

Child Protection and Safeguarding Children Policy

Insert name of School

Insert School logo

This policy was adopted by the Governing Body on insert date

This policy is due for review on insert date



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Key Contacts

Role	Name	Contact details
Designated Safeguarding Lead	Add contact name	Add contact details
Deputy Designated Safeguarding Lead	Add contact name	Add contact details
Add additional role	Add contact name	Add contact details
Add additional role	Add contact name	Add contact details
Add additional role	Add contact name	Add contact details
Add additional role	Add contact name	Add contact details
Local Authority Safeguarding contact	Add contact name	Add contact details
Police contact details	Add contact name	Add contact details



Name of School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

1. Introduction

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. **Name of school** is a community, and all those directly connected – staff members, governors, parents, families and pupils – have an essential role to play in making it safe and secure for all.



2. Our Ethos

- 2.1 We believe that **name of school** should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We are aware of the importance of enabling children to talk openly and to feel confident that they will be listened to. We appreciate that both mental and physical health are relevant to safeguarding and the welfare of children.
- 2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work with parents and guardians to build a solid understanding of **name of school**'s responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations. This means:
- Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
 - Due regard will be given to issues of race, religion, culture, language, gender, sexual orientation and disability in all child protection work.
- 2.5 **Name of school** will fulfil its commitment to safeguard and promote the welfare of children by:
- Ensuring there is senior management commitment
 - Having clear lines of accountability and structures
 - Supporting a culture that enables safeguarding issues and promotion of children's welfare to be addressed, and ensuring that accurate records with regard to actions and decisions are made
 - Ensuring all staff are appropriately trained in safeguarding children.



2.6 **Name of school** aims to:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure that children know that there are adults in school who they can approach if they are worried or are in difficulty
- Include in the curriculum, activities and opportunities for PSHCE, which equip children with the skills they need to stay safe from abuse and to recognise when they are at risk, and how to get help when they need it (Ofsted Inspecting Safeguarding Guidance, September 2018)
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and violence free relationships (this is included in the delivery of Citizenship and PSHCE)
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- Ensure that we comply with all statutory guidance relating to the Prevent Duty
- Ensure that staff understand their duty to safeguard pupils against Female Genital Mutilation (Working Together to Safeguard Children 2018).



3 **Scope**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years, but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.
- 3.3 This policy applies to all learners in this school.

4 **The Legal Framework**

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy has been developed in accordance with the following statutory guidance and local safeguarding procedures:
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020.
- 4.5 This policy should be considered alongside other related school policies. These are:
- Health and Safety
 - Whistleblowing
 - Anti-Bullying
 - Prevent
 - **Insert all relevant school policies**



5 Working Together

- 5.1 Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. "Everyone who comes into contact with children and families has a role to play" – *Working Together to Safeguard Children 2018*.
- 5.2 All staff, including support and lunchtime cover, are aware of the key staff to speak to in relation to safeguarding concerns. Children know to tell an adult, and information is then passed on to the **insert lead safeguarding contact and deputy**.
- 5.3 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the **insert your local authority** guidelines. The Designated Safeguarding Lead (DSL) or Safeguarding Officer will contact the **insert local authority** Referral Team **insert contact telephone number**, to discuss the concern and get advice about next steps. In an emergency the DSL or Safeguarding Officer will contact the police on **insert local police telephone number**.
- 5.4 Where the level of concern does not identify a child protection issue, but where safeguarding concerns are identified, the DSL or Safeguarding Officer will contact the Safeguarding Children in Education team **insert telephone number** for advice.
- 5.5 Where the level of concern does not identify a safeguarding issue, but could lead to more serious concerns if left, staff must follow the procedures set out in the Team Around the Family (TAF) guidance. This may involve signposting to or involving more appropriate agencies for support and may involve the school in acting as lead agency in a TAF. This is a voluntary process where families agree to work with representatives with relevant agencies to work through their difficulties. These agencies could include: housing, health, probation, and young people's services, as well as education. Good practice would be for the family to be involved in choosing the agency who leads the TAF process.
- 5.6 **Early Help and Prevention** – Identification of the need for early help and support for children and families is vital. All staff are aware they can signpost or refer parents to the Family Support Worker for early help and support with a variety of issues including: housing, finances, relationship issues and managing children's behaviour.



- 5.7 Staff are trained to identify children and young people who show signs of needing support with their emotional well-being and mental health. These concerns would be discussed with parents and, where appropriate, the child would be referred for school support, or school from an appropriate agency.
- 5.8 Staff are kept informed about safeguarding procedures by **specify, e.g. staff meetings, specific training etc.** and are required to keep up to date with all changes in safeguarding legislation and procedures. All staff are aware of possible indicators for different forms of abuse and neglect and the signs and symptoms. This is also referred to as part of the Safeguarding Briefing for all new staff, volunteers and students. Staff are signposted to relevant, up-to-date Safeguarding & Child Protection documents which contain detailed information about these issues.
- 5.9 **Name of school** will ensure that other adults in school know to consult with the Head/DSL or the Family Support Worker where there are safeguarding or child protection concerns. This is ensured through **specify how.**
- 5.10 Parents of children in the school will be informed of the school's duties and responsibilities in relation to Safeguarding and Child Protection procedures by access to the Safeguarding Children Policy, which is available **specify where.**
- 5.11 **Pupil Information** – We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur:
- Names and contact details of persons with whom the child normally lives
 - Names and contact details of all persons with parental responsibility
 - Emergency contact details
 - Details of any persons authorised to collect the child from school (if different from above)
 - Any relevant court orders in place, including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 - Name and contact detail of G.P.
 - Any other factors which may impact on the safety and welfare of the child.



5.12 **Confidentiality** – Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate. We are, however, under a duty to share any information which is of a child protection nature.

We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.



6. **Specific Issues and Vulnerabilities**

- 6.1 Abuse and neglect are forms of maltreatment of a child/young person. A child/young person is abused or neglected when harm is inflicted on them or when there is failure to prevent harm by their carer.

Abuse of a child/young person can occur in the family or in an institution or community setting, by those known to them or, more rarely, by others, e.g. via the internet. They can be abused by an adult or adults, or by a child or children. There are four categories of abuse (Working Together to Safeguard Children, HM Gov 2018).

- 6.2 **Physical Abuse** – Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person. Harm can also occur due to practices linked to faith and culture, e.g. Female Genital Mutilation (FGM).

- 6.3 **Emotional Abuse** – Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person’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 the 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 capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone.

- 6.4 **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 penetrative (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic 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.

- 6.5 **Neglect** – Neglect is the persistent failure to meet a child/young person’s basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person’s development.

Neglect may occur during pregnancy (e.g. as a result of maternal substance abuse, maternal mental ill health or learning difficulties, or a cluster of such issues). Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. 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/young person from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

This may also include neglect of, or unresponsiveness to, a child/young person’s basic emotional needs.

- 6.6 **Additional Information** – Traditionally, the above four categories of child abuse have been recognised in literature; however, more recently, the categories of child abuse have been extended by some experts, for example the NSPCC describes 12 categories of child abuse as:

- **Domestic abuse** – witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships
- **Sexual abuse** – a child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online
- **Neglect** – an ongoing failure to meet a child's basic needs. It's dangerous and children can suffer serious and long-term harm
- **Online abuse** – any type of abuse that happens on the Web, whether through social networks, playing online games or using mobile phones



- **Physical abuse** – deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts
- **Emotional abuse** – children who are emotionally abused suffer emotional maltreatment or neglect. It's sometimes called psychological abuse and can cause children serious harm
- **Child Sexual Exploitation** – a type of sexual abuse in which children are sexually exploited for money, power or status
- **Female Genital Mutilation** – the partial or total removal of external female genitalia for non-medical reasons
- **Bullying and cyberbullying** – bullying can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally
- **Child trafficking** – a type of abuse where children are recruited, moved or transported, and then exploited, forced to work or sold
- **Grooming** – children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional
- **Harmful sexual behaviour** – children and young people who develop harmful sexual behaviour harm themselves and others.

6.7 Working Together to Safeguard Children 2018 states that “safeguarding and promoting the welfare of children” means the process of:

- Protecting children from maltreatment (i.e. abuse or neglect)
- Preventing impairment of children’s health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable children to have optimum life chances and to enter adulthood successfully.

6.8 “Child Protection” is part of safeguarding and promoting welfare. The term “child protection” refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.



7 Roles and Responsibilities

7.1 School Managers'/Head Teachers' responsibilities include:

- Communicating clearly the school's safeguarding policy and procedures to all members of the school community by **insert how**
- Reporting to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies
- Ensuring safe recruitment practice is followed when recruiting for posts
- Ensuring appropriate action is taken when an allegation is made against a member of staff
- Ensuring all appropriate checks are made in relation to all staff, volunteers and visitors, including Section 128 checks for School Governors
- Ensuring that all staff are made aware of their roles and responsibilities in relation to this policy
- Ensuring that all staff have read the policy and are aware of what actions they need to take
- Identifying and providing any additional training and support needs required by staff to enable them to perform their duties as defined in this policy
- Monitoring periodically, staff awareness of their roles in relation to this policy
- Following other appropriate **insert local authority** procedures, simultaneously where necessary e.g. disciplinary procedures, complaints and incident reporting
- Ensuring all staff receive adequate safeguarding supervision considering the vulnerabilities and risks for children.

7.2 Designated Safeguarding Lead (& Deputy) responsibilities include:

- Ensuring all staff are aware of the DSL and deputy contact details and acting as a point of contact
- Referring cases of suspected abuse to the local authority children's social care as required
- Supporting staff who make referrals to local authority children's social care
- Keeping detailed, accurate, secure written records of concerns and referrals
- Being familiar with relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Referring cases to the Channel programme where there is a radicalisation concern as required
- Supporting staff who make referrals to the Channel programme
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required



- Referring cases where a crime may have been committed to the police as required
- Liaising with the headteacher or principal to inform of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaising with the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaising with staff (especially pastoral support staff, school nurses, IT technicians, and SENCOs, or the named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and, when deciding whether to make a referral, liaising with relevant agencies
- Acting as a source of support, advice and expertise for all staff
- Understanding the assessment process for providing early help and statutory intervention, including local criteria for action and **insert local authority** children’s social care referral arrangements
- Having a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and being able to attend and contribute to these effectively when required to do so
- Ensuring each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part-time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers.

7.3 **Individual** responsibilities include:

- All staff should actively safeguard and promote the welfare of children
- All staff need to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment
- All staff should know the Designated and Deputy Safeguarding Lead’s name and contact details including telephone numbers and email
- All staff should, in particular, be alert to the potential need for early help for a child who is disabled and has specific additional needs; has special educational needs; is a young carer; is showing signs of engaging in anti-social or criminal behaviour; is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence; has returned home to their family from care; and/or is showing early signs of abuse and/or neglect
- All staff will attend all relevant training and development provided by **name of school** and be aware of all their responsibilities in line with Keeping Children Safe in Education 2020



- Concerns that children are at risk of, or suffering from, child abuse or neglect must be discussed with a senior member of staff. Reasons for the concern and actions taken should be documented in **specify where this is recorded**
- Any decisions taken not to share information with other agencies regarding a child potentially experiencing harm or neglect should be clearly documented in the **specify where this is recorded**
- All staff should seek safeguarding supervision when they have concerns for vulnerabilities and risks to children
- Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need (Working Together, 2018)
- What should you do if you are worried about a child? –
Do not minimise your concerns or assume someone else will do something. Do discuss your concerns with your DSL or Head Teacher. If necessary, consult a member of the relevant **insert local authority's** Safeguarding Children Team.

7.4 **The Governing Body** responsibilities include:

- Receiving any allegations made against the Head Teacher
- Holding the Head Teacher to account for implementation of this policy
- Assessing the impact of this policy in keeping children safe
- Contributing any local, contextual information that may support children's safety and welfare
- Appointing a nominated governor to liaise with the Head Teacher and DSL on safeguarding issues
- Receiving and considering regular reports from the Head Teacher about the effectiveness of Safeguarding and Child Protection at the school
- Reviewing training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe
- Regularly reviewing this policy, ensuring it complies with all law, regulation and good practice
- Ensuring all Governors are familiar with Keeping Children Safe in Education 2020.



8. Early Intervention

8.1 Attendance

Name of school are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need plan to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence that we have not been notified about by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence
- We will always report to **insert the local authority** the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

8.2 Pupil Behaviour

Name of school will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy. We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary
- We will always notify parents or carers of any such incident.



9. Responding to Concerns From a Child

9.1 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that they have done the right thing in telling
- Explain to the child that, in order to keep them safe from harm, the information that has been shared must be passed on
- Report what has been disclosed to the DSL in the school
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record and record the concern in **insert where reports are logged in school**.

9.2 The DSL will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer, significant harm
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a CPP, or a Child in Need plan
- Confirm whether any previous concerns have been raised by staff
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice from **insert local authority** if unsure that a child protection referral should be made.



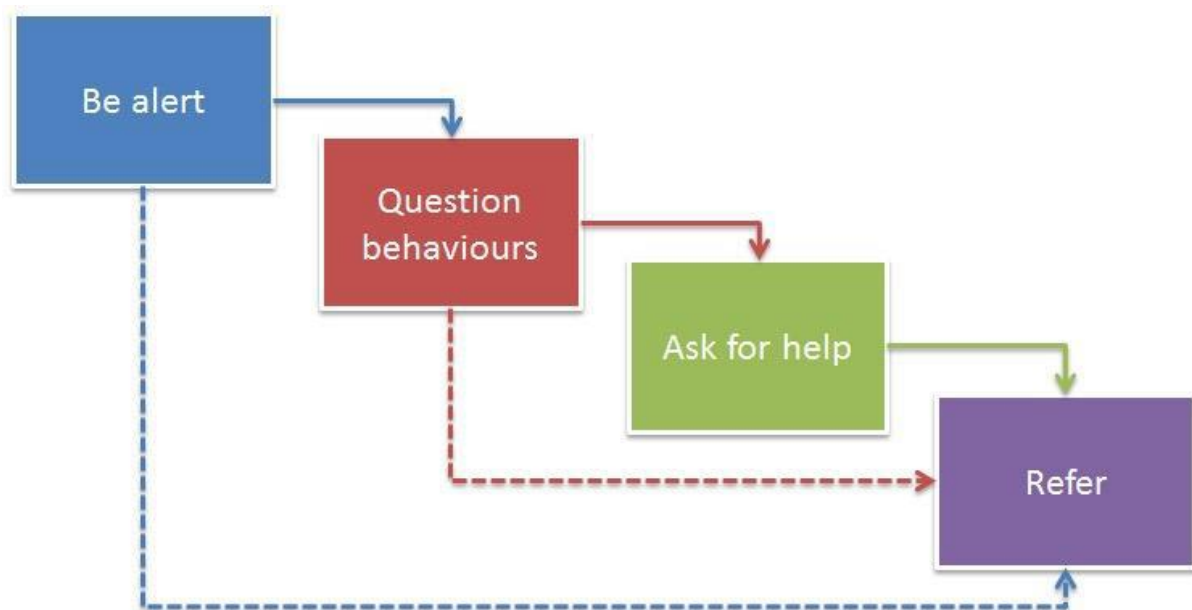
10. Allegations Against Members of Staff

- 10.1 Any allegation of abuse made against a member of staff (including supply teachers, support staff and volunteers) in relation to a pupil must immediately be brought to the attention of the Head Teacher and, where appropriate, the DSL. The Head Teacher will act in a co-ordinating role.
- 10.2 Should the Head Teacher be the subject of the allegation, the DSL will immediately report to the Chair of Governors to establish (as outlined in Keeping Children Safe in Education 2020) “the nature, content and context of the allegation” and agree the appropriate course of action. In some cases, allegations may be so serious that they will require immediate intervention by the police and/or children’s social care services.
- 10.3 If the allegation against a member of staff (including supply teachers, support staff and volunteers) meets any of the following criteria, the Head Teacher (or other lead person) must report it to the Local Authority Designated Officer (LADO) the same day:
- They have behaved in a way that has harmed a child, or may have harmed a child
 - They possibly committed a criminal offence against or related to a child
 - They have behaved towards a child or children in a way that indicates they may pose a risk of harm to children
 - They’ve behaved towards a child or children in a way that indicates he/she is unsuitable to work with children
- 10.4 For other allegations, the Head Teacher and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.
- 10.5 Where the Head Teacher considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, the Head Teacher will inform the LADO who can consult the police and children’s social care professionals as appropriate.
- 10.6 The LADO should also be informed of any allegations that are made directly to the police or to children’s social care.
- 10.7 All alleged physical injuries must be investigated by the appropriate external agencies.
- 10.8 Where appropriate, **name of school** will inform Ofsted of the allegation and actions taken, within the required timescale.



11. Procedures

11.1 There are four key steps to follow to help all staff identify and respond appropriately to possible abuse and/or neglect.



- If an incident occurs or is suspected, all staff should take personal responsibility for reporting the allegation and not assume that somebody else will take action/share information that might be critical in keeping children safe
- The DSL or deputy DSL must be informed of the allegation, who will report this to the Head Teacher or, if the allegation is against the Head Teacher, to the Governors
- The DSL will ensure the allegation is acted on within the school day
- It may not always be appropriate to go through all four stages sequentially. If a child is in immediate danger or is at risk of harm, staff should refer to children's social care and/or the police and inform the DSL. Before doing so, staff should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation
- Staff should record, in writing, all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions.



12. **Monitoring and Reviewing**

- 12.1 The DSL will continually monitor **name of school**'s child protection and safeguarding practices and bring to the notice of the Head Teacher and Governors any weaknesses, deficiencies or required changes.
- 12.2 The Governing Body has a duty to remedy any weaknesses that are identified.
- 12.3 **Insert who** will submit an annual report to the Governors outlining the child protection and safeguarding work undertaken by **name of school** during the year.
- 12.4 The Governors, Head Teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.
- 12.5 The Policy will be reviewed annually with Governors' approval.

