



Child Protection and Safeguarding Policy for TEE Tolani Foundation.

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Quotation on Child Protection

'The schools play an important role when it comes down to protecting children against violence. Violence is one of the principal reasons why children don't go to school. It's also one of the causes of the alarming school dropout rates' quote by Shakira.

Our Responsibilities

Tee Tolani Foundation is committed to upholding best-practice principles in child protection and welfare across all its policies, practices, and activities. The Foundation places the safety and well-being of children above all other priorities.

We will:

- Work in full cooperation with the appropriate statutory authorities on all matters relating to child protection and welfare.
- Implement safe practices to reduce the risk of harm or accidents to children, while also ensuring that staff are not placed in situations that could expose them to unnecessary risk or allegations of abuse or neglect.
- Promote an open and transparent relationship with parents and actively encourage their involvement in their children's education.
- Uphold strict confidentiality when handling child protection concerns.

Policies such as the Code of Conduct and the Anti-Bullying Policy will be guided by and aligned with this Child Protection Policy. The policy will also be applied in relation to pupils' participation in sports, extracurricular activities, and school trips. All other activities and practices where child protection is relevant will be carried out in accordance with the procedures set out in this policy.

Introduction:

Child protection is about protecting children from violence, exploitation, abuse and neglect and keeping them safe from harm. It is about promoting the health and welfare of children and young people helping them to grow up in a safe and supportive environment.

The safeguarding and welfare of pupils is of fundamental importance to our School. The guidance on 'Keeping Children Safe in Education' defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The centre makes a commitment to act in the best interest of the child.

Children experience insidious forms of violence, exploitation and abuse. It happens in every country, and in the places, children should be most protected – their homes, schools and online. Violence against children can be physical, emotional or sexual. And in many cases, children suffer at the hands of the people they trust.

At Tee Tolani Foundation, we fully recognise our responsibilities towards the Nigerian Government's ratification of the Convention on the Rights of the Child (1990) and the enactment of the Child's Rights Act (2003). This Act is "to provide and protect the right of the Nigerian child and other related matters. This document gives very clear instructions regarding what you should do if you hear or see anything that gives you concern that a pupil at the school may be at risk of harm.

Tee Tolani Foundation recognises its clear responsibility in respect of its “duty of care” to protect children and to support pupils. We have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. Child Protection Program Handbook sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our Centre and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

Everyone at the Learning Centre should always maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When dealing with the welfare of a pupil, you must always act in the best interests of the pupil. You must understand your responsibility to safeguard children and you must appropriately share any concerns that you may have about a pupil.

Aims and Objectives

- To provide an ethos within the learning Centre whereby staff, children, parents and Board of Management feel secure, valued, respected and are encouraged to talk and are listened to.
- To ensure that children are effectively safeguarded from the potential risk of harm at the Centre and that the safety and well-being of the children is of the highest priority in all aspects of the school’s day.
- To help the school maintain its ethos where every member of the Learning Centre Community feels able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To educate our children through the centre’s Personal, Health, Social and Citizenship curriculum to understand the appropriate behaviour that relatives, friends and strangers may demonstrate towards children.
- To support children who may have been abused by encouraging self-esteem through the PSHE programme and through use of online resources.
- To educate and guide our children so that they know how they can deal with the behaviour of others that gives them cause for concern.
- To provide knowledge to children during ICT lessons about keeping safe online (please refer to our online e-safety policy).
- To train all staff in good practice for recognising and dealing with child protection issues.
- For parents to recognise that the school is a caring establishment where they too can seek support and advice in matters relating to Child Protection.

Acronyms used in this policy

DSL –Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

CSE –Child Sexual Exploitation

FGM –Female Genital Mutilation

KCSIE –Keeping Children Safe in Education

Safeguarding

As a Foundation, Tee Tolani Foundation believes in supporting all aspects of children and young people's development and learning, and keeping children safe.

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' March 2015:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- Neglect,
- physical abuse,
- sexual abuse,
- emotional abuse,
- bullying including online bullying and prejudice-based bullying,
- racist, disability and homophobic or transphobic abuse,
- gender based violence /violence against women and girls,
- honour based violence,
- radicalisation and/or extremist behaviour,
- child sexual exploitation and trafficking,
- the impact of new technologies on sexual behaviour e.g. sexting,
- teenage relationship abuse,
- substance misuse,
- issues specific to a local population e.g. gang violence,
- female genital mutilation,
- forced marriage,
- fabricated or induced illness,
- poor parenting,
- other issues that pose a risk to children.

"Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities.
- Awareness of the needs of Looked After children in the Learning Centre.

- Providing first aid.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children visiting host families, attending work experience and school visits (procedures available in other Centre policies).
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context."

Definition of abuse

"Child abuse ... is the contravention of the rights of the child which causes physical, moral, or emotional harm including beatings, insults, discrimination, neglect, sexual abuse and exploitative labour".

Abusers: Those people who have been identified as abusers through the legal process suggest strongly that abusers tend to be known to the child (but not exclusively) and have regular access to children. Therefore, children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child, such as a foster parent or member of staff in a residential home), people who work in the caring professions, an acquaintance or stranger, who may be an adult or young person. The abuse may be the result of a deliberate act or a failure on the part of the parent or carer to act or to provide care, or both.

An Abuse may take a number of forms:

Physical Injury: Actual or deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child.

Emotional abuse: The use of speech or actions against a child that results in mental harm. Emotional abuse includes but is not limited to, yelling, name calling, threats, insults, isolating a person, not including people, shaming, any action or comment that reduces a person's dignity or self-worth.

Physical abuse: The use of physical force against a child that results in harm. Physical abuse includes but is not limited to, shoving, hitting, slapping, pinching, punching, shaking, kicking, biting, burning, strangling and poisoning.

Sexual abuse: The use of a child for sexual purposes by an adult (person over 18) or significantly older child or teenager. Sexual abuse includes but is not limited to, inappropriate touching, gestures or comments of a sexual nature as well as sexual acts. It also includes non-contact acts such as involving children in looking at or the production of sexual images or sexual behaviours.

Bullying: Bullying is when an individual or group of people, repeatedly and intentionally cause hurt or harm to another person or group of people. It may be Physical Bullying (e.g. hitting, poking, pushing, spitting at, tripping, damaging belongings); Verbal Bullying (e.g. name-calling, insults, threatening, racist remarks); Covert Bullying which is not readily seen by others "behind the targeted person's back" (e.g. lying about someone, spreading rumours, playing nasty jokes which make a person feel humiliated or

powerless, deliberately excluding someone); Cyber Bullying (using technology to bully someone verbally or psychologically).

Peer on Peer Abuse: This can be physical, sexual, emotional or cyber. Of particular concern is Peer on Peer sexual abuse whether in person or online (coercing into sexual acts or providing sexual images). Staff should be particularly observant over potential peer on peer sexual abuse within the Centre, paying specific attention to tucked away places like toilets and changing rooms.

Grooming: When an adult becomes a special friend to a child to gain their trust and lower their inhibitions with the purpose of sexual abuse.

Neglect: Neglect occurs when a child's basic needs for life are not met and their health suffers. Basic needs include food, a safe place to sleep, clothes to keep warm, personal hygiene, supervision so they stay safe and timely health care when they are sick.

Online safety

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our Centre. However, there are those that seek to use these for their own or others gratification. We cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, radicalization and/or extremist behaviour
 - Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

The Foundation take online safety very seriously both in terms of our pupils and all of our staff.

Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

Dealing with Disclosures of Abuse – The 5 Rs

A child may quite innocently disclose details of abuse that occurs within the family or other situations. It is also the case that children with experience of abuse may unburden themselves to a member of staff as the one adult they can trust. It is vital that the member of staff in whom a child has chosen to confide is sympathetic and supportive. The member of staff should remain calm and reassuring. Children who have suffered abuse may have low self-esteem or may withdraw if they detect signs of doubt or revulsion.

1. RECEIVE
 - Listen to the child, and do not to interrupt if he or she is freely recalling significant events.
 - Never attempt to cross-examine the child or press for information.
2. REASSURE
 - Reassure the child that they have done the right thing by talking to you.
 - Do not promise to keep secret what the child has said. Explain that you may need to speak with one of the members of the Safeguarding team who will know what to do next and how to help them.
3. RESPOND
 - Care must be taken in asking questions and interpreting children's responses.
 - Do not ask questions which encourage the child to change his or her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what happened", rather than, "Did they do X to you?" (a leading question).
4. RECORD A note of the discussion should be made immediately after it has taken place which should record:
 - The information revealed by the child, quoting his or her words, where possible.
 - The date, time, place, to whom the suspicions were reported and any other persons present.
 - Any signs of physical injury observed should be described in detail, or sketched in a diagram, but under no circumstances should a child's clothing be removed.
 - Date, sign and time the record.
5. REPORT
 - Immediately pass a copy to the Designated Teacher, in his/her absence to the Deputy Designated Teacher or the Deputy Designated Teacher for EYFS or in their absence to the principal. The Designated Teacher, in her absence, the Deputy Designated Teacher, or the Deputy Designated Teacher for EYFS or principal must always be informed even if the abuse is merely suspected.
 - No attempt should be made to discuss concerns or fears with the parents or indeed with anyone who is not involved with the care of the child. If the child's allegations prove to be untrue, reporting them to someone who is not concerned with the care of the child may be deemed to be defamatory.

- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

Roles and Responsibilities

Safeguarding is everyone's responsibility. Child protection and Safeguarding is the responsibility of all adults and especially those working with children. This includes both teaching and non-teaching staff.

All adults working with or on behalf of children have a responsibility to protect them. There are however, key people within our school and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

This policy should therefore be understood alongside school policies on related safeguarding issues.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSL although it is good practice for settings to also have a Deputy DSL who will be trained to the same level as the DSL. Usually, the DSL is also the named person who responds to allegations made against members of staff.

The DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH).
- Report allegations made against members of staff to the Local Authority Designated Officer or Police.
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Keep the Head teacher and Proprietor informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's child protection file is copied for the new educational establishment as soon as possible when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training, and maintain training records.

- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.

Responsibilities of other staff members

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

All staff members should be aware of the signs of abuse and neglect and should always act in the best interests of the child.

All staff members receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from Chief Security Officer of the school.

All staff should be aware of systems within the school/setting which support safeguarding and these should be explained to them as part of staff induction.

Any member of staff, discovering that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 must report this to the police.

Child Protection Procedures

1. You have a concern about a child / young person's wellbeing, based on:
 - a) Something the child / young person / parent has told you
 - b) Something you have noticed about the child's behaviour, health, or appearance
 - c) Something another professional said or did

Even if you think your concern is minor, the Designated Child Protection Officer (DCPO) may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small.

2. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?
3. Let the child / young person / parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns.

Do not promise to keep what they tell you secret.

Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

4. Inform the DSL immediately. If the DSL is not available, inform their Deputy. If neither of these staff members are available, speak to the Head teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
5. Make a written record as soon as possible after the event, noting:
 - a) Name of child
 - b) Date, time and place
 - c) Who else was present
 - d) What was said / What happened / What did you notice
speech, behaviour, mood, drawings, games or appearance
 - e) If the child or parent spoke, record their words rather than your interpretation
 - f) Analysis of what you observed and why it is a cause for concern.
6. The DSL may take advice from MASH.
7. The DSL makes the referral to MASH.

The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency enquiry form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the MASH are still the first point of contact.

8. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.
9. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know.

MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

10. The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend a child protection conference when invited and provide updated information about the child.

- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

Where there is a safeguarding concern governing boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the best interests of the child at their heart.

The role of the Learning Centre in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

Safe Practice

Safer Recruitment

Safeguarding Children in Education (2015) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment. Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, barred list checks together with references and interview information. In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Volunteers are appropriately supervised.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages.
3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

Allegations Against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Head teacher.

If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

In all cases, the Local Authority Designated Officer (LADO) should be notified.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by

the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

The Head teacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child, following advice from the LADO.
- Following advice from the LADO, review the member of staff's working arrangements, and if no safe alternative identified suspend the member of staff pending the investigation.
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance.

Supporting School Provision

We ensure safeguarding including online safety is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).

- Citizenship Curriculum.
- Sexual Health Initiatives.
- School Nurse checks.

Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorized members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: Use of reasonable force: Advice for Head teachers, staff and governing bodies. Reviewed July 2015.

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child / young person.
- Physical contact / restraint.
- Social contact outside setting / appropriate boundaries.
- Gifts and favouritism.
- Behaviour management.
- Intimate care.
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc).
- Appropriate use of social networking sites.

Appropriate and safe staff conduct is supported in the following policies: (insert organisations specific policies)

- Allegations Against Staff Policy.
- Central record of recruitment and vetting checks Policy.

- Disability and Equality Policy.
- Staff Discipline, Conduct and Grievance Policy.

Child Protection Training

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff, including Centre governors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the Designated members of staff will undertake multi-agency training every two years.

Staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff will receive Prevent training and training about online safety for children.

Training

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly).

In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy and Staff Code of Conduct.

Our DSL and DDSL(s) will undertake further International Advanced Safeguarding Training in addition to the whole staff training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the Centre in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our School.

Our School Board will have access to basic safeguarding training within the Centre.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the Centre are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the DSL and is approved by the Board of Governors. It will reflect the experience and expertise of school staff. The DSL will encourage a culture of listening to children and

taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff read and agree to the child protection policy before the start of their employment.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures and Safeguarding Children in Education (2015) are easily accessible in the following areas:

KEY PERSONNEL:

The Designated Safeguarding Lead for child protection in our Foundation is:

Name: Adetunji Tolani

Position: Founder

Name: Bilkis Bolanle Ahmed

Position: Executive Director

Name: Abdulsamad Dikko

Position: Project Coordinator

REVIEW

This policy will be subject to review and evaluation after two full year of operation and thereafter subject to changes in local and national policy but at least every 3 years. The reviewing group will include the SMT, class teachers and administrative office.

Policy written on the 5th of December, 2025.

