St Christopher's School
Hampstead

CHILD PROTECTION: SAFEGUARDING POLICY

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Reviewed by: Ms Ella Schierenberg (DSL)
Approved by: Christine Lough (Head)
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This policy applies equally to the Early Years Foundation Stage Setting, Key Stage 1 and Key Stage 2 as taught at St Christopher's School. ***This policy is reviewed annually by the Designated Safeguarding Lead and in conjunction with the Designated Safeguarding Governor.***

For the purposes of this policy, the term "Staff" refers to The Head, teachers, assistants, administration personnel, ancillary personnel, maintenance workers and caretakers.

1. THE SAFEGUARDING TEAM AND LOCAL AUTHORITY CHILD PROTECTION CONTACT DETAILS

SAFEGUARDING TEAM
These senior staff have been fully trained in accordance with the requirements of statutory guidance and have the status and authority to take responsibility for Child Protection and welfare matters. The Lead Designated Person will always be a member of the SLT.

Designated Safeguarding Lead and EYFS Designated Person	Ella Schierenberg, Head of EYFS ✓ PREVENT Duty Lead ✓ Looked after children Lead
Deputy Designated Persons	Hannah Edgeworth (E-Safety Coordinator) Stephanie Martineau
Safeguarding Governor	Rachel Lewis, Governor

LOCAL AUTHORITY CHILD PROTECTION CONTACT DETAILS

LADO, Multi Agency Safeguarding Hub (MASH): 020 7974 3317 9am-5pm
LBCMASHadmin@camden.gov.uk or Secure email: LBCMASHadmin@camden.gov.uk.cjsm.net

EMERGENCY DUTY TEAM (OUT OF HOURS):
Tel: 020 7974 4444

Child protection lead officer and Local Authority Designated Officer (LADO):
Name: Sophie Kershaw Contact details: 020 7974 3369
Address: Crowndale Centre, Eversholt Street, LONDON NW1 1BD

First Stop Early Help:
Tel: 020 7974 8791

Contacts at London Borough of Camden
Safeguarding lead officers:
Name: Michelle O'Regan (Head of Service – Children in Need) Tel: 020 7974 1905
Name: Nicole Cameron (Service manager) Tel: 020 7974 1134
Name: Patricia Williams (Service manager) Tel: 020 7974 1558

Designated Teachers' Forum and E-safety contact officer:
Name: Jenni Spencer
jennispencer@camden.gov.uk
Tel: 020 7974 2866

Camden Children and Families Contact Service: https://cscb-new.co.uk/?page_id=7058

Additional Contacts for Safeguarding
Child Abuse Investigation Team (Holborn Police Station): 020 8733 6495/6507
Sapphire Unit Holborn Police Station: 020 8733 6490/6482
www.londonscb.gov.uk

Preventing extremism in schools and children's services
Tel: 020 7340 7264
Email: counter.extremism@education.gov.uk

2. WHAT INFORMS OUR POLICY

St Christopher's School is committed to safeguarding children and promoting their welfare, working to prevent abuse and neglect, protecting children from harm, identifying and reporting concerns about child abuse as required by statutory guidance. This also accords with the UN Convention on the Rights of the Child (1989) Article 19.

The school aims to create an ethos where children and parents feel valued, listened to and are understood. Children are made aware that their happiness and safety are important. The school is committed to ensuring that all staff and volunteers receive training on Child Protection, including the school's policy; the staff code of conduct; the identity of the Designated Persons; and a copy of Part One of "Keeping Children Safe in Education" (2018) complete with Annex A. All staff receive formal safeguarding and child protection training from an external provider every two years, as well as regular safeguarding updates as required, but at least annually, from the DSL. There is a safeguarding induction for all newly appointed staff and volunteers. We follow the guidance contained in "Keeping children safe in education" (September 2018) and "Working Together to Safeguard Children" (2018)
The Governors and the School comply fully with Safer Recruitment systems and procedures. Please see Safer Recruitment Policy. The school also operates within the Child Protection policies of Camden Safeguarding Children Board (Pan-London procedures).

Our policy takes due regard of the following documents:

Keeping Children Safe in Education, September 2018 including supplementary advice on: Information for all school and college staff	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf
Pan-London Child Protection Procedures (October 2015)	http://www.londoncp.co.uk/
Revised Prevent only guidance (July 2015) and specifically Section 29 Counter-Terrorism and Security Act 2015	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf
Working Together to Safeguard Children, 2018	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
Part 8 (c) Independent School Standards Regulations 2014 –	The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

active promotion of pupil wellbeing within the meaning of Section 10(2) Children Act 2004(a)	• Be healthy • Stay safe • Enjoy and achieve through learning • Make a positive contribution to society • Achieve economic well-being
Children Act 1989 and 2004	Section 11 of the Children Act 2004 creates a duty for the key agencies to work with children to put in place arrangements to make sure that they take account of the need to safeguard and promote the welfare of children when doing their jobs. The Children Act 1989 Section I (i) specifically identifies: "the child's welfare shall be….paramount consideration" Section 31 (9) as amended by the Adoption and Children Act 2002, regarding "significant harm" reads: "Where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared to that which would be reasonably expected of a similar child". " 'harm' " means ill treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill treatment of another" " 'development' means physical, intellectual, emotional, social or behavioural development" " 'health' means physical or mental health: and 'ill treatment' includes emotional abuse, neglect, physical and sexual abuse" (The same definitions of 'development' and 'health' are applicable in Section 17, below) Section 17 (1) places a general duty on the Local Authority: "To safeguard and promote the welfare of children within their area who are in need: and so far as it is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs". The term "Children in Need" is defined in the Children Act 1989 (section 17 (10)): A child shall be taken to be in need if - a) He/she is unlikely to achieve or maintain or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of service by local authority under this part: b) His/her health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services: c) He/she is disabled Investigation – Section 47 "Where a local authority (Social Services Department) have reasonable cause to suspect that a child who lives…in their area is suffering or is likely to suffer significant harm the authority shall make or cause to be made such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare". Children Act 1989 Section 47 (1) (b) Duty to assist:

	"Where (Social Services) are conducting enquiries (s 47) it shall be the duty of any person (from the Education Authority) to assist them with those enquiries in particular by providing relevant information and advice if called upon by (Social Services) to do so".
Child Care Act 2006	http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf
Early Years Foundation Stage, 2014	http://www.educationengland.org.uk/documents/pdfs/2014-eyfs-statutory-framework.pdf
Education Act 2002, Section 175	http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga_20020032_en.pdf
Education and Inspections Act 2006	http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf
What to do if you are worried a child is being abused 2015	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Framework for assessment of Children in Need and their Families 2000	http://bettercarenetwork.org/sites/default/files/Framework%20for%20the%20Assessment%20of%20Children%20in%20Need%20and%20Their%20Families%20-%20Guidance%20Notes%20and%20Glossary.pdf
Common Assessment Framework for Camden 2006	http://www.camden.gov.uk/ccm/cms-service/stream/asset/?asset_id=600935
Munro Review of Child Protection	https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208062
Education Act 2011	http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted

RELATED POLICIES

Counter-Bullying Policy
PSHCE Policy
Behaviour Policy
Staff Code of Conduct
Safer Recruitment
Physical Intervention Policy
First Aid Policy
Health & Safety Policy
Internet Safety Policy
Computer Security Code of Conduct
EYFS Policy
Attendance Policy
Missing Child Policy

3. AIMS OF POLICY

- To inform staff so that they feel confident in identifying the needs of children and any specific harms to them.
- To ensure staff understand the lines of reporting concerns about children or adults working in the school, including the balancing of risk and protection and the importance of 'gut feelings' – 'see', 'sense' 'hear'. They need to be able to verbalise and rationalise intuitions.

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse. In effect, **safeguarding is 'everyone's responsibility'**;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow school and local authority procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils – this includes children's services, the Local Authority Designated Officer, Police and other support agencies such as Health;
- To support pupils' development in ways which will foster security, confidence and independence;
- To take a child centred and co-ordinated approach by integrating a child safeguarding curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying and prevention of radicalisation.

4. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- Safeguarding and promoting welfare of children is everyone's responsibility. No single professional can have a full picture of a child's needs, so it is vital that everyone plays their part.
- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families' cultural and social backgrounds;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the best interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child unless to do so will place a child at additional risk of harm.
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding. Governors will ensure that there is always suitable cover by designated staff when children are in school or on school activities or trips.

5. THE ROLE OF GOVERNORS

The governing body will appoint a Named Governor to liaise with the school's designated person on issues of safeguarding.

- The governors will also appoint the Head of Early Years as the Designated Person for Safeguarding Pupils in the EYFS setting and a member of the SLT as the Designated Person

for the remainder of the school. They will ensure designated persons are trained and receive further updating in interagency working procedures annually, and as and when guidance is changed. The governors will also arrange additional Designated Person training as necessary, in order to ensure there is always a senior member of staff with appropriate child protection training available to deal with any issues that arise.

- The governing body will ensure that all staff are aware of their duties as set out in KCSiE (September 2018) by offering regular training, the opportunity to ask questions about their role and guidance from the Designated Person. All staff will be given Part 1 and Annexe A of KCSiE (September 2018) and this will be recorded for inspection purposes.
- The governing body will receive and consider annually a report from the Head that includes safeguarding pupils in the school.
- The Named Governor will determine appropriate training (in liaison with the Designated Person) for the governing body. The principle of regular updating will prevail.
- The governing body will determine any changes to the school's policies and procedures as appropriate and in accordance with statutory guidance, whilst providing opportunities for staff to contribute to the full implementation of the policies.
- The governing body is responsible for reviewing and amending the policy annually and at other times if necessary. They will undertake an annual review of the efficiency with which the related duties have been discharged and maintain records to that effect.
- The governing body requires and ensures that any deficiencies or weaknesses identified in the School Child Protection arrangements are remedied without delay.
- The governing body understand the importance of sharing information between professionals and local agencies.
- The governing body will review the arrangements to ensure the 'wellbeing of pupils' as defined in Section 10(2) Children Act 2004(a) is actively promoted at all times.

6. THE CURRICULUM: HOW WE SAFEGUARD PUPILS THROUGH OUR CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHCE curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection, including the safe use of the internet and electronic systems;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children/adolescents;
- Developing non-abusive behaviour between pupils;
- Actively promoting the rule of law, democracy and tolerance (FBV).

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Person will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

The school understands that the internet can make children vulnerable to abuse or give access to inappropriate material. The school provides instruction for parents and pupils on safer use of the internet. The school uses filters to prevent children viewing unsuitable material but staff need to be vigilant when children are using devices that are not connected to this network, e.g. the PE department tablet and iPads. Children, staff and parents must sign an "Acceptable Use Policy" about the use of computers and parents are encouraged to follow these same principles at home. All staff, including EYFS, must not have their mobile phone switched on when supervising children (including on school trips) and mobile phones should not be visible in the classroom (see Internet Safety Policy and Staff code of Conduct). Personal cameras must not be used at any time and the class cameras must only to be used for school purposes and photographs downloaded onto the school server and then deleted.

7. THE ROLE OF STAFF

The role of the Designated Person in the school:

- The Designated Person will be a senior member of staff.
- Responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with.
- Will ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Governors, staff and volunteers informed as appropriate.
- Will ensure that appropriate training for all staff, academic and non-academic, and volunteers is organised regularly, with updates shared with staff as appropriate and at least annually.
- Will liaise with the governing body's Nominated Governor for Safeguarding Pupils.
- Will be available for staff to discuss safeguarding concerns and/or have a trained Designated Person available in their absence.
- Will have undertaken Designated Person training and PREVENT awareness training.
- Will co-ordinate action in the school, refer and liaise with Social Services and other agencies over suspected or actual cases of child abuse. Any serious concerns, where a child is considered to be at immediate risk, will be reported to the police in the child's home area if it is not possible to contact Social Services. Radicalisation concerns will be reported to the Channel Programme.
- Will support staff who make referrals to MASH or Channel Program.

The Designated Person must know:

- How to identify the signs and symptoms of all types of abuse and when to make a referral.
- The local LEA Child Protection procedures and his/her role within them.
- The role and responsibilities of investigating agencies and how to liaise with them
- The requirements of record keeping.
- The conduct of a child protection conference.

The role of the designated person in the Local Authority

The role of the designated officer in the Local Authority (previously referred to as the LADO) is set out in *Working Together to Safeguard Children (2018)* and is governed by the duties set for the Local Authority under section 11 of the Children Act 2004 and Pan-London Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The Local Authority Designated Officer must be contacted within one working day in respect of all

cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The Local Authority Designated Officer is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The Local Authority Designated Officer is involved from the initial phase of the allegation through to the conclusion of the case. They are also available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

The role of all staff:

- All staff should be prepared to identify children who may benefit from early help, discussing it with the Lead Designated Person in the first instance.
- All staff and volunteers need to be aware of, and to follow, training and procedures on Child Protection. Part time staff and volunteers will be informed of changes to this policy if they are unavailable for training and they must receive formal safeguarding and child protection training from an external provider every two years, as well as regular safeguarding updates as required, but at least annually.
- All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children.
- All staff are required to read and understand Part 1 KCSiE (September 2018) and Annex A, and use the opportunity to ask the Lead Designated Person or safeguarding trainers if unsure.
- Staff should only share information with the appropriate professionals and records kept securely locked (currently in the Deputy Head's office). Records must be objective and based on evidence. They can be kept secure on computer and are exempt from the disclosure provisions of the Data Protection Act 1994. The investigation will **not** be carried out by the

school as this is the statutory duty of the Local Authority, but the school will always co-operate fully with any investigating agencies.

- Details of any child protection matters relating to a particular pupil are confidential and should not be discussed outside school.
- Staff will be informed if a child is identified by the LA as "in need of a child protection plan." Only details that are necessary for staff to safeguard the child's welfare will be shared.
- If a child confides in a member of staff or a volunteer and requests that her confidences be kept secret, it is important to explain to the child in terms that she will understand, that there is a responsibility and a professional duty to refer it to the designated person and then to the appropriate agencies on a need to know basis. In effect, no secrets can be kept and information must be shared with the designated member of staff.
- All staff should feel able to raise concerns about poor or unsafe safeguarding practises and such concerns will be taken seriously by the SLT. Reporting of any concerns regarding the conduct of adults towards children in the school must be to the Head immediately. If the Head is implicated, the report must go to the Chair of Governors and the Head is not to be informed. It will be for the Head or the Chair of Governors to contact the Local Authority Designated Officer for further advice.

8. GUIDELINES FOR STAFF AND VOLUNTEERS (SEE ALSO STAFF CODE OF CONDUCT)

- Children must be listened to and heard. Children should not be asked leading questions about their allegations since this could jeopardise a police investigation.
- Do not promise confidentiality or that information will be kept secret.
- Inform the designated person immediately or as soon as possible.
- Keep careful written records, signed and dated, of conversations – never use words 'statement' or 'investigation' in these records as they are just that and nothing else.
- Ensure that these are locked up.
- Be vigilant and watch for tell-tale signs of abuse or neglect (see Appendix 2 on signs of abuse).
- Inform the designated person (if all Designated Persons are off site, inform a senior staff member who will be able to make contact and offer advice, including supporting ways to make a referral directly) if you are suspicious that there might be abuse or neglect.
- Volunteers, including parent volunteers, must be suitably supervised by teaching staff at all times.
- All visitors must be signed in with the school office, and are expected to wear a name badge for the duration of their visit. They should be made aware of the school health and safety procedures, as well as how to contact the Lead Designated Person.

The school will report to the Disclosure & Barring Service (DBS), within one month of leaving the school, any person (whether employed, contracted, a volunteer or a student), whose services are no longer used because he or she is considered unsuitable to work with children. The DBS referral address is: PO Box 181, Darlington DL1 9FA (tel. 0300 123 1111). It is an offence not to report such cases. See Safer Recruitment policy.

9. THE SAFEGUARDING FRAMEWORK: REPORTING CONCERNS ABOUT A CHILD

The framework for safeguarding is set out here:
http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf

The designated person in the school, together with staff should:

- make sure vulnerable children get early help before problems escalate.
- liaise with designated person in the Local Authority and appropriate body to carry out an assessment to identify a child's needs.
- make appropriate referrals to Children's Services of the Local Authority where there are actual or likely safeguarding concerns.
- support staff members in liaising with other agencies.
- share information and work in an integrated way to ensure a coordinated response from agencies to support families and meet the child's needs.
- Ensure their concerns have been addressed and the child's situation improves.

Members of staff and volunteers must report concerns about child welfare to the Designated Person in the school as soon as is practically possible, but always within 24 hours if the concern is serious. Concerns should be reported verbally and a record of concern completed by the teacher in writing, signed and dated. Ideally, this would occur within an hour of a disclosure. Unexplained injuries should always be reported. The record of concern will be kept in a confidential file to which only the Designated Person will have access. Referral will be followed up with a letter within 48 hours. A copy of the letter will be placed on the confidential Child Protection file.

*If a child is in immediate danger, suffering significant harm or is at risk of suffering significant harm a referral **must** be made to Children's Social Care and/or the police immediately.*

Making a referral to Children's Services of the Local Authority

- Where possible, staff will consult with the designated safeguarding lead in the school for advice and to discuss the case prior to making any referral for services.
- The designated safeguarding lead will refer to Camden's thresholds and eligibility criteria (Safeguarding children - Camden Council) to help make decisions on the child's level of need and the appropriate service to refer on for services. (This is in accordance with agreed inter-agency procedures set out in Pan-London policies).
- Decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, however their consent is not required for a referral when there are reasonable grounds to believe that a child is at significant risk of harm (actual or likely). This should be discussed with a MASH social worker on a "no names" basis to gain advice on whether this course of action should be taken.
- If a parent, pupil or member of staff wishes to make a referral themselves, they can do so by contacting Children's Services of the Local Authority directly (contact information above). In this instance, they should inform the Designated Person in the school as soon as possible. The designated officer in the school will always oversee such self-reporting.

Local Procedures and Guidance for referrals that will be followed:
Referral for early help services will be made by way of an e-CAF referral to Camden's Early Help/CAF team for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes.

Referral for a social work service will be made by way of an e-CAF referral to the FSSW MASH team for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989 (services to Children in Need as defined by the Children Act 1989).

Child protection referrals will be made by way of an e-CAF referral to the FSSW MASH team for any child where there are concerns about significant harm (actual or likely).

See also page 10 of KCSiE (September 2018) for a flowchart setting out the process for staff to follow.

For further guidance, see Camden's Threshold Criteria: https://www.cscb-new.co.uk/wp-content/uploads/2017/09/Thresholds-for-childrens-services.pdf

10. ALLEGATIONS AGAINST MEMBERS OF STAFF, VOLUNTEERS OR THE HEAD

In any allegation against a member of staff the welfare of the child is paramount; staff are responsible for their own actions and behaviour and should avoid any contact that would lead any reasonable person to question their motivation and intentions. If an allegation is made against a teacher or other member of staff, a quick resolution of that allegation must be a clear priority to the benefit of all concerned.

If a child makes an allegation of abuse against another member of staff tell the Head immediately or as soon as possible. Keep a detailed, dated record of the conversation. Do not promise confidentiality.

Teachers are vulnerable to accusations of abuse as they come into contact with children in a variety of situations including the wider caring role. The code of staff conduct is important in helping staff to understand risks and not to place themselves in vulnerable situations. In the event of an allegation of abuse against a member of staff, he or she may be suspended on full pay pending a full and fair investigation of the matter.

If the allegation is against the Head, the Chair of Governors must be informed and the Head should not be informed in this instance. A principle of 'upward reporting' must prevail where allegations against staff are made.

All staff should:

- Work, and be seen to work, in an open way;
- Discuss and/or take advice promptly from their line managers or another senior member of staff over any incident that may give rise to concern;
- Keep records of any such incident and of decisions made or further actions agreed, in accordance with school policy for keeping and maintaining records;
- Apply the same professional standards regardless of gender or sexuality;
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Read and understand the Whistleblowing Policy and feel able to raise concerns internally. The NSPCC whistle-blowing helpline (0800 0280285) can offer advice.
- Understand that effective safeguarding is 'everyone's responsibility'.

In the event of an allegation being made against a member of staff, the Head will immediately contact the Local Authority Designated Officer (LADO) for advice. All allegations, including those appearing not to be serious will be followed up, taken seriously and examined objectively; parents of the child or children involved will be told about the allegation as soon as possible and kept informed of developments and outcomes including the outcome of any disciplinary hearing.

In accordance with KCSiE, if the allegation is about the safeguarding of a child, the Head will also act as the DSL and take any appropriate action.

The accused member of staff will be informed as soon as possible after the LADO has been consulted and then be kept informed of the progress of the case. If the person is suspended he or she will be kept informed of developments at school; If there is an internal school investigation and the allegation does not involve a possible criminal offence, the investigation should be completed with 10 working days and a decision made whether or not to take disciplinary action should be made within a further 2 working days.

From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers. Every effort must be made to maintain confidentiality and to guard against unwanted publicity. The school is under a duty to consider making a referral to the Teaching Regulation Agency [formerly the National College for Teaching and Leadership (NCTL)] where a teacher has been dismissed for "unacceptable professional conduct", as a prohibition order may be appropriate. Further guidance is published on the GOV.UK website. If a referral has been made to the DBS, a second referral must be made to the TRA.

If there has been a substantiated allegation against a member of staff, the school will work with the Designated Officer in the Local Authority to determine whether any improvements can be made to the school's procedures and practice to help prevent similar events in the future.

For staff protection:

- Avoid physical contact with children as far as is reasonably possible.
- If you have to have physical contact with a child make sure that doors are open and others are about. Do not verbally discipline a child unless another person is present or within earshot.
- Distance yourself kindly if children stroke, hug or touch you, and help them to learn what is and is not appropriate towards adults outside the family.
- Never administer corporal punishment.
- Young children may need reassurance or comfort. Give this if appropriate but be aware of the guidelines above and below.
- Report any issues or concerns to your supervisor about any situation where you feel any of the above points have been compromised or you feel vulnerable to accusations.

Additionally on residential field trips (see also Trips Policy)

- Never take a child into your room.
- Wake up another adult at night if a child takes more than a few minutes to settle.
- Keep careful records of medical aid administered.
- Be careful when entering dormitories, shower rooms and bathrooms.
- Hair drying using an electric dryer should be done by an adult in a central public place with another adult present. Ask the child if you may wet/dry her hair, avoid touching her head.
- Sun cream should be applied by child.

11. PARENTS

Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the pupil and should a concern arise, professional advice will be sought prior to contacting parents.

The school will work with parents to support the needs of their child. They will provide advice and signpost parents and carers to other services and resources when pupils need further support. The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Children's Services of the Local Authority in the interests of the child.

There is a robust complaints system in place to deal with issues raised by parents and carers. See Complaints Policy. This can be accessed by the school website. The SLT will oversee all complaints on a regular basis to ensure that any patterns of concern that may have a child protection implication are actively pursued.

12. PUPILS

Behaviour children towards each other: Peer on Peer Abuse

The school is aware that it is possible for children to abuse each other physically, emotionally and sexually and all staff will be vigilant in identifying, responding to and reporting any such incident. If the school believes that a child is suffering significant harm or is at risk of suffering significant harm as a result of this behaviour, then they will report this to the local authority immediately. The school has a duty to identify children who need services and support to achieve good outcomes.

The school's Counter-Bullying Policy outlines the policy and procedures with regard to peer on peer abuse. The Designated Person will contact Child Protection agencies for advice on how to proceed, with due regard to the ages of the children concerned.

Collection of children

Form teachers keep a record of how children will be leaving school each day, for example: who is collecting them, whether they are attending sisters' club, or walking home by themselves. The school secretary sends a daily 'collection arrangement' email to all staff.

The school should be notified of who will normally collect the child and parents are made aware of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents should also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school should not allow the child to leave, but contact the parent immediately.

Where a child has not been collected at the end of the day:

- Schools should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.

- Children should not be released into the care of another parent even where they offer to take the child home.
- If no contact can be made with the parent by 6.30pm, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the Family Support Social Worker's office.
- Parents should confirm and update contact details, whereby they can nominate family members or friends who are authorised to collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to FSSW.

13. RECORD KEEPING AND SHARING INFORMATION

St Christopher's believes that accurate record keeping is essential as it helps us identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole, that a safeguarding or child protection concern becomes clear. All concerns, discussions and decisions will be recorded in writing and overseen by the Lead Designated Person in the school.

A welfare file will be started for an individual pupil as soon as the school is aware of any child protection concerns about that pupil. These records are stored in a locked filing cabinet, accessible only by the designated leads.

The pupil's general school record file should be marked with a red sticker to indicate that a welfare file exists.

The lead designated person will ensure that child protection records are accurate, relevant, kept securely and are up to date. Child protection concerns, disclosures or allegations are to be treated as sensitive information and are kept together securely and separately from the child's general school records. The information will be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the pupil, or to enable them to carry out their own duties, but it will not be shared wider than that.

Transfer of Records

When a pupil transfers to a new school from St Christopher's, their child protection record (if any) will be forwarded to the new school and care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

The school will keep a copy of the welfare file until they have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy will be shredded. The school will only transfer information which has originated at the school and will not transfer third party information such as health assessments or social work reports. Any such information will only be transferred by the authors of the information.

Safeguarding records will be sought from all originating schools, as part of the admissions process and will be managed in the same confidential manner.

St Christopher's will work together with children's social care, the police, health services and other services to promote the wellbeing of children and protect them from harm. As such, safeguarding

information will be shared with other agencies in line with data protection legislation. This system is described in statutory guidance *Working Together to Safeguard Children (2018)*.

Further information on safeguarding vulnerable children, including those at risk of child sexual exploitation, forced marriage, female genital mutilation, radicalisation or extremism can be found in the appendices.

APPENDIX 1: SAFEGUARDING VULNERABLE CHILDREN

Some children may be living in circumstances that make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from Family Support Social Worker (FSSW) or other agencies in order to overcome problems or keep them safe.

- ***Child Sexual Exploitation*** (CSE) is a form of child abuse that is often hidden from sight, difficult to identify, and harder still to stop. Sexual exploitation may take one of the following forms, but the model of exploitation may change over time: ***Inappropriate relationships*** where the young person enters a relationship with an older partner who exerts a great deal of influence and control over them due to an imbalance of power. ***Peer exploitation* where** young person by another young person with whom they have a relationship and who subsequently coerces them into sexual activity with their friends. ***Organised exploitation*:** This involves networks of perpetrators grooming young people for coercion into sexual activity with different men and perhaps using the victims to recruit others. **If you believe a child is in immediate danger, call the police on 999. If you would like to report any concerns, contact Crimestoppers on 0800 555 111, or The NSPCC** Child protection helpline gives information, advice and counselling to anyone worried about a child. **Tel: 0808 800 5000**. For more information or advice see http://www.cscb-new.co.uk/?page_id=7114 .
- ***Female genital mutilation (FGM)*** is a cultural practice that involves a procedure to remove part or all of a young girl's genital organs. UK law forbids this practice, which can be found mainly among communities from sub-Saharan Africa, the Middle East and Asia. The average age tends to be 10-12 years. Staff should be aware of family plans to take girls out of the UK for an unexplained, prolonged period. If you think that a child may be at risk of female genital mutilation or if you suspect that FGM has already happened, even if it's not recently, you must seek help and advice. Call the FGM helpline on **0800 028 3550** or email **fgmhelp@nspcc.org.uk**. If you think a child is at immediate risk call the police on 999. **Reporting requirements**: Teachers in England and Wales must report 'known' cases of FGM in under 18s to the police (Home Office, 2018). To find out more here: legislation, guidance and policy page.
- ***Running away*** puts children at risk. Information on the role of schools in helping to locate missing children, and reintegrating them into school, can be found here: http://cscb.org.uk/downloads/policies_guidance/local/CSCB%20Missing%20Children%20protocol%202010.pdf
- ***Young people living with domestic or sexual violence*** may be a risk. English National Domestic Violence Helpline**:** 0808 2000 247 www.nationaldomesticviolencehelpline.org.uk
- ***Privately fostered children*** are those aged up to 16 who are cared for by someone who is **not** a parent or close family member, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens when parents are working away or a child is sent to live in the UK by relatives. All private fostering must be reported to Camden fostering team 020 7974 6783, who have a duty to visit the child to safeguard their welfare.
- ***Looked after children*** will have a designated member of staff taking responsibility for their welfare and progress. The school will refer to statutory guidance that can be found here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf
  The DSL for looked after children is Ella Schierenberg, Head of EYFS.
- ***Young carers*** are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks beyond what would normally be expected for

a child of their age. This may be due to disability or poor health. If schools have a concern about a pupil they believe to be a young carer, they can contact Family Action on 020 7272 6933 for advice, and they can refer the pupil on for services and support.

- ***Young people at risk of violent extremism*** are pupils who may be in contact with or being targeted by violent extremists. If there is evidence that a pupil is becoming deeply enmeshed in the extremist narrative, schools should seek advice from Camden's Integrated Youth Support Services on accessing programmes to prevent radicalisation under the Channel Project.
- ***Forced Marriage*** is when you face physical pressure to marry (eg threats, physical violence or sexual violence) or emotional and psychological pressure (eg if you're made to feel like you're bringing shame on your family). If the school has concerns they can contact the Forced Marriage Unit (FMU) via fmu@fco.gov.uk or 020 7008 0151 for advice.
- ***Children missing education*** guidance provides information that governors may find useful and is reflected in our procedures for unauthorised absence.
- ***Children with SEN and disabilities*** may face additional risk, so care will be taken to ensure communication barriers and difficulties are overcome, changes in mood, behaviour or injury are investigated thoroughly and indications of bullying are taken seriously.

APPENDIX 2: INDICATORS OF ABUSE

Abuse, neglect and safeguarding issues are rarely standalone events and in most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others e.g. via the internet.

INDICATORS OF ABUSE

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- fear of parents being contacted
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

EMOTIONAL ABUSE

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

Possible signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking. hair-twisting; thumb-sucking)
- self-mutilation

- fear of parents being contacted
- extreme of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

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 adequate 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.

Possible signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour (eg rocking. hair-twisting; thumb-sucking)
- no social relationships
- chronic running away
- compulsive stealing
- scavenging for food or clothes

SEXUAL ABUSE

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Possible signs of sexual abuse in children under the age of five:

- become insecure or cling to parent in a fearful way

- show extreme fear of a particular person
- cry hysterically when their nappy is changed
- become hysterical when clothing is removed, particularly underclothes
- have some physical signs in the genital or anal areas: smell of semen etc
- have soreness or bleeding in the throat, anal or genital areas
- regress to a much younger behavioural pattern
- behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- stare blankly, seem unhappy, confused, sad
- become withdrawn. Stop eating, have chronic nightmares, begin wetting again when previously dry
- play out sexual acts in too knowledgeable a way with dolls or other children
- produce drawings of sex organs
- stop enjoying activities with other children, such as stories or games
- seem to be bothered or worried, but won't tell why as if keeping a secret
- change from being happy and active to being withdrawn and fearful
- repeat obscene words or phrases said by the abuser
- say repeatedly that they are bad, dirty or wicked
- become aggressive and hurtful
- act in a sexually inappropriate way towards adults

Possible signs of sexual abuse in children from the ages of five to twelve:

- hint about secrets they cannot tell
- say that a friend has a problem
- ask you if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular babysitter, relative or other adult
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- develop eating disorders, such as anorexia or bulimia
- become severely depressed. even attempt suicide
- have a poor self-image, self-mutilate
- continually run away
- be suicidal
- use drugs or drink
- self-mutilate, show self-hatred
- become pregnant
- experience memory loss

- become anorexic or bulimic
- run away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own
- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate, seem to be in a world of their own
- have a “friend” who has a problem and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in schoolwork habits, become truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults
- show discomfort when walking
- revert to babyish behaviour such as thumb-sucking.
- say that they are no good, dirty, rotten
- be wary, watchful
- repeat obscene words or phrases which may have been said during the abuse
- attempt to sexually abuse another child
- talk or write about sexual matters
- find hundreds of excuses not to go home or to a friend's house after school (places where abuse may happening)
- act in a sexually inappropriate way towards adults

To whom should a disclosure be made?

Child protection concerns should be made to the designated person, or in her absence to the Head, in accordance with the Safeguarding policy. Thereafter, any child protection issues must follow appropriate procedures as identified by the relevant authorities.

APPENDIX 3: WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

When children disclose, adults can sometimes feel powerless and unsure how to manage the information. If you are able to communicate with children then you already have the skills you need to manage the disclosure of a child.

DO:

- Find a place that is private to talk to the child where you won't be interrupted.
- Encourage them to continue to talk – "walk and talk" literally or metaphorically.
- Try to be on the same level as the child, be tactful and have no physical barriers between you and the child – side by side is best.
- Let the child know that you believe what they are telling you
- Let the child know that they are brave and that it is difficult to talk about such things, validate their feelings
- Remain calm, your response to the child's information is critical, do not be shocked, remain in control of your responses and emotions
- Listen to the child, use your best listening skills and give the child time
- Find out what the child wants from you
- Use the child's language at all times – wen talking to the child and when recording
- Encourage the child to tell you what happened, clarify the information and ensure you understand what is said but do not begin the investigation
- Acknowledge that sometime adults do things that are not OK
- Do tell them that they are not responsible for what happened and did not deserve it, let them know this has happened to other children and they are not alone
- Try to obtain enough information to determine immediate safety of the child
- Provide ongoing support to child, you will always be special as they disclosed to you
- Let the child know what you are going to do with the information
- Reassure the child that telling was the right thing to do
- Agree to go back to the child to let him/her know what is happening (under guidance from the DSL about what to say)
- Give them a safety net such as Childline's number

DON'T:

- Make promises you can't keep
- Panic or show that you are shocked
- Ask intrusive questions or begin an investigation
- Use the WHY question – it can make a child defensive
- Comment on the child's situation as being good or bad, leave out your own assumptions and value judgements
- Touch the child without permission, as this could be associated with the abuse. Offer verbal reassurance where you can.

Remember, when a child discloses they are likely to feel: guilty, ashamed, confused, scared.

What should I do with the information?

Record what has been said to you; use language of the child and not your interpretation of what has been said. Ensure that you include time and place of disclosure. Record it within one hour if at all possible and sign it.

Discuss the information with the designated lead in the school. Take the information (not the child) to the safeguarding lead. NB. Asking them to retell is likely to lead to the child reverting to euphemisms.

The designated lead in the school may offer information to the child's parents, remaining as open and honest as possible whilst recognising the potential severity of the case, the risk to the child, the requirements and child protection procedures.

The designated lead in the school will make appropriate referrals following any disclosure and confirm, in writing the information, distinguishing between directly observed evidence, information from the child and that which is gathered from other sources.

For more information read 'What to do if you are worried a child is being abused – Advice for Practitioners' or look on the NSPCC website or talk to the Designated Person.

APPENDIX 4: GUIDANCE FOR TEACHERS IN SPECIALIST SETTINGS

It is recognised that specialist settings such as peripatetic music tutors, are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

These tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for a long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.*

The school will ensure:

- *rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others*
- *specialist staff understand that they should pass on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *specialist staff let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *specialist staff record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *specialist staff are aware of the school's safeguarding and staff conduct policies prior to starting.*

APPENDIX 5: WORKING WITH AGGRESSIVE/VIOLENT PARENTS

It is inevitable that parents who are involved with FSSW may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that FSSW intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

FSSW is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child's professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.

Where schools are working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this must be shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

APPENDIX 6: RADICALISATION

KCSiE (September 2018) defines radicalisation as 'the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.' There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Reviewed May 2005, January 2006, September 2007, September 2007, January 2008, May 2009, May 2010, March 2011, February 2012, June 2012, February 2013, March 2014, February 2015, September 2016, March 2017, June 2017, May 2018, June 2018, November 2018, February 2019, May 2019, June 2019. Date of next review **July 2019.**