



SAFEGUARDING CHILDREN POLICY **SSPo2** IS BEING UPDATED AND FORMATTED FOR UPLOAD TO THE SCHOOL TOOLKIT SYSTEM.
PLEASE CONTACT THE DESIGNATED SAFEGUARDING LEAD - CATRIONA EADIE - FOR SAFEGUARDING ADVICE AND INFORMATION.

SAFEGUARDING CHILDREN POLICY

SSPo2
v9

PROCEDURE

SSPr3 – Safeguarding Children Procedure
SSPr14 - Peer on Peer Abuse Allegations Procedure
SPPr10 – Allegations Against Staff Procedure

REFERENCE

SSR2 – Wave Power : Child Welfare in Swimming
SSR3 - Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings
SSR4 - What to do if you are worried a child is being abused
SSR7 – Filming & Photographing Events
SSR15 – Working Together to Safeguard Children
SSR28 - The Safeguarding Vulnerable Groups Act 2006
SSR83 – The Protection of Freedoms Act 2012
SSR93 – Keeping Children Safe in Education

FORM

SSF2 –Safeguarding Disclosure / Incident Report
SSF4 – Staff Meeting Notes
SSF5 – Meetings Agenda
SSF6 – Staff Who Have Had Safeguarding Training (+ additional training undertaken by Designated Person)
SSF10 – Designated Responsibilities
SSF16 – Declaration for Cameras at Events
SSF38 - Individual Incident / Safeguarding / Vulnerable Families Log
SSF39 - Incident and Safeguarding Reporting Log

SSR94 – ‘Prevent’ Duty Guidance	SDF23 - Safeguarding Induction Booklet
SSR104 – Information Sharing: Advice For Practitioners Providing Safeguarding Services	SDF5 – Induction Record
SSR105 - What to do if you are worried a child is being abused Flowchart	
SSR106 – Visitors Leaflet	
SSR107 - Statement of Safeguarding Requirements for Training	
SSR108 – Honour-Based Violence	
SAR1 – Parent Information Pack	

This document should be read alongside the following related policies:

- ❖ Looked After Children Policy **SSPo19**
- ❖ Anti-Radicalisation Policy **SSPo22**
- ❖ Preventing extremism and radicalisation safeguarding policy **SSPo23**
- ❖ E-Safety Policy **SSPo24**
- ❖ Female Genital Mutilation (FGM) Policy **SSPo25**
- ❖ Home Visits Policy **SSPo29**
- ❖ Children Missing From Education Policy **SSPo30**
- ❖ Early Help Policy **SSPo31**
- ❖ Forced Marriages Policy **SSPo32**
- ❖ Information Sharing Policy **SSPo33**
- ❖ Physical Intervention Policy **SSPo34**
- ❖ Policy for Volunteers in School **SSPo35**
- ❖ Private Fostering Policy **SSPo36**
- ❖ School Records Management Policy **SSPo37**
- ❖ Visiting Speakers Policy **SSPo38**
- ❖ Mandatory DBS Checks for everyone in ‘regulated activity’ and Single Central Register Policy **SPPo29**

All children have the right to a safe and happy childhood.

Langley Hall Primary Academy is concerned for the welfare and safety of children and works to create a culture of security for the children in its care, to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

Langley Hall Primary Academy has a named person designated as responsible for safeguarding children known as the Designated Safeguarding Lead – DSL (formerly Safeguarding Children Officer – SCO). This person is identified on the Designated Responsibilities notice **SSF10** displayed within the school.

STATUTORY FRAMEWORK

Schools are expected to ensure that they have appropriate procedures in place to enable them to respond appropriately if they believe that a child (defined as “anyone under the age of 18 years) has been, or is at risk of being neglected or abused. This policy therefore includes work experience and many childcare students as well as pupils. These procedures should also cover circumstances where there is an allegation involving a member of staff. (See Safeguarding Children Procedure **SSPr3**)

- ❖ Staff should be alert to the signs and symptoms of abuse and know to whom they report any concerns or suspicions.
- ❖ All schools should have a designated member of staff with responsibility for co-ordinating action within the school and liaising with other agencies, including the Local Safeguarding Children Board - LSCB (formerly the Area Child Protection Committee - ACPC), Channel (for ‘Prevent’) and Children’s Social Care.
- ❖ The designated member of staff must have appropriate training including ‘Prevent’ awareness, and such training must be updated at least every year.
- ❖ Schools, led by the designated DSL, must be aware of and follow their local County guidelines.
- ❖ HM Government has published guidance for authorities, including schools, on their responsibilities under the Counter-Terrorism and Security Act. Schools should have due regard to the need to prevent people from being drawn into terrorism, and are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- ❖ Schools should have procedures for handling suspected cases of abuse, including where a member of staff is involved.
- ❖ All schools led by the designated DSL should be aware of the Safeguarding Children Procedures established by the Local Safeguarding Children Board - LSCB (formerly the Area Child Protection Committee - ACPC) and, where appropriate, by the Local Authority.
- ❖ The school must operate safe recruitment procedures and appropriate checks must be carried out on all new staff, students and volunteers (see Keeping Children Safe in Education **SSR93**)
- ❖ The senior management of the school should undertake an annual review of their policies and procedures relating to safeguarding children, and how their safeguarding duties have been discharged.
- ❖ Any deficiencies or weaknesses in safeguarding arrangements should be remedied without delay.

Parents are made aware of the school’s safeguarding children policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child (see Parent Information Pack SAR1).

The role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (designated member of staff for safeguarding and child protection) will be a member of the school’s leadership team and will be given time, funding, training, resources and support to fulfil their role in accordance with the statutory guidance.

The Designated Safeguarding Lead should:

- ❖ manage all referrals in cases of abuse or suspected abuse;
- ❖ ensure that all staff, including non-teaching staff are aware of safeguarding policies and procedures;

- ❖ ensure that all staff, including new, temporary and part-time, have training to enable them to know how to identify child protection and safeguarding concerns, and what to do about them;
- ❖ develop an effective working relationship with other agencies e.g. LSCB, so as to remain aware of new policies and available training opportunities for staff;
- ❖ understand the locally agreed assessment process for providing early help and intervention;
- ❖ keep written records of concerns (whether or not any action is taken) that are detailed and accurate, and ensure that all records are kept confidential and secure;
- ❖ discuss and follow up concerns and decide whether referral is the appropriate course of action;
- ❖ make referrals where child neglect or abuse is likely to occur, or is suspected or disclosed;
- ❖ attend case conferences, or ensure that the appropriate member of staff attends, and is aware of the purpose and procedure of the child protection conference;
- ❖ ensure that a report is prepared for the conference and to take part in core groups as is required;
- ❖ liaise with the Head of School regarding ongoing enquiries under section 47 of the Children Act and police investigations;
- ❖ meet with the Education Welfare Officer (EWO) or Health Visitor to monitor children at risk;
- ❖ encourage a culture of listening to children and taking account of their wishes regarding measures that are put in place to protect them;
- ❖ ensure that safeguarding children is an item on every Meetings Agenda **SSF5**;
- ❖ ensure that the safeguarding policy and procedures are reviewed at least annually (working alongside the Governing Body).
- ❖ ensure that the safeguarding policy is made public and parents are made explicitly aware of the school's role and statutory responsibilities to refer instances where abuse or neglect is suspected.
- ❖ ensure that when a child leaves the school that their child protection file is copied for their next setting (school or college) as soon as possible, but also ensure that it is sent separately from their main records.
- ❖ keep confidential records containing details of the social worker for all looked after children, and the name of the virtual school head in the authority that looks after that child, together with information about family contact and other care arrangements (see Looked After Children Policy **SSPo19**).

At Langley Hall Primary Academy all members of staff are responsible for:

- knowing about the role of Head of Children Services in regards to safeguarding
- attending staff training focused on safeguarding
- knowing the symptoms and signs of abuse and neglect
- accessing fortnightly safeguarding updates disseminated by Head of Children Services

When to be concerned

- ❖ When a child has frequent or untypical injuries, not normally associated with the explanation offered. (see Recording Existing Injuries Policy **SSPo13**)
- ❖ When a child's basic needs appear to have been neglected e.g. adequate food, shelter, clothing, or not responding to their emotional needs.
- ❖ When a child exhibits untypical behaviour, his or her progress at school alters dramatically or their attitude changes.
- ❖ When a child indulges in sexual behaviour either verbal or non-verbal, that is unusually explicit or inappropriate for his or her age.

Dealing with a disclosure

If a child discloses that he or she has been abused, the member of staff should:

- be aware that disclosures may only occur once and it is crucial that this is recorded accurately. All verbal conversations must be recorded promptly in writing.
- listen to what the child says without displaying shock or disbelief.
- accept what is being said.
- allow the child to talk freely.
- reassure the child but not make promises which it may not be possible to keep.
- not promise confidentiality. It may well be necessary to inform Children's Social Care.
- reassure the child – it is not his or her fault.
- stress that it is right to tell.
- listen, do not ask direct or leading questions.
- do not criticise the perpetrator, the child may well still love him or her.
- explain what you have to do next.

Record keeping

When abuse is disclosed or suspected, the member of staff should:

- ❖ make a brief note as soon as possible using Safeguarding Disclosure / Incident Report **SSF2** giving quotes if they can be recalled. Dates and times should be recorded. These notes must not be destroyed, even if a more detailed report is written later. They may be needed by a Court.

Children about whom a previous disclosure has been made

If Langley Hall Primary Academy is made aware that a child starting or already attending the school is involved in a safeguarding issue, a meeting will be held with all of the relevant personnel to establish ways in which the child and their parents can be supported within the school.

The child's Class Teacher will be involved in these discussions and will monitor the child as appropriate, feeding information into the staff meeting using Staff Meeting Notes **SSF4**.

Safeguarding conferences

The Designated Safeguarding Lead will decide who is most suitable to attend the Case Conference and help with preparation of the report.

Support

Dealing with safeguarding children is always difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated Safeguarding Lead.

Staff training

All new staff must have basic safeguarding training as part of their induction (see Induction Record **SDF5**). Further training should be sought for staff on an ongoing basis and all staff, including the Designated Safeguarding Lead should attend specific child protection training at least every year.

The Designated Safeguarding Lead should also attend other related training courses if possible. The form Staff Who Have Had Safeguarding Training **SSF6** should be used to record the names of staff who have had safeguarding children training.

The Safeguarding Children Policy **SSPo2** (this policy) should be read at staff meetings at least every 3 months.

All staff must update their safeguarding training every year.

Langley Hall Primary Academy and The Virtual School

The DSL attends training with the Virtual School on a termly basis.

When there are 'looked after children' in school, the DSL will work with the Head of the Virtual School to discuss how the funding can be best used to support their progress.

Safeguarding children with SEND

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers". (Keeping Children in Education 2016)

Allegations involving a member of staff*

Langley Hall Primary Academy takes seriously its responsibility to investigate allegations made against staff or any other person working with the children at our school. Allegations Against Staff Procedure **SPPr10** follows the guidance in Keeping Children Safe in Education **SSR93** and Working Together to Safeguard Children **SSR15**. These documents contain detailed guidance on the management of allegations and will be referred to during the process. Any allegation will be dealt with quickly in a fair and consistent way and will include support for the person against whom the allegation has been made. A named representative will be assigned to keep the person against whom the allegation has been made informed of the progress of the case and to consider what other support may be appropriate or necessary for them.

Where an allegation is made against a colleague, immediate advice will be sought from the Designated Officer. The Head of School (or in their absence, the Chair of Governors) will be informed immediately (unless the allegation involves him or her, in which case a nominated member of the senior staff will be involved – see Allegations Against Staff Procedure **SPPr10**). Disciplinary procedures will also be considered including the option to suspend the member of staff. The Local Safeguarding Children Board (LSCB) and Ofsted will be informed of any allegations.

The Designated Officer will advise how, and by whom, the parents of the child concerned should be told of the allegation (if they are not already aware of it). Parents are kept informed of the progress of the case and the outcome (where there is no criminal prosecution). Deliberations of any disciplinary hearing and information taken into account cannot be disclosed – but those concerned should be told the outcome. Parents / carers will be advised that Section 141F of the Education Act 2002 prohibits them from reporting, or causing to be published, allegations about teachers. If they wish to challenge this ban, they should be advised to seek legal advice regarding making an application to the court to have the restrictions removed.

Where a child may have suffered significant harm or there may be a criminal prosecution, Children's Social Care or the police will consider what support may be needed for the child concerned and Langley Hall Primary Academy will offer support as necessary.

Langley Hall Primary Academy will discuss with the agencies involved (e.g. police, Children's Social Care) what information can be disclosed to the person against whom the allegation has been made. Following the discussion, the member of staff will be informed (in line with the guidance received) of the progress of the case and offered appropriate support as necessary. Regular reviews (at least monthly) will be conducted throughout the course of any investigation. All agencies concerned (including the Local Authority, Children's Social Care, police and employer) should share information about the subject of the allegation and the alleged victim and obtain permission to do so where necessary.

In accordance with reporting restrictions introduced in The Education Act 2011, every effort will be made to keep details of any allegation against a member of staff* confidential during any investigation.

Suspension of a person against whom an allegation has been made will be considered if it is decided that there is no reasonable alternative, including where there is cause to suspect that a child is at risk of significant harm, where a police investigation is likely or where the allegation is so serious as to suggest there may be grounds for dismissal. Advice will be sought via the Designated Officer, however the decision to suspend can only be made by the employer and will only be done after very careful consideration. Alternative measures will be considered first such as moving the person to other duties while the investigation continues. If a decision to suspend is taken, this will be on full pay and the reasons and justification for the suspension will be recorded and the member of staff advised of them. Staff against whom an allegation has been made will be advised to seek support from their union or other professional association if they are a member. Staff who are suspended will be kept advised of events in the school so that they do not become out of touch with the day to day operation of the school. Staff who are subsequently reinstated will be given help and support to enable them to return to their duties.

Langley Hall Primary Academy and the Designated Officer should be informed by the police or Crown Prosecution Service (CPS) straight away when a criminal investigation or subsequent trial is complete, or if the case is closed without charge or a decision is made not to prosecute after the person has been charged. Langley Hall Primary Academy will, in consultation with the Designated Officer, consider what further action may be appropriate and consideration will be given to the circumstances of the case and the standard of proof required for disciplinary proceedings.

All allegations will be investigated and followed up, even if the person concerned resigns or stops providing services to Langley Hall Primary Academy, as it is important that all allegations reach a conclusion wherever possible. Records will be kept in the personnel file of the person against whom an allegation has been made, whatever the outcome, until that person reaches normal retirement age or for 10 years – whichever is longer. The records kept will be clear and comprehensive and include details of the original allegation, the investigation, decisions made and actions taken. A copy of the records will be also be provided to the member of staff for their own reference.

Langley Hall Primary Academy will not enter into any "compromise agreement" (e.g. agree not to use disciplinary procedures if the person agrees to resign, entering into an agreement for wording of references etc.) in connection with safeguarding allegations.

If the allegation is proved and the person is dismissed, resigns or otherwise no longer provides their services, Langley Hall Primary Academy will advise the Disclosure and Barring Service (DBS) in accordance with the legal requirements of the Safeguarding Vulnerable Groups Act 2006 **SSR28** as amended by the

Protection of Freedoms Act 2012 **SSR83**. Other bodies who may need to be notified include professional bodies such as General Teaching Council, Ofsted etc. and the Designated Officer will advise whether such additional referral is appropriate. Any referral will be made within 1 month.

All allegations whether substantiated or not will be reviewed to see whether there are lessons to be learned and if procedures or practice should be amended to prevent similar allegations arising in the future.

Malicious allegations will be removed from personnel records. All other allegations will remain in the person's confidential personnel records. A clear and comprehensive summary of the allegations, how it was followed up and resolved, any action taken and decisions reached will be kept confidentially but will be available to ensure accurate information can be provided in response to any future request for a reference. Any allegation found to be false, unsubstantiated or malicious will not be included in employment references. The record of allegation will remain on file until the person accused has reached normal retirement age, or for a period of 10 years from the date of the allegation, whichever is longer. A copy of this confidential record will be given to the member of staff.

Persons (adults or pupils) making malicious allegations will be considered for disciplinary action in line with codes of conduct and behaviour policies and such sanctions may include referral to the police for consideration of prosecution of the person making the allegation.

* the term "staff" refers to any person employed, training, volunteering or otherwise having contact with children attending Langley Hall Primary Academy.

What is child abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children.

Working Together To Safeguard Children 2015 highlights four areas of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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. This is known as fabricated or induced illness.

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another (including domestic abuse)
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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.

Sexual abuse 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. Sexual abuse 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.

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

In addition, you should be aware that there are many other ways in which children can be placed at risk of harm. These include:

- Race and hate crime
- Information Communication Technology (ICT) - computers and mobile devices such as mobile phones and games consoles may be used as a means of abusing children and young people
- Specialist circumstances such as gang activity, abuse linked to spiritual and religious beliefs, child sexual exploitation or forced marriage.
- Radicalisation-is driven by an ideology which sanctions the use of violence; by propagandists for that ideology here and overseas; and by personal vulnerabilities and specific local factors which, for a range of reasons, make that ideology seem both attractive and compelling.

If you come across a situation that falls within specialist circumstances, advice should be sought from your designated safeguarding lead.

Compromised care

Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken.

Compromised care may arise due to:

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality (Cross Government definition 2013).

Controlling behaviour refers to a range of acts designed to make a person subordinate and/or dependent for example by isolating them from sources of support, or depriving them of the means needed for independence.

Coercive behaviour refers to an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten the victim.

Domestic Abuse can occur across the whole of society regardless of race, ethnicity, religion, social class, age, income or where a person lives. This revised definition also acknowledges the increasing incidents identified between young people in their personal relationships, both with partners and parents/carers.

All staff who work with children and families should be:

- alert to the relationship between domestic abuse and the abuse and neglect of children
- aware that experiencing domestic abuse (directly or indirectly) constitutes harm to a child or young person.

There is clear evidence that domestic abuse increases the risk of harm to children.

Definitions

The following definitions will be used when determining the outcome of allegation investigations:

- Substantiated***: there is sufficient identifiable evidence to prove the allegation;
- False***: there is sufficient evidence to disprove the allegation;
- Malicious***: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
- Unfounded***: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;
- Unsubstantiated***: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Definitions taken from Dealing With Allegations of Abuse Against Teachers and Other Staff

Duty to refer

The DSL should refer all cases of abuse or suspected abuse to the Local Authority Children's Social Care.

In addition, referral should also be made to:

- the Designated Officer (DO) in all cases which concern staff member
- the police, if a crime may have been committed

The Safeguarding Vulnerable Groups Act 2006 **SSR28** as amended by the Protection of Freedoms Act 2012 **SSR83** introduced a legal requirement for schools to refer to the Disclosure and Barring Service (DBS) all cases where an employee or volunteer is dismissed or no longer used because the school thinks the person has harmed or poses a risk of harm to children or vulnerable adults, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.

Langley Hall Primary Academy's safe and secure method for transferring of child protection files.

Retaining records when pupils transfer to another school

At LHPA Child Protection Records are transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Child protection files are sent by post, using recorded delivery to the correct address.

Statutory safeguarding guidance from the DfE, Keeping Children Safe in Education **SSR93**, says on page 53:

“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.”

Whistleblowing

If you feel unable to raise an issue within school, or feel that your genuine concerns are not being addressed:

You can call the NSPCC on **0800 028 0285** (Monday to Friday 8am to 8 pm)

Or you can e-mail [**help@nspcc.org.uk**](mailto:help@nspcc.org.uk)

Reference to safeguarding children in other school policies and procedures

Safeguarding is not just about protecting children from deliberate harm, it is important that attention is given to “safeguarding” in other policies, procedures, forms and reference documents.

These include:

- ❖ anti-bullying
- ❖ behaviour management
- ❖ Parent Information Pack and the safeguarding children statement in the school prospectus
- ❖ filming and photographing events
- ❖ equal opportunities
- ❖ health and safety documents including:
 - school security
 - management of allegations against staff
 - educational visits
 - use of school premises

- first aid
- medical alert
- ❖ personal, social and emotional development
- ❖ recruitment and selection
- ❖ staff conduct
- ❖ alcohol and substance misuse
- ❖ use of force and restraint
- ❖ whistle blowing
- ❖ use of children's images
- ❖ monitoring and filtering access to the internet
- ❖ assessing the suitability of visiting speakers

Children's Images Policy **SMPo6** will be strictly adhered to at all times.

This document was reviewed on the date shown in the footer and will be reviewed again no more than one year from that date.