child.
- Support children, staff or other adults who have concerns or who are the subject of concerns to act appropriately and effectively in instigating or co-operating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by Nord Anglia Education).
- Understand the potentially serious disciplinary or even criminal consequences for failure to abide by the code of conduct. All staff and volunteers need to recognise that if their behaviour outside the workplace clearly breaches the code of conduct and questions their suitability and/or becomes a potential reputational risk to The British International School Shanghai or Nord Anglia Education, this too may be considered a disciplinary matter.

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**All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) must:**

- Undergo a safeguarding briefing/induction in relation to their role and understand what is required of them if they have concerns and who they should be reporting to if required.
- Provide written confirmation to demonstrate that where appropriate, all partner agency staff/contractors have been safely recruited and appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children) before they commence their role with The British International School Shanghai. Where these staff or volunteers are constantly supervised the recruitment checks may not need to be as rigorous but it is for the Principal/ /Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organisations themselves.
- Where partners/contractors do not have their own safeguarding or child protection policy, NIS Jakarta, will provide a copy of our own and the Nord Anglia Education's policy and ask partners/contractors to read and follow these. These requirements will be part of any contractual arrangements.
- Follow the guidance laid down in this policy at all times.

### Section 3.

#### Training and Support

NIS Jakarta will undertake to ensure that:

- All staff and volunteers in schools will be provided with appropriate generalist safeguarding training on joining the school and then at least every 3 years. This training will be available both through Nord Anglia University (NAU) and through face- to- face events with Designated Safeguarding Staff in school.
- Training and relevant policies are made available in English and Bahasa Indonesia as appropriate.
- Staff and volunteers are also provided with support and the necessary skills to recognise and take appropriate action regarding children who are at risk or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate knowledge, which is up to date and that they access appropriate additional training to help with the responsibilities of their post.
- Designated Safeguarding Leads will access appropriate specialist training as approved by the Group Education Director/Assistant Director for Safeguarding in addition to the basic child protection training received by all staff and volunteers. This will be refreshed every 2 years.
- All staff and volunteers are subject to a full induction which includes an overview of what to do and who to contact if concerned about a child.
- Appropriate staff are trained in safe recruitment.

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## Section 4.

### Forms of Abuse /Risks/Specific Safeguarding Issues

There are a significant number of ways that children are exposed to risk and danger but all require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself in direct harm to a child or by a failure to take action to protect a child who is at risk or already suffering harm.

The more commonly referred to types of abuse are:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child
- Emotional abuse: the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person
- Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non- contact activities over social media or the internet
- Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad 4 main areas of potential abuse, abuse itself can take many forms many of which will have either an emotional, physical, sexual or neglectful impact (or combination of more than one of these). Some examples of these risky and or often harmful situations are identified below (note: this is not an exhaustive list).

School staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

### E safety

The growth in electronic media in everyday life and an ever developing variety of devices create additional risks for children.

Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

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The British International school believes the best way to protect children is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education and wellness programmes. Our curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

### Allegations against staff and volunteers

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed a child or may have harmed a child.
- Where someone has possibly committed a criminal offense against a child (either under UK legislation or local legislation).
- Where someone has behaved in a way towards a child or children that he or she would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal unless a criminal act has been committed in which case the matter should be referred to the local authorities where appropriate. In all cases (criminal or not) the Principal of the school and the Assistant Director, Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 48 hours. HR must also be informed by contacting the regional HR Director as soon as possible. In the case of the allegation being against the Principal, the Regional HR Director and the Regional Managing Director as well as the Assistant Director Head of Safeguarding, should be informed. No action to investigate the concern should be taken before consultation with the Assistant Director, Head of Safeguarding and HR and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Regional HR Director/Assistant Director, Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education code of conduct for staff and volunteers.

### Whistleblowing

NIS Jakarta recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons would be considered to be a protected disclosure and even if proven to be unfounded no action would be taken against the whistle blower.

Malicious whistleblowing would be seen as a potential disciplinary matter. (See Nord Anglia Education's whistleblowing policy)



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### Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection matter. Staff at every level will take seriously any concerns raised in relation the bullying of any child or young person. Action will always be taken to investigate the concerns and act to prevent repeat incidents or behaviours. Bullying may involve either face to face bullying or the misuse of social media or ICT.

Each school must have its own policy and approach to restorative practices but all our schools will demonstrate a commitment to help resolve specific issues.

### Children with Special Educational Needs or Disabilities

All staff need to recognise that children with special Educational needs and disabilities can face additional safeguarding challenges. Depending on the nature of a child's special needs or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse.

For example, it is easy to assume that a child's mood, behaviour or any injury relates to the child's disability rather than the fact that the child may be suffering abuse.

It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs of this. Communication difficulties in particular may make it very difficult for a child to indicate what's happening and therefore may make it very difficult to overcome any such barrier. Staff need to be extra vigilant and report any and all concerns and avoid making assumptions about the causes of any injury or behaviour.

### Allegations made by a child about another child (Peer on peer abuse)

We recognise that children are capable of abusing their peers. Where an allegation is made that one child may have abused another this will always be taken seriously and dealt with as a safeguarding matter.

Peer on peer abuse can take many forms but gender issues can be prevalent when dealing with this type of abuse.

Examples can include girls being inappropriately touched/assaulted by boys or boys themselves being subject to initiation violence. This type of peer on peer behaviour will not be tolerated.

Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children" or "experimentation".

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

### Self-Harm.

Self-harm can take a number of physical and/or emotional forms.

There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it but there are links between depression and self-harm.

Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

low self-esteem, low confidence, loneliness, sadness, anger, numbness and lack of control in their lives.



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Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that is behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they have done or have been accused of doing.

Young people will sometimes go to great lengths to cover self-harm scars or injuries and or they will explain any indications of self-harm as accidents. There are some common themes that may help staff identify concerns including:

Physical indicators such as: Cuts, bruises, burns, bald patches (where hair has been pulled out).

Emotional indicators such as: depression, sudden weight loss, drinking or drug-taking or unusual eating habits and isolation or withdrawal.

If staff suspect that a child is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the young person involved and their parents (or carer) to agree a course of action or referral to a body that may be able to support the young person.

### **Safeguarding pupils who are vulnerable to extremism.**

We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

### **Sexting.**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. These images are usually sent using mobiles, tablets, smartphones, laptops or any device that allows you to share media and messages. Sexting may also be referred to by children and young people as trading nudes, dirties or pic for pic.

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings to get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Children and young people often do not realise that in creating and sending these images they are potentially committing a criminal act but ideally we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

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## Section 5.

### Procedures to be followed by any staff member or volunteer who is concerned about a child

**Our Safeguarding & Child Protection Flow Chart provides an at a glance overview of process for raising and responding to concerns.** (Appendix 1)

#### Dealing with Disclosure, Reporting and Further Action

##### General Principles:

Be aware that if a student asks to speak to someone in confidence about a problem, no-one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

**The Following guidance is based on 5 key practices for all staff:** (Appendix 2)

##### Receive

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this but it is important that you make time for the child even if this is to say “ I can’t stop now but come and see me in my office at”... Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.

##### Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

##### React

React to what the child is saying only in as far as you need to for further information. Don’t ask leading questions. Keep questions open like... “is there anything else you need to tell me?”. Try not to criticise the alleged perpetrator as this may be a family member whom the child will still have feelings for.

##### Record

Make brief notes about what the child says during the conversation but if this is not possible make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Use exact words where possible. Record the time date and place as well (see the record of concern form at appendix 3).

##### Report

Where a student makes any disclosure or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern (ideally using the record of concern form at appendix 3) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (which can be found at appendix 4).

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**Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and it could interfere with a criminal investigation if this were required and appropriate under local laws.**

Where a student has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal or Deputy DSL in the absence of the DSL) must be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from the child, and any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary consult, on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

### Record Keeping

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared wider than that.

- DSL Child protection records must be stored in a secure filing cabinet in the Principal's office or in a secure electronic system, accessible through the Designated Safeguarding Lead or Principal. Records of any student disclosure need to be clearly dated and filed without future amendment.
- Child protection records should be separate to the general education file.
- The Principal will maintain a Welfare/ Safeguarding Register and inform relevant staff as deemed appropriate.
- A child protection file will be started for an individual pupil as soon as the school is aware of any child protection concerns about that pupil. This may arise in a number of ways e.g.
  - If a member of staff raises a concern about the welfare or wellbeing of a pupil – this should be recorded in writing (see below for guidance).
  - If information is forwarded to the school by a previous school attended by the pupil.
  - If the school is alerted by another agency of child protection concerns about that pupil.
- Members of staff should make a written/typed account of any concern they have regarding the welfare or wellbeing of a child, using the Cause for Concern pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.
- If any information is removed from a file (electronic or otherwise) for any reason, a dated note must be placed in the file indicating who has taken it, why and when.
- The Cause for Concern and the DSL Child Protection Form must include:
  - A record of the pupil's details: name, date of birth, class/form
  - Date and time of the event / concern
  - The nature of the concern raised
  - The action taken and by whom: Name and position of the person making the record.

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In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure?
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

### Confidentiality

We will regard all information relating to individual Safeguarding/child protection issues as confidential, and will treat it accordingly. Information will be passed on to appropriate persons only at the discretion of the Principal/ Designated Safeguarding Leads and this will always be based on the need to know.

All records relating to child protection will be secured appropriately. Where such information is stored electronically, all contemporaneous notes should be scanned and kept in original format.

### Raising Awareness

- Our Safeguarding & Child Protection Flow Chart provides an at a glance overview of process for raising and responding to concerns. (Appendix 1)
- The Safeguarding & Child Protection Policy and Flow Chart is shared with all staff as part of the school's induction procedures at the start of each school year and for any new staff.
- The school's induction procedures include guidelines about what to do when staff become aware of a Safeguarding or Child Protection concern.
- The Safeguarding & Child Protection Policy and Adult Volunteers in School Policy (Appendix 6) is shared with all volunteers as part of the school's induction procedures prior to volunteering in school.
- Safeguarding and Child Protection Training is conducted with all 3rd Party Providers before they begin working with NIS students.

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**Review**

This policy will be reviewed and updated on a regular basis but at least every 2 years.

The Principal and Deputy Designated Safeguarding Lead must adopt and sign this policy after each update. A copy of the revised policy must be made available to all staff, volunteers, parents and students.

**Signed and dated by School Principal**

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**Signed and dated by the Designated  
Leads for Safeguarding**

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