

**All staff should treat resources responsibly, and exercise due financial care:**

All staff have a responsibility to look after the resources of the school.

This includes:

- not wasting resources unnecessarily (including physical resources and those such as electricity/water)
- following the principles of 'reduce, re-use, recycle' where appropriate.
- tablets should be securely put away at the end of the school day (locked cupboard in reception area) and not be left out on view
- all money handled should be directly given to the Head of School
- prior to purchasing any items for school using your own money, staff should complete an expense form (held in the office), have it authorised and signed by the Head of School. In order to be reimbursed,

**All staff are expected to behave professionally and exercise confidentiality:**

All staff are expected to behave thoughtfully and responsibly. Staff should be punctual and well-prepared, and should carry out tasks to the best of their ability, taking pride in their work. Staff are expected to dress appropriately; all staff should set a good example in what they wear by always wearing formal attire.

Staff should exercise due confidentiality towards matters that are either discussed or overheard. When conducting conversations of a personal nature, staff should be aware of their surroundings.

Staff should understand the importance of maintaining professionalism on social networking sites, where all information is potentially in the public domain and pupils or parents may gain access to information and comments posted.

**Staff should seek to establish a good and open relationship with parents:**

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly. Should the concern require further intervention, this should be directed to the Head of School as quickly as possible.

**All staff need to be aware of the policy and procedures for Child Protection/Safeguarding:**

It is essential that all staff are up to date on child protection issues and know the procedures for dealing with and reporting concerns. Please refer to the British Learning Centre's Safeguarding Policy.

Designated Safeguarding Lead (Head of School): Ashleigh Bignall

Deputy Head of School: James Kemp

## **Dress Code:**

We expect all staff to reflect high standards by presenting a positive and professional image to pupils, parents and other stakeholders.

Men:

- Men are expected to wear a shirt and tie
- dress trousers (not jeans or denim)
- smart shoes (not 'casual' looking shoes, trainers or flip flops).

Women:

- Women are expected to wear shirts, smart tops or knitwear
- skirts, trousers or a smart dress
- As a guide, skirts or dresses should be no shorter than just above the knee.
- Shoes or boots should be smart and not excessively high-heeled.
- Open toe sandals that tie/fasten can be worn at own discretion and not inhibit daily tasks but no flip flops allowed.
- Any jewellery worn should not present a risk to the wearer or to the children (e.g. drop earrings that may be grabbed or pulled, or rings/brooches that may present a risk to children).

Exceptions to dress code:

- Staff may choose not to wear shoes inside of the school.

## **Conduct outside of work:**

Staff will not act in a way that would bring the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

## **Punctuality:**

All teachers are expected to be in work a full 30 minutes before their lessons begin to give adequate time for preparation of class materials and the classroom environment.

## **Continued Professional Development**

All staff (including part-time) are expected to take part in all staff meetings and continued professional development opportunities.

## **Conclusion:**

By adhering to this code of conduct staff can be assured they are playing their part in safeguarding pupils and protecting themselves.

## **Behaviour Management Policy.**

### **Aim**

The aim of this policy is to promote a safe, positive and productive environment within lessons and around the school. It is an expectation of the British Learning Centre that students will be well-behaved and respectful while on the premises. This includes treating both staff and fellow students in a polite, respectful manner.

### **Approach**

The British Learning Centre seeks to use positive reinforcement to promote a happy learning environment for our students. Wherever possible, negative behaviour will not be given attention and good behaviour will be praised. For example, if a student is attempting to distract other students within a lesson, the teacher will praise their classmates for not becoming distracted rather than focus on the negative behaviour. In the event that poor behaviour continues, the following steps will be taken:

The student will be given a clear verbal warning issued, using the following terminology: '[student's name], I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. I am now giving you a warning. You must [give a specific example of the behaviour you have asked the student to stop or to do]. If this continues, you will be given a yellow card.'

If the behaviour continues the student will be told they now have a 'yellow card', using the following terminology: '[student's name] I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. You have already had a warning and you now have a yellow card. If you continue to [give a specific example of the behaviour you have asked the student to stop or to do], you will be given a red card and your parents will be called.' The student should then be seated away from their classmates, ideally away from other students for a few minutes. The parent will be informed that there were behaviour issues when they are sent feedback at the end of the lesson. The Deputy Head of School will be informed via email.

If the behaviour continues the student will be told they have a 'red card', using the following terminology: '[student's name] I have asked that you [give a specific example of the behaviour you have asked the student to stop or to do]. You have already had a yellow card and you now have a red card. Please leave the classroom.' The teacher will then ask that another member of staff accompany the student to the waiting area or an empty classroom where they will be seated away from other students/parents. A member of staff must stay with the student at all times. The teacher will ask that their parents are called and asked to collect their child and that a meeting with the teacher and/or the Deputy Head of School takes place before the student's next lesson. During the meeting next steps will be discussed with the parent.

In the unlikely event that a student receives a second red card, a meeting with the Head of School will be organised. It will then be at the discretion of the school as to whether the student is permitted to continue their studies with the British Learning Centre. If a decision is reached that the student will not be permitted to continue their studies with the British Learning Centre, no refund will be issued.

Behaviour that might constitute a verbal warning: low level disruption, refusing to complete tasks, low level name calling, acting in a disrespectful manner towards students, staff or equipment.

Behaviour that might constitute a yellow card: continued low level disruption after a verbal warning, more serious name calling, answering back or arguing with a teacher or fellow student, graffiti, continued refusal to complete tasks.

Behaviour that might constitute a red card: continued low level disruption after a yellow card; repeated serious name calling; name calling or unkind remarks based on another student's gender, ethnicity, religion, sexuality, or referencing a physical disability or learning difficulty; any form of physical assault including spitting, biting, punching, kicking or scratching; acting in an extremely disrespectful/aggressive manner towards staff, fellow students or equipment.



## **SAFEGUARDING POLICY**

British Learning Centre

Policy Consultation & Review

This policy is available on our school website and upon request from the Head of School.

We also inform parents and carers about this policy when their children join our school.

We recognise the expertise our staff by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff can find Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2022) on our website.

This policy will be reviewed in full by the Head of School on an annual basis.

Mr Ashleigh Bignall      Date : 14.2.23



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## **1. PURPOSE & AIMS**

1.1 The purpose of the British Learning Centre's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

## **2. OUR ETHOS**

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

2.3 At the British Learning Centre we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;



- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

2.9 At the British Learning Centre we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010 (UK)
- Public Sector Equality Duty (UK)

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

### 3. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
DSL	Ashleigh Bignall	0955735638 info@britishlearningcentre.com
Deputy DSL	James Kemp	0809012930 jkemp@britishlearningcentre.com
Head of School	Ashleigh Bignall	0955735638 info@britishlearningcentre.com

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

3.2 A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.

3.3 All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct and the behaviour policy. All staff undertake appropriate child protection training that is updated annually and on-line safety training; Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

3.5 Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2022); they remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Head of School

3.5 At the British Learning Centre the Head of School is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education'.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During the school day, the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL at the British Learning Centre will represent our school at any child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children. The British Learning Centre will also on occasion seek the advice and support of British international schools where appropriate and will do this confidentially.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding policy.

3.12 The DSL(s) will work with senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.



## **4. TRAINING & INDUCTION**

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. On the school website, everyone can find a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex B of 'Keeping Children Safe in Education' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within 7 days of joining the school. This will be delivered through National College. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised online at least once every three years.

4.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance from the UK & Thailand. Annex B of 'Keeping Children Safe in Education' (2022) provides links to guidance on specific safeguarding issues such as Child Exploitation and Forced Marriage.

## **5. PROCEDURES FOR MANAGING CONCERNS**

5.1 The British Learning Centre adheres to child protection procedures that have been agreed in this policy. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the policy.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting (see Appendix 1). Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice as required from other professional establishments while maintaining confidentiality. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with the policy.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance.



## **6. SPECIFIC SAFEGUARDING ISSUES**

### Contextual safeguarding

6.1 At the British Learning Centre we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are covered in staff training. These additional barriers can include:

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

## **7. RECORDS AND INFORMATION SHARING**

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern either on the agreed reporting form (Appendix 1). Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

## **8. WORKING WITH PARENTS & CARERS**

8.1 The British Learning Centre is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing or as a message.



## **9. SAFER RECRUITMENT**

9.1 We will ensure that the Head of School has completed appropriate safer recruitment training. The Head of School will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2022).

9.2 At the British Learning Centre we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

9.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

9.4 At the British Learning Centre we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

9.5 We will undertake ICPC and other pre-employment checks as outlined in 'Keeping Children Safe in Education' to ensure we are recruiting and selecting the most suitable people to work with our children.

9.6 We will maintain a Central Register (CR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the CR regularly to ensure that it meets statutory requirements.

9.7 At the British Learning Centre we recognise that safer recruitment is not just about carrying out the right ICPC checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.