



Policy

Policy title:	Safeguarding Policy
Function:	For information and guidance about safeguarding at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	Keeping children safe in education (2018) Working together to safeguard children (July 2018) Sexual Violence and sexual harassment between children in schools and colleges (2017 and 2018)
Audience:	Students, Parents, Staff, Leaders, Governors, Local authority, General public
Ownership:	Governing Body, Headteacher, Deputy Headteacher (PDBW)
Last reviewed:	June 2019
Reviewed by:	Full Governing Body
Next review:	Every year – June 2020

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Aims and objectives

- 1 This policy sets out the Blue Coat School's safeguarding arrangements, procedures and practices in line with the DFE Keeping children safe in education (September 2018).
- 2 The policy ensures that all stakeholders are provided with:
 - details about how the School manages safeguarding and child protection
 - information about School estate security and CCTV management
 - information about how the School promotes and manages the safe use of ICT
 - Information about how the School manages accidents involving children
 - details about the administration of medicines

Roles and responsibilities

- 3 The Governing Body will ensure that this policy meets current statutory requirements and is reviewed annually.
- 4 The Headteacher will ensure that:
 - the School complies with legislation and that this policy's procedures and strategies are implemented through this policy and other means within the school community
 - this policy is subject to consultation annually, shared with the local authority and published on the School's website
 - the Single Central Record is maintained in accordance with latest practices, and that at least one member of every recruitment panel has attended safer recruitment training
 - referrals are made to the Disclosure and Barring Service and /or the National College of School Leadership where necessary, and that there is prompt liaison with the Local Area
 - Designated Officer (LADO) where an allegation is made against a member of staff
 - the School clearly communicates which staff are responsible for leading safeguarding (Annex A)
 - the Designated Safeguarding Lead has a job description in keeping with the requirements of latest statutory guidance, and sufficient time, training and support allocated to this role
- 5 The Designated Safeguarding lead will ensure that:
 - they understand and implement the assessment processes for providing early help and intervention and refer all cases of suspected abuse to the local authority children's social care and other agencies where relevant
 - they act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
 - they have a working knowledge of how the local authority conducts child protection case conferences, identifies actions and follows up with subsequent review
 - staff are aware of training opportunities and the latest policies on safeguarding
 - child protection records of concerns and referrals are detailed, accurate, kept securely and separately from the student's normal file

- child protection records are transferred appropriately when children leave the School
- swift action is taken when a child that is subject to a child protection plan is absent from school
- swift action is taken when a child that is subject to a child protection plan is not having their needs met
- all staff have access to and understand the School's Safeguarding Policy which include processes and practices for child protection
- The School has an effective procedure for administering prescribed drugs/medicines to children where necessary

6 The Director of Resources will ensure that:

- site security systems and equipment are well maintained
- regular site security checks are scheduled, undertaken and inform improvements to practices
- security lapses are brought promptly to the attention of the Headteacher
- the personnel officer undertakes the necessary checks on all employees and maintains an up to date Single Central Record
 - there are systems in place to:
 - clearly define acceptable use of school ICT
 - record staff and students' agreement to abide by school codes of conduct in relation to the use of ICT
 - report and deal with any breaches of acceptable use

7 All employees of the School will have due regard for the principles, processes and practices set out in this policy. Staff will ensure that they:

- maintain a safe environment in which students can learn
- are alert to signs of abuse and neglect
- keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role and responsibility
- report any concerns about the behaviour of an adult towards a child to the Headteacher, Designated Safeguarding Lead, Chair of Governors or LADO without delay
- understand they have a responsibility to escalate concerns if a child remains at risk or their needs are not met
- follow school guidance in that the way in which they talk to students about safeguarding issues
- contribute to the School's obligations to fulfil the Prevent duty, and remain alert to identifying and reporting children who may be vulnerable to radicalisation
- undertake relevant risk assessments in accordance with their duties
- recognize that they are responsible for security of buildings and property and are responsible for keeping buildings clear of materials that can be used for arson or vandalism
- support operational procedures that affect security, such as school key control procedures and visitor monitoring
- wear school ID badges in school
- support the School's records of accidents that occur within the School building, grounds or of site, as part of a curricular or Enrichment activity to a student or member of staff

- 8 Parents will ensure that they:
 - keep the School informed about the welfare of their children
 - they provide relevant information about their child's health and well-being to the School
 - notify the School in writing if there is any need for the School to supervise the administering of prescribed drugs or medication

- 9 Students will ensure that they:
 - report any persons on site that are not familiar to them and are not wearing a school ID badge
 - sign in and out of the building when arriving or leaving at unconventional times
 - adhere to the School's strict rule that no drugs (legal or illegal) are permitted on school premises at any time
 - attend the school office if they feel unwell

Procedures and practices

Definitions

- 10 For the purposes of this Safeguarding Policy, safeguarding and promoting the welfare of children is defined as
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up with in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

- 11 A 'child' means any person either under or over the age of 18 who is a member of the School student body.

- 12 A 'vulnerable adult' means any person "who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation because of mental or other disability, age or illness."

- 13 'Staff' means all employees, full-time, part-time teaching and other, and all agency, franchise, contract and volunteer staff working for The Blue Coat School at any time.

- 14 Further detail about definitions can be found in Definitions of child abuse (Annex B).

Safeguarding children

- 15 Attendance for students will be reviewed bi-weekly. Prompt and appropriate support or action is taken either where attendance or punctuality gives cause for concern.

- 16 Vulnerable student lists will be regularly reviewed, updated and shared with all staff.

- 17 The School curriculum will support students to stay safe, develop healthy relationships and to promote equality. Children will be regularly reminded about the staff safeguarding team.
- 18 Emergency evacuations will be practiced regularly and reviewed to identify lessons learnt and inform future practice.
- 19 Staff and students will be made familiar with procedures where a lock down is deemed necessary.
- 20 Staff will adhere to the Safer Working Practices guidance documentation. Staff will be regularly updated with regard to the latest safeguarding advice. Safeguarding documentation will be signposted to staff. New staff will undertake a safeguarding workshop as part of their induction programme.
- 21 Leaders of school trips and visits will undertake appropriate risk assessments.

The school will take pro-active steps to ensure its use of photographs supports good safeguarding of students (Annex C).
- 22 Team leaders will undertake annual risk assessments of their team areas.
- 23 Students and staff will be kept updated about first aid procedures and trained staff.
- 24 Staff will be sign posted to whistle blowing procedure in place to manage allegations against any member of staff, volunteer or member of the Governing Body.
- 25 Staff and Governors will undertake enhanced DBS disclosure. Teaching, support staff and volunteers will have the necessary checks undertaken on them to ensure they are fit to work with children. The Single Central Record will be kept up to date.
- 26 A member of the Governing Body will have a specific Safeguarding remit and meet regularly with the Designated Safeguarding Lead.
- 27 Visitors to the School will be provided with the expectations of safeguarding at Blue Coat School.
- 28 The School's safeguarding practices will be reviewed annually in line with Local Authority guidance.

Child protection

- 29 Staff and students will be regularly advised about what to do if they have a child or adult protection concern. Staff and students will be regularly updated about who to refer child protection concerns to.
- 30 The School will provide staff will clear processes to follow if they have concerns about child protection (Annex D and Annex E).

- 31 Staff in a pastoral welfare role will be trained in the management of child protection concerns.
- 32 Staff will be regularly briefed on local issues pertaining to child protection.
- 33 Child Protection concerns will be swiftly passed by staff to the Designated Safeguarding Lead using Annex F.
- 34 Records of ongoing cases will be kept securely in the office of the Designated Safeguarding Lead.
- 35 Each Child Protection file will be reviewed half termly by the Designated Safeguarding Lead so that vulnerable students with child protection issues are monitored.
- 36 Any Child Protection correspondence or actions, including evidence of work with other agencies, will be recorded and filed chronologically on the relevant child's Child Protection file.
- 37 A periodic review of all Child Protection files will be undertaken by the Designated Safeguarding Lead in conjunction with other senior staff with Child Protection responsibility, including the Head teacher, as part of a process of peer review.
- 38 Where a student leaves, a copy of all Child Protection records will be transferred swiftly to the Designated Safeguarding Lead at the student's new school, and a record of this action kept on the student's Child Protection file.
- 39 All Child Protection files will be kept securely by the School until the student's 25th birthday.

Estate security

- 40 The security of the estate will be reviewed weekly. Any breaches of school security will be reported swiftly to the Designated Safeguarding Lead and investigated.
- 41 Students and staff will be regularly guided about protocols for school visitors.
- 42 Students and staff will be regularly reminded about protocols for signing in and out of the building.
- 43 Visitors to the School site will be given clear and specific advice about the School's safeguarding culture and expectations. Visitors will wear ID badges in school and where necessary will be accompanied by school staff.
- 44 CCTV will operate within the estate at all time.
- 45 Key senior leaders and site staff will follow safeguarding protocols relating to reviewing CCTV and accessing the school premises outside of school hours.
- 46 Security of the estate will be a priority when planning and staffing any hire-outs of any part of the estate.

- 47 Students and staff are regularly guided about school evacuation protocols. As far as possible, evacuation drills will be undertaken each term and a full evaluation undertaken to identify areas for improvement and follow up actions.
- 48 Students and staff are regularly reminded about what to do in the unlikely event that there is a threat to safety in or around the school site.

ICT

- 49 The School will have a designated e-safety officer who will oversee the safe and appropriate use of ICT.
- 50 Students and staff will read and agree to an acceptable use policy prior to being able to use school ICT systems.
- 51 Students and staff will be regularly updated about ICT safety and acceptable use.
- 52 ICT safeguards, firewalls and filters will be in place to keep students and staff safe.
- 53 The use of ICT in school and the use of ICT equipment will be monitored and periodically reviewed.
- 54 Breaches of acceptable use will be investigated on a case-by-case basis. Incidents of e-safety concerns will be recorded.

Accidents

- 55 Accidents on the School site will be recorded promptly and fully in the accident book stored at the school office. Serious incidents will be reported swiftly to the senior leadership team.
- 56 During school hours, first aid trained staff will liaise with the School office to make a judgement about whether professional medical expertise is required. Out of school hours, a responsible member of staff will swiftly call an ambulance if required.
- 57 In all cases of accident involving injury to students, the school will inform parents and complete a student accident record form (Annex G) which will be shared with parents and be filed.
- 58 The School will inform other appropriate authorities where required.
- 59 The School will review the accident book periodically to evaluate any specific or general lessons learnt.

Drugs and medication

- 60 Students and staff will be guided that other than prescribed drugs and medication, no other drugs should be brought into school.

- 61 The School will always seek parental consent for the administering of medicines to students (Annex H). Prescription drugs for students will be stored in a safe place in the school office. Inhalers will be kept in School for asthma emergencies.
- 62 Prescription medication for staff will be carried by staff or stored in a restricted area of school where there is no student access.

The administration of any prescription medicine will require the signature of two colleagues.

Monitoring, review and evaluation

- 63 The Governing Body will review this policy annually.
- 64 The Headteacher will periodically scrutinise safeguarding and child protection records with the Designated Safeguarding Lead.
- 65 The Designated Safeguarding Lead will report to the link Governor for safeguarding termly.
- 66 The link Governor for safeguarding will report to the Governing Body termly.
- 67 The Health and Safety group will review estate security termly.
- 68 The Director of Resources will review the use of ICT termly

Annex A: Designated Safeguarding Leads

Names

Designated Safeguarding Lead:

Scilla Yates: Deputy Headteacher

Deputy Designated Safeguarding Leads:

Matthew Watkins: Assistant Headteacher

Sarah O'Rourke: Assistant Headteacher

Deputy Designated Safeguarding Lead:

Michael Pennington: Headteacher

Annex B: Definitions of child abuse

Significant Harm

The Children Act 1989 introduced the concept of "significant harm" as the threshold that justifies compulsory intervention in family life in the best interests of children.

Under Section 31(9) of the Children Act 1989:

“Harm” means ill treatment or the impairment of health and development

“Development” means physical, intellectual, emotional, social or behavioural development;

“Health” means physical or mental health; and

“Ill-treatment” includes sexual abuse and forms of ill-treatment which are not physical.

Main types of abuse

It is generally accepted that there are four main forms of abuse. The following definitions are taken from ‘Working Together to Safeguard Children’ 2015.

1. 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 feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen Syndrome by proxy (fabricated or Induced Illness in Children by guardians).

Possible signs of physical abuse include:

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear.

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Possible signs of emotional abuse include:

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or encouraging or knowing about their child being involved in child prostitution. Sexual abuse may also include sexual violence or sexual harassment between children.

Possible signs of sexual abuse include:

- Sexual awareness inappropriate to child's age, e.g. drawings, vocabulary, knowledge of sexual acts
- Provocative sexual behaviour
- Love bites
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

4. 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. It may involve a parent or guardian failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to 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 include:

- Constant hunger, tiredness
- Poor personal hygiene
- Untreated medical problems
- Destructive tendencies

- Social isolation
- Poor self esteem
- Poor relationship with peers
- Excessive rocking, hair twisting, thumb sucking
- Fabricated or induced illness

Other useful references

There are many other specific types of abuse that cannot always be referenced to the above 4 categories.

1. Female Genital Mutilation (FGM)

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as taking a British national or permanent resident abroad for FGM or helping someone to do this. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a child protection issue. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy.

2. Peer on Peer Abuse

Abuse (physical, sexual or emotional/harassment) by peers should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Also bear in mind that there may be a risk to young children / young people other than the current victim. In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

Harassment is offensive, objectionable, undignified, humiliating behaviour and/or can create a hostile environment. It can take the form of watching, loitering near, or preventing or hindering access for the victim, following, stopping or accosting the victim, entering or interfering with victim's property or making unwelcome contact with that person. Additionally acting in any way that would cause a reasonable student in those particular circumstances to fear for his or her safety. If a specific act happens within a twelve month period on at least two occasions this can be classed as harassment.

Peer on peer abuse can also include sexual violence and sexual harassment between children.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Staff will be made aware that:

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

3. Abuse Online

Bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites. The rapid development of widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content. Clearly this can take the form of emotional abuse, and/or could lead to circumstances whereby other forms of abuse could take place. The School’s e-safety policy has been designed to cover this.

4. Preventing Radicalisation

In addition, the Prevent Duty has identified that schools have a Prevent duty, and must recognise that there is a key role to play in identifying children who are at risk of being exposed to, or becoming radicalised by material from the internet, and staff must know what to do when such students are identified. Staff must treat any concerns they have about the possible radicalisation of a student in the same way that they would any other form of abuse.

5. Domestic Abuse

Domestic abuse can encompass but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Where there is domestic abuse the implications for the vulnerable adult or young person at School and for younger children in the household must be considered. Young people from families with a history of domestic abuse often have behavioural difficulties, absenteeism, ill health, bullying and drug and alcohol misuse.

6. Honour based violence

Honour –based violence is a crime which is committed to protect or defend the perceived honour of the family and/or community. This is a fundamental abuse of someone’s human rights.

7. Drug/Alcohol Abusing Parents

There is an increased risk of violence in families where this occurs. A young person at School may have to take on responsibilities for younger children in the family.

8. Forced Marriage

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage also, on occasion, experience physical, financial, sexual or emotional abuse at home. This is a fundamental abuse of someone's human rights.

9. Mental Health Issues

Self-harming must be approached on a proportionate and case by case basis and the extent of the self-harm should be taken into account. The Designated Safeguarding Lead reserves the right to consult with a School Partnership Team Leader on a case by case basis, recording the advice given. Self-harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a potentially serious mental or emotional disturbance. The possibility that self-harm including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked.

10. Child Sexual Exploitation

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

11. Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Annex C: Photographs

Publicising School news, events and achievements allows us to keep our School community regularly updated on the range of activities that take place at the School.

Photographs of Blue Coat students may be shared via:

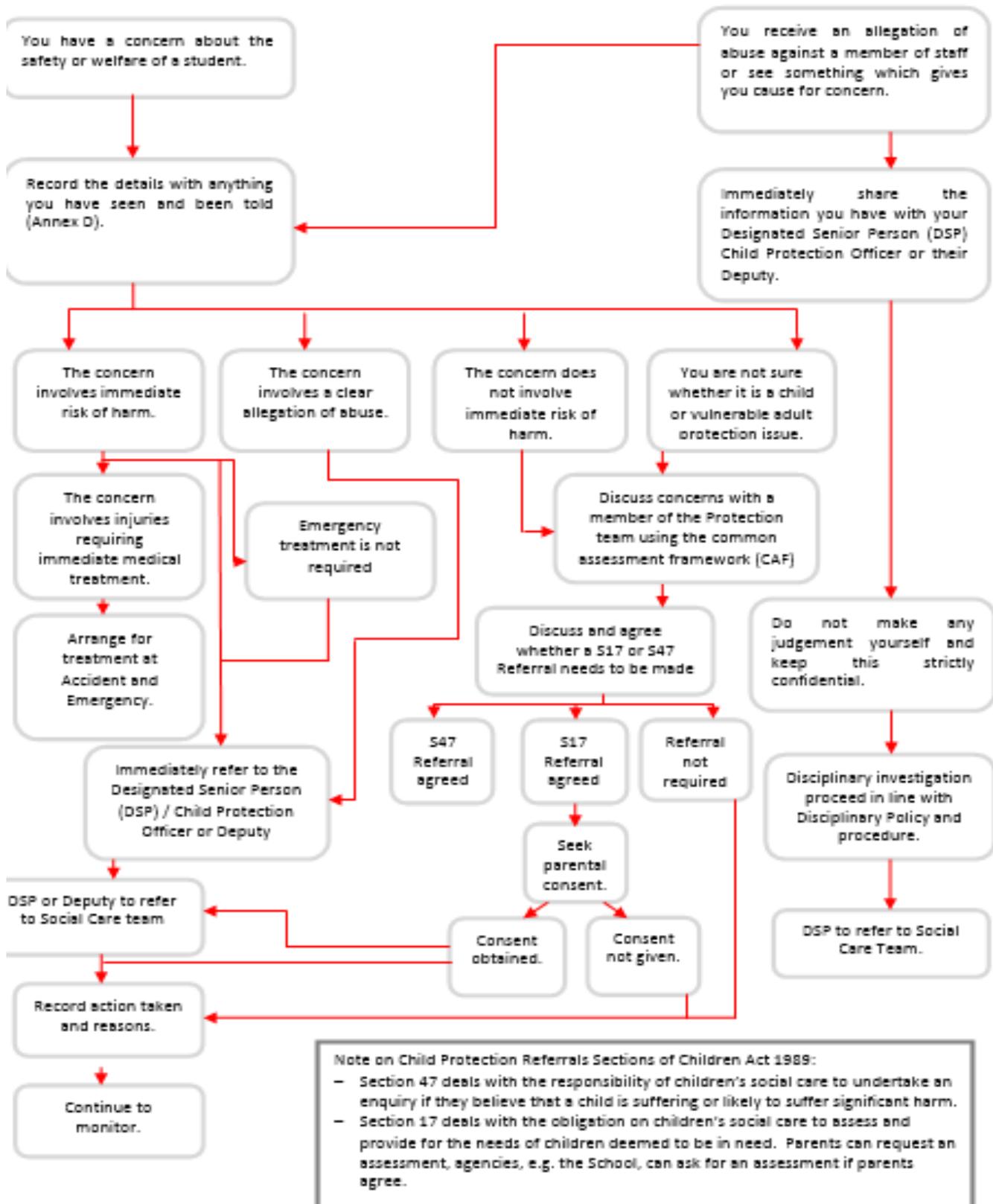
- The Blue Coat School website ➤ School prospectus
- Twitter / Facebook / LinkedIn
- School community newsletters
- Alumni magazines
- Local / National press
- Events: Open Evening / Prize Giving / Alumni Reunions

The Blue Coat School recognises the importance of safeguarding, with procedures put in place to prevent an infringement of privacy.

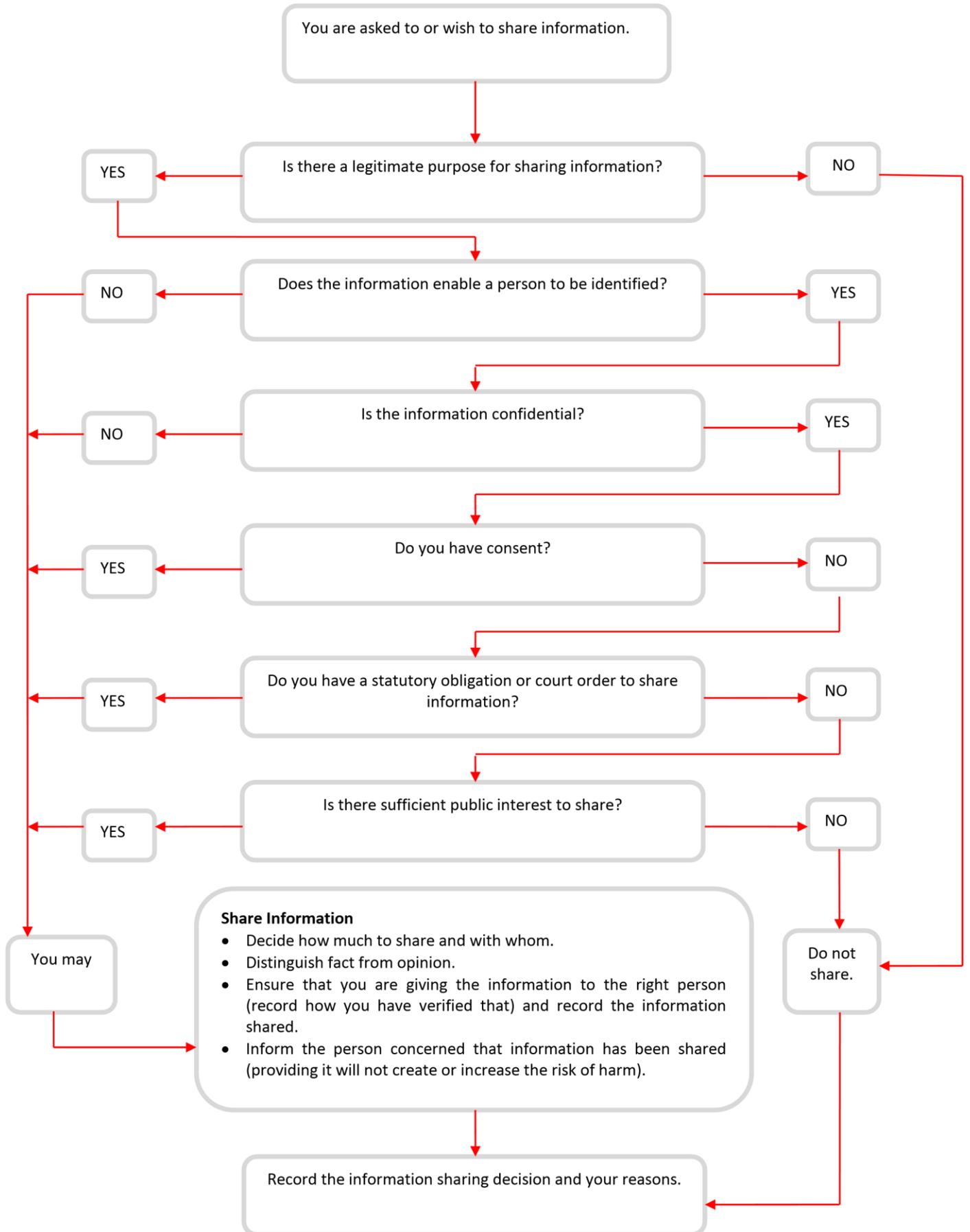
<p>Parental consent:</p>	<p>The Department for Education advise <i>“photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. Therefore, using such images for school publicity purposes will require the consent of either the individual concerned or in the case of pupils, their legal guardians”</i>.</p> <p>In line with the Department for Education’s stance, Blue Coat parents and carers are asked at the start of each academic year if they would like to opt out from consenting to their son or daughter being photographed whilst taking part in Blue Coat activities and for these images to be shared internally and externally. This information is recorded on SIMs.</p> <p>Parents and carers retain the right to withdraw their consent at any time during the School year. This update will be recorded on SIMs by the Administrative team who will in turn inform the Development Office.</p>
<p>Security:</p>	<p>Photographs of Blue Coat students are stored securely on the School’s password protected network. Access to these photographs are limited to members of the Development Office.</p>

<p>Protection measures:</p>	<p>To ensure student safety photographs documenting School activities and student achievements reveal only a student’s first name and year group.</p> <p>Furthermore, photographs cannot be downloaded from the website by members of the public.</p>
<p>Procedure:</p>	<p>Step One: Students captured in a photograph will be identified by name by the appropriate member of staff overseeing the event photographed.</p> <p>Step Two: These names will be cross checked against names held on the School’s opt-out list to ensure that any changes in parental consent are upheld. The School admin team will continually update the Development Office of any changes made to the opt-out list.</p> <p>The aforementioned measures will prevent an infringement of privacy.</p>
<p>Circumstance change:</p>	<p>If a safeguarding officer or member of the senior management team is aware of any changes in personal or domestic circumstances likely to impact on previous photographic consent granted, they will inform a member of the Development team.</p> <p>Even if consent is given by a parent or carer they can object to a published photograph that includes their son or daughter at any time. This photograph will be removed from the website straight away.</p>

Annex D: Flowchart for child and adult protection process



Annex E: Information sharing for child and adult protection



Annex F: Form to record child and adult protection concerns

This form should be used by staff to record child protection concerns. It should be forwarded to the Designated Safeguarding Lead upon completion.

Student:	Form:
Date:	Time:
Summary of concern or disclosure: (Differentiate between facts and opinions, use the child's own words)	
Signed: _____ Print name: _____	
Actions taken by the Designated Safeguarding Lead:	
Signed: _____ Print name: _____	

Annex G Student accident record form

This form should be used by first aid staff following action taken as a result of an accident.

Student	Form
Date	Time
Summary of accident:	
Treatment / response:	
Signed	Print Name

Annex H: Parental consent for the administering of medication

This form should be used by parents when notifying the School of their consent to hold and dispense medication.

Student:	Form:
Date:	
Details of medical condition/diagnosis:	
Prescribed medication:	
Expiry date:	
Date of replenishment:	
Dosage and method:	
Procedure in case of emergency:	
Other comments:	
I understand that I must deliver the medicine personally to the School Office. I accept that this is a service that the School is not obliged to undertake. I understand that I must notify the School of any changes in writing.	
Signed:	Print name: