

Fullerton House School
Safeguarding and Child Protection Policy 2021-22
- Part Two - Procedures

Important: This document is an integral part of Fullerton House School Safeguarding and Protection of Children Policy, [ReS 2.1A](#), and should be read together with that policy document. Copies of both documents must be provided to enquirers.

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1. **Introduction**

1.1 Why we need guidance and procedures

Fullerton House School is responsible, morally and in law, for safeguarding the welfare of children and young people in its care. We want the children in our school to feel safe, and well cared for and happy. The guidance and procedures are designed to support everyone living, attending or working at Fullerton House School and to help our partners to understand the school's approach. We aim to ensure that where safeguarding concerns arise the situation is appropriately managed in the best interests of the child, through agreed procedures and in partnership with the local safeguarding children team and other relevant stakeholders.

1.2 Terminology

For ease of reference these procedures refer throughout to "child" and "children". In this context the term "child" applies to any child, young person or young adult in the school. These procedures sit with Fullerton House School Safeguarding and Child Protection Policy 2021-22 - Part One, [ReS 2.1A](#).

1.3 The Law

1.3.1 As a school, we must have regard to the Statutory Guidance set out in "Keeping Children Safe in Education; Schools and Colleges" (DfE, September 2021). All staff working in school are expected as a minimum to have read Part One of this Guidance, which expands upon our responsibilities as set out in the legislation outlined below and provides information as to how we should fulfil our duties in respect of safeguarding and promoting the welfare of children whilst they are at school.

1.3.2 Section 11 of the Children Act 2004 places duties on a range of organisations, including Fullerton House School, to ensure anything we do has "regard to the need to safeguard and promote the welfare of children". It also sets out duties for other organisations including Health Services, Police, Local Authority and others with whom we must cooperate and work in partnership. (See "Working Together to Safeguard Children", DfE, July 2018).

1.3.3 Fullerton House School is regulated under the provisions of the Independent Schools (England) Regulations 2014.

1.4 Definition of Abuse, Safeguarding and Protection

The definition of abuse as stated in statutory guidance is defined for the purposes of this document as:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline.

Promoting the welfare of children as stated in statutory guidance is defined for the purposes of this document 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
- acting to enable all children to have the best outcomes.

(DfE Guidance - Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021).

1.5 A Safeguarding Ethos

The Protection of Children Regulation (Regulation 12 Children's Homes Regulations and Quality Standards 2015) says that children should be protected from harm and enabled to keep themselves safe.

Children must feel safe and be safe. Staff at Fullerton House School should support children to be aware of and manage their own safety both inside and outside the school to the extent that any good parent would. Staff should help children to understand how to protect themselves, feel protected and be protected from significant harm.

Fullerton House School will be managed so that the day to day care of children is arranged and delivered in ways that keep children safe and protect them from harm.

Fullerton House School staff should assess whether each child is at risk of harm, considering all the information provided to us in the child's care and support plans, and, if necessary, devise support plans and agree any other arrangements required to reduce the risk of any harm to the child.

Fullerton House School will work to help each child to understand how to keep safe, including the use of teaching in school, learning and developing skills and providing the accessible information and communication aids. Fullerton House School staff should be able to manage relationships and risky behaviour between children in order to prevent them from harming each other, this includes child on child sexual harassment and violence (Keeping children safe in Education 2021).

2.1 Indicators of Abuse

All Fullerton House School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

2.1.1 Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

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Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.1.2 Emotional Abuse

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

2.1.3 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

2.1.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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2.2 Specific Safeguarding Issues

2.2.1 Missing Child

The children at Fullerton House School are especially vulnerable to abuse and harm. Even when there are arrangements in place for intensive staffing, e.g. one to one or two to one support, it is possible for a child to go missing. All staff must know the procedure to follow if a child goes missing whilst at school or whilst out and about on a school activity. Each child must have a risk assessment in respect of the likelihood of going missing and if a risk is identified a formal risk assessment and agreed protocol put in place. Please see our Missing Child Policy – Fullerton House School, [ReS 2.11A](#).

2.2.2 Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention by referring to the relevant Local Authority is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Additionally, the school will need to report a child who is missing education because they have for example been taken away by a parent without the involvement of the commissioner for the service to the relevant Local Authority Multi Agency Support Team. Please see Fullerton House School's Children Missing Education Policy, [ReS 3.10A](#), for the procedures and responsibilities.

2.2.3 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. It is important to recognise that 16 and 17 years olds can be victims of CSE in equal measure to younger children. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child Sexual Exploitation – Further Information
Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex.
Can still be abuse even if the sexual activity appears consensual.
Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
Can take place in person or via technology, or a combination of both.
Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
May occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

Some of the following signs may be indicators of children who are at risk of or who are being subjected to 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 wellbeing.
Children who misuse drugs and alcohol.
Children who go missing for periods of time or regularly come home late.
Children who regularly miss school or education or do not take part in education.

2.2.4 Child Criminal Exploitation: County Lines

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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation 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. Please see a link to the County Lines Home Office Guidance at paragraph 4.18 of this document.

Child Criminal Exploitation: County Lines - Further Information
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.

2.2.5 Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Domestic Abuse may Encompass but is not limited to
Psychological Abuse
Physical Abuse
Sexual Abuse
Financial Abuse
Emotional Abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at NSPCC - UK domestic abuse - signs symptoms and effects.

2.2.6 So-called "honour based" abuse (HBA) including Female Genital Mutilation and Forced Marriage

So-called "honour based" abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the

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community, including Female Genital Mutilation (FGM) forced marriage, and practices such as breast ironing. Abuse committed in the context of “preserving honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern that a child may be at risk of HBA or who may have suffered HBA they must speak to the Designated Safeguarding Lead who will then take the appropriate action using the local social care safeguarding procedures, which will include the involvement of the police and children’s social care and any other relevant local or national protocol.

2.2.7 Female Genital Mutilation (FGM)

FGM involves the total or partial removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

There is a mandatory duty for **registered social care, health care and teaching professionals** to report directly to the police when they discover **either through disclosure directly from the victim or see visual evidence** that FGM appears to have been carried out on a girl aged under 18 years. Failing to fulfil this duty will face disciplinary sanctions. This will apply at Fullerton House School to any registered nurse, social worker, teacher, therapist, psychologist, or doctor, including a psychiatrist. Registered professionals have no duty to report when they believe another professional has already reported the matter.

There is no mandatory duty to report if there is merely suspicion or concern expressed and staff should not physically examine a child.

Any person working in the school who is concerned or suspects FGM whether they are or are not a registered professional as described above, should report their suspicions to the Designated Safeguarding Lead who will then refer to the social care Safeguarding Children Team. Please see links to the Multi-Agency Practice Guidance for FGM, [ReS 2.1A.17](#), and Mandatory Reporting of FGM, [ReS 2.1A.17a](#).

2.2.8 Forced Marriage

Forcing a person into marriage is a crime in the UK. This is a marriage entered into without the full and free consent of either or both parties. Violence and threats can be made, which can be physical or emotional. Children at Fullerton House School are unlikely to be able to enter into a marriage with full and free consent because of their likely lack of capacity to give consent. The Forced Marriage Unit has published statutory and multi-agency guidance, see www.fmu@fco.gov.uk.

2.2.9 Preventing Radicalisation (Prevent)

Fullerton House School are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism. This is called the Prevent Duty.

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is part of Fullerton House School’s safeguarding approach. Radicalisation refers to the process whereby a person becomes supportive of terrorism and extreme ideology. There is no single way of identifying whether a child is likely to be susceptible to such ideology and a child’s background and influences of family or friends may be contributory factors to a child’s vulnerability. Radicalisation may occur through external means such as social media and internet sites.

Staff must be alert to any changes in the child’s behaviour and intervene if it is judged necessary to help protect the child. Staff need to use their judgement and act proportionately by reporting to the Designated Safeguarding Lead. It is not necessary for the school to have a separate Prevent policy. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working Together to Safeguard Children 2018, and Keeping Children Safe in Education 2021. Please also see The Prevent Duty – Departmental advice for Schools and Childcare Providers, DfE, [ReS 2.1A.20a](#).

The Designated Safeguarding Lead or their Deputy should make a referral when appropriate to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. To make a referral to the Channel programme in Doncaster you should contact Rachel Long, on 01302 737469 or email Rachael.Long@doncaster.gcsx.gov.uk.

2.2.10 Online Safety & Cyberbullying

This includes “Sexting”. The UK Council for Child Internet Safety has published guidance for schools in dealing with incidences of sexting https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

There is departmental guidance on the confiscation and removal of devices which will be followed by staff at Fullerton House School, see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

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Please see also Child Sexual Exploitation (above), Hesley Group Media and E-Safety Policy for Children, Young People and Adults, [ReS 6.17](#), and Information Security and Acceptable Use of IT Systems, [Fac 5.1](#).

2.2.11 Bullying and Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting and initiating/hazing type violence and rituals. Care should be taken not to dismiss potential peer on peer abuse as “banter” or boys being boys” and also to never presuppose a child is accepting of any conduct towards them which has the behaviour to harm them physically or emotionally. All concerns should be treated seriously and reported to the DSL at the first opportunity.

Staff should be mindful that a child’s likelihood of committing serious violence increases through:

- being male
- being frequently or permanently excluded from school
- having experienced child maltreatment
- having being involved in offending such as theft or robbery

Please see Fullerton House Anti-Bullying Policy and Procedures, [ReS 2.10A](#), and anti-bullying posters.

2.2.12 Sexual Harassment and Sexual Violence

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. It can happen between an adult and a child. Staff at Fullerton House School should adopt the approach that it could happen to the children of Fullerton House School and should treat with the upmost seriousness disclosures or allegations of sexual harassment and sexual violence.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Sexual harassment, including inappropriate verbal comments, inappropriate touching or violence toward children is never to be considered as banter or an acceptable consequence of “growing up”. Such incidents must ALWAYS be dealt with as abuse regardless of an individual seeming to “go along with it”.

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It is important that our staff are aware of sexual violence and the significant risks posed to children as victims of sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Sexual Violence - Offences
<p>Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.</p>
<p>Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents</p>
<p>Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.</p>
<p>What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.</p>
<p>Upskirting: This involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</p>

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

Sexual Harassment - Examples
Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
Sexual "jokes" or taunting;
Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or harassment. Staff should report reports of sexual violence or harassment or their concerns to the Designated Safeguarding Lead.

3 Procedures

3.1 Skills and Knowledge - Training, Learning and Support

All new permanent staff to the service will be informed of Fullerton House School's Safeguarding and Child Protection Policy – Part One, ReS 2.1A, receive their copy of the Safeguarding and Protection of Children Booklet – Summary for Staff, Fullerton House School, [ReS 2.1A.2](#), Code of Conduct for Employees, [Per 4.9.1](#), and these Fullerton House School Safeguarding and Child Protection Policy – Part Two – Procedures, during their induction and prior to any direct work with children.

The induction includes familiarisation with Part One of Keeping Children Safe in Education, their safeguarding and child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare. Further training to help staff develop their skills will be given via a range of media.

Prior to agency or supply staff commencing work at the school, the manager to whom they report will explain the main points of the above policy and procedures and will advise on how to contact DSL/Deputy DSL should the need arise.

All staff at Fullerton House School will receive a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. All staff will receive an annual Safeguarding Children training update at a level appropriate to their duties through their CPD programme.

The Designated Safeguarding Lead (DSL) together with the Senior Leadership Team at the school and Hesley Group Workforce Development Team is responsible for ensuring any training delivered and learning is current and relevant and that all attending induction and due for updates receive the required child protection and safeguarding training.

All staff working with children will receive regular supervision in line with Hesley Group Supervision Policy, [Per 4.6](#), that allows for checking out understanding of

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signs of abuse, reflective practice and learning and opportunity to consider and learn from child protection and safeguarding incidents.

All staff working in other capacities in school, e.g. Administration and Core, will receive training and supervision that allows discussion and reflection on their responsibilities in respect of reporting on child protection and safeguarding matters and that helps develop their understanding possible signs of abuse.

DSLs and their Deputies will receive DSL Training as appropriate and have this kept up to date as required.

3.2 Abuse of Position of Trust

All staff at Fullerton House School are aware that inappropriate behaviour towards children and young people is unacceptable and that their conduct toward them must be beyond reproach. In addition, staff need to understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between Fullerton House School staff and a child under the age of 18 may be a criminal offence.

3.3 Reporting a Concern

Despite all precautions there will be occasions when there is a suspicion or knowledge that abuse has occurred, is occurring or is at risk of occurring. Our staff need to be confident in reporting their concerns and confident that they will be followed up promptly and thoroughly.

As soon as you become aware of or suspect abuse or potential abuse you should contact the Designated Safeguarding Lead (DSL) for Fullerton House School. Please see the table below for contact details of all DSLs and Deputies at Fullerton House School.

Posters are displayed around the site to tell you who is the DSL on duty. Managers and class teachers will have been told at handover who the designated DSL is.

You **MUST NOT** try to collect any evidence yourself. This could seriously damage chances of a safe and fair investigation.

If you think a crime may have been committed, and particularly in relation to sexual abuse please do not disturb the scene, change a child's clothing or help the child to bathe or shower until permission has been given by the police.

Concerns and allegations received will be taken extremely seriously and followed up by the Designated Safeguarding Lead using the agreed local reporting procedures. We have procedures in place to support and protect the person who has spoken up. (See Speaking Up Policy and Practice Guidance, [Corp 5.1](#), and Speaking Up Charter, [Corp 5.1.1](#).)

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Information relating to an allegation of abuse is confidential. You must not share it with anyone other than those people who need to know. Please do not discuss the matter with your colleagues. If you need to talk it through with someone confidentially there is a free and anonymous Helpline run by NSPCC, telephone 0800 028 0285.

The person who needs to know your concerns or allegations is the DSL or their Deputy. They will complete a Report of Concern Form with you. This will record the details of what happened, where, how and who else was there, etc. The DSL or Deputy will then assess the situation and if necessary report the matter to the local children's safeguarding team in Doncaster and the child's own local authority if they are a day pupil. The DSL or Deputy may ask you to complete a written statement and sign the Report of Concern.

If your concern is about the conduct of the DSL on duty and you think a child has been abused or is at risk of abuse, you should contact the Assistant Director of Children's Services, Maryann Barton on 07384 119663 ext 3500. Concerns relating to the Deputising DSL's should be passed immediately to the school DSL or in their absence the Assistant Director Children's services as above.

Internal contacts:

Fullerton House School - Education Child in school or on school activities - during the school day
1 Marc Hughes, DSL Head Teacher Tel: 01709 861663 ext 3200 Mobile: 07384 118575 Email: marc.hughes@hesleygroup.co.uk
2 Russ Nixon, Deputy DSL Tel: 01709 861663 ext 3217 Mobile 07587 667253 Email: Russell.Nixon@hesleygroup.co.uk
3 Zoe Jessop, Deputy DSL Tel: 01709 861663 ext 3630 Mobile: 07551312370 Email: zoe.jessop@hesleygroup.co.uk

If your concern involves the DSL please contact Maryann Barton, Assistant Director Children's Services - Mobile: 07384 119663

If, after raising a concern or making an allegation you feel the matter has not been treated with sufficient gravity, they must contact the Chief Executive Officer. Alternatively, you may contact the local Safeguarding Team or OFSTED.

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There is also a free and anonymous advice hotline run by NSPCC 0800 028 0285 aimed at those who have concerns about children but are unsure how to raise them or fear the repercussions of reporting them internally.

External Contact Details

Doncaster Safeguarding Children Local Authority Designated Officer (LADO)	Mary Woollett Centre Danum Road Doncaster DN4 5HF Tel: 01302 734747 (Office Hours) 01302 734100 (Out of Hours)
OFSTED	Address: Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 1231
NSPCC Helpline	Tel: 0800 028 0285 (Free and Anonymous Advice if you think a child is being abused)
Doncaster Safeguarding Adults (over 18s)	Mary Woollett Centre Danum Road Doncaster DN4 5HF Tel: 01302 737391 (Office Hours) 01302 796000 (Out of Hours)

3.4 Reporting an allegation about another member of staff – supply, agency or volunteer

What school staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the DSL who is the Head Teacher or the DSL on duty
- where there are concerns/allegations about the DSL/ Head Teacher, this should be referred to the Assistant Director of Children’s Services

See section 3.3 for relevant contact details.

3.5 Managing a Concern or Allegation

Please see Action for DSLs following receipt of Safeguarding Concerns - Flow Chart, [ReS 2.1A.6](#). Once the DSL meets with or takes a call from the person reporting a concern or allegation they will ask the employee to give a full account of what they saw, when and how things happened, as set out in the Report of Concern Form [ReS 2.1A.7](#).

Policy Document No: ReS 2.1A.1

DSLs need to be aware that this can be a very difficult process for some employees and will need to support them through it. Please also refer to the Speaking Up Policy and Practice Guidance, [Corp 5.1](#), and Speaking Up Charter, [Corp 5.1.1](#).

Where there is concern a person may pose a risk of harm in continued close contact with children the School and DSL can take action and share concerns with external agencies. Such circumstances include if an individual has:

- Behaved in a way which has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved or may have behaved towards a child in a way which indicates they may pose harm to a child.
- Behaved or may have behaved in a way which shows they may not be suitable to work with children.

Where employees are worried they may be victimised for reporting concerns they should be made aware that Hesley Group has a "Speaking Up" policy, [Corp 5.1](#). This Speaking Up policy and our Employee Code of Conduct lays out our expectations that employees will speak up if they witness or suspect wrongdoing. This would include safeguarding matters. There is a procedure in place that means they would be protected under the Public Interest Disclosure Act 1998 (PIDA for short) and would not be identified UNLESS necessary as part of an investigation.

Where employees are required to be identified Hesley Group will view any issues of intimidation that occur as harassment and the perpetrators of the harassment will be subject to disciplinary processes. Speaking Up is a positive thing to do and should be viewed as such. Hesley Group will always aim to support employees who speak up and work to understand any difficulties this may present for them. (See Speaking Up Policy, [Corp 5.1](#), and Speaking Up Charter, [Corp 5.1.1](#).)

Please note: *Anything that is not a cause for concern about the health, safety or wellbeing of a person using the service must be dealt with through the appropriate management channels and not by using the Report of Concern Form. For example, any grievance or incident of bullying and harassment of employees at work, etc., will be dealt with using the policy designated for that purpose.*

The DSL or Deputy will immediately ensure that any child alleged to have been abused is made safe and receives additional support as necessary, whether this is a physical or emotional need. They may also need to consider as a matter of urgency if action is needed to preserve evidence – e.g. DNA, following an allegation of sexual abuse. If this is the case alleged victims should not be washed or showered, their clothing laundered or the scene tampered with until the Police agree.

The DSL or their Deputy must consider if a serious crime is alleged whether a call to the Police should be made immediately.

IF IN DOUBT CALL THE POLICE FIRST AND SPEAK TO A PERSON ABLE TO DEAL WITH ISSUES OF HARM OR ABUSE.

An allegation may result in the removal from the scene/suspension of a person working for the organisation. This is normal and is good practice. The suspension will be “without prejudice” but takes place to a) protect the person who is alleged to have been abused and b) protect the employee by removing them from the situation. There may also be the need to remove a person who is not one of our staff, for example a contractor or visitor who has had an allegation made about them.

3.6 Support for Children

Support for a victim of any form of abuse should firstly be to ensure that the child is safe and protected from further harm. It may be necessary to seek medical advice. All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. It may result in a post incident support plan agreed with the Fullerton House School multi-disciplinary team or a detailed child protection plan as a result of a child protection conference. DSLs should consider the use of Speech and Language Therapists and Independent Advocacy services to help support the individuals concerned. In the case of peer on peer abuse this may involve devising a support plan for perpetrator as well as victim, which should include risk assessment and careful relating to future contact and proximity within both the education and care setting.

3.7 Reporting, Notifying and Recording

After making sure the child/young person is safe, and dealing with any need for staff or others to be removed from the site, the DSL will take the report through the local safeguarding children process. The DSL or Deputy will follow the procedures outlined on the Flowchart, [ReS 2.1A.6](#), and link into the local authority procedures for either Children or Adults in the Doncaster area. Any member of staff that is alleged to have abused a child must be referred by the DSL to the Local Authority Designated Officer (LADO) – see page 15 for contact details.

The child’s Social Worker, Safeguarding Team and, where necessary, the Local Authority Designated Officer (LADO) within the child’s placing authority, must also be notified of the referral.

Where appropriate, we will discuss any concerns about a child with the child’s parents, carers or registered managers of a care home. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents, carers or registered managers about any such concerns following consultation with the DSL. If we believe that notifying the parents, carers or registered managers would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

The staff member making the referral must ensure that the referral has been received by an appropriate person and that the information is being acted upon in line with the local safeguarding process.

Policy Document No: ReS 2.1A.1

A completed Children's Safeguarding Final Outcome Report, [ReS 2.1A.10](#), and a completed Decision, Rationale and Lessons Learned Summary, [ReS 2.1A.10a](#), must be completed and sent to Central Services, where it will be signed off by a relevant Operational Director. Completion of [ReS 2.1A.10a](#) must fully describe the rationale and the decision making process as well as stating any lessons learned and changes or actions required within the service or centrally. This is our evidence that we have carefully considered the matters and taken or agreed appropriate action to put things right and avoid recurrence wherever we can.

3.8 Monitoring

The Chief Operating Officer, Director of Therapeutic Services, Director of Quality & Workforce Development & Quality Team will concurrently be sent e-copies of the final outcome report [Res 2.1A.10](#). Any safeguarding concerns and reports are logged on internal system and discussed in Monthly governance meetings.

3.9 DSL Responsibilities

In addition to responding to concerns raised regarding student wellbeing, the Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their 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.
- Ensure the school gives timely and detailed responses to any requests for information made during a social care assessment.

3.10 Senior Leader Responsibilities

Hesley Group expects the senior leadership team in the school to ensure sufficient numbers of DSLs are on duty to deal with significant matters such as the incidence or allegations of abuse and any required follow up, monitoring, etc., and that their contact arrangements will be publicised around sites.

Hesley Group also expects senior leaders to ensure that full records are maintained and securely kept of any incidents/concerns/allegations, investigations and outcomes.

Additionally, we are expected to be open and transparent where issues of concern and serious incidents need to be shared with others, particularly those with whom we work in partnership who need to know.

Hesley Group will report any employee who is dismissed as a result of safeguarding concerns or who leaves before they can be dismissed to the Disclosure and Barring Service (DBS for short). DBS will decide if the person should be placed on the list of people barred from working with children or adults at risk. Wherever possible a disciplinary process should be undertaken and concluded regardless of whether the person has left our service. See Disciplinary Procedures, [Per 4.1](#).

Incidents, accidents, physical interventions and complaints must be analysed and lessons learned or we lose an opportunity to improve things for people and might keep making the same mistakes and put people at risk.

3.11 Staff Conduct

All staff will receive a copy of the Code of Conduct, [Per 4.9.1](#), and Safeguarding and Protection of Children Booklet – Summary for Staff, Fullerton House School, [ReS 2.1A.2](#), on appointment or revision.

All staff must understand their responsibilities to safeguard and promote the welfare of pupils

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. This includes any inappropriate relationship with a child.

Professionals should be aware of staff conduct both inside and outside of school and should raise concerns if they feel a colleague is behaving or may have behaved in a way that indicates they may not be suitable to work with children. Within this staff should be aware that it is appropriate to consider behaviour outside of work that may not have involved children but could impact on an individual's suitability to work with children. Examples could include domestic violence, violent conduct or other misdemeanours outside of their professional work. Knowledge of such transferable risks should be reported immediately and confidentially to the Designated Safeguarding Lead.

Staff should work, and be seen to work, in an open and transparent way.

Allegations against others and comments of concern from children

Safeguarding concerns may arise from a child making an allegation about something that they have experienced or witnessed. Safeguarding concerns may also arise from a comment a child makes, that raises suspicion in others that something harmful has happened or could happen.

We take all allegations made by children very seriously. However, we also recognise that we support a small number of children who will routinely make false allegations (i.e.: allegations investigated and proven to be without substance), motivated by behavioural or psychological factors.

A key principle of Positive Behaviour Support is that all behaviour has meaning, and may be the only way a person has to communicate an unmet need. Behaviours that challenge are typically motivated by attention/attachment needs, sensory needs, the need to escape, or the need to gain something tangible. In some cases, it may be appropriate to consider a false allegation from a child as a behaviour that challenges.

Children with trauma in their history may make comments of concern linked to past experiences. For example, during times of stress, they may repeat things that have been said to them or that they have witnessed in the past.

We acknowledge that children who make false allegations are more vulnerable as a consequence of this behaviour. There is a risk that their comments will not be taken seriously. There is a risk that they will be targeted as victims. Therefore, our approach to supporting children known to make false allegations and to manage the risks associated will be formulated and agreed with: the child's social worker, the Local Authority Designated Officer, and where possible and appropriate, the child and their family. This will be written into their care plan.

All allegations and comments of concern, including those suspected to be behaviourally or psychologically motivated, will be recorded through our standard safeguarding procedures.

Staff who think they have acted in a way which they think may give rise to concern should self-report to the senior manager on site, or in their absence the senior manager on duty/on call.

Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.

Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings, including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).

Staff and managers should continually monitor and review practice to ensure this guidance is followed.

Staff should be aware of and understand Hesley Group's safeguarding and child protection policy and procedures, and the arrangements for managing allegations against staff.

Policy Document No: ReS 2.1A.1

All allegations about staff must be referred by the DSL to the Local Authority Designated Officer (LADO) – see contact details on page 15.

Staff who have had an allegation of abuse made against them will be removed from working with children or suspended from duty. This will be without prejudice and be for whatever period is required to make enquiries. This can be a difficult time for staff members and a link person will be made available to any staff who have been suspended. Staff in this position must not discuss the matter with anyone else unless that person is authorised to do so.

Staff who are confirmed as having abused a child will be summarily dismissed and referred to the Disclosure and Barring list and if applicable the Teachers Prohibition List.

3.12 Confidentiality

Staff and leaders must share information on a need to know basis and under the lawful processing basis of fulfilling our legal obligations and to fulfil a contract. This must be undertaken securely. No-one should be promised confidentiality when there is a safeguarding concern. See Information Sharing and Confidentiality Policy, [ReS 2.4](#), also Advice for Practitioners Providing Safeguarding Services to Children (Non-statutory guidance DfE 2015), [ReS 2.1A.19](#), and Data Protection Policy, [Corp 14.1](#).

3.13 Restraint

The agreed behaviour support plan for each individual child should be consistently applied when the child is in school.

The aim of positive behaviour support is to ensure consistency of approach and ultimately to teach the child to self-regulate and become calm, thereby removing the need for restrictive intervention.

Recording and monitoring of this type of incident helps the school to recognise triggers and antecedents and monitor changes to the children's behaviour.

The Hesley Enhancing Lives Programme (HELP) is based on TCI (Therapeutic Crisis Intervention).

All use of restraint must be recorded for children on Ulysses. All plans must work toward reducing and eliminating the need for restrictive interventions and must be kept under review, please see Restrictive Intervention Reduction Guidance, [ReS 5.2](#).

All staff must receive training at induction on the agreed model of restrictive and protective interventions, which is TCI. These schemes and all trainers are accredited through BILD ACT, the Restraint Reduction Network. Refresher training takes place annually. Trainers must attend regular refresher training.

Restraint must only be used where there is a risk of harm to the child or others, or a risk of serious property damage. It must never be used as a form of punishment.

4 Guidance Referred to in this Policy

- 4.1 [Working Together to Safeguard Children; DfE, July 2018, ReS 2.1A.13](#)
- 4.2 [Keeping children safe in education – Statutory guidance for schools and colleges, DfE, September 2021, ReS 2.1A.18](#)
- 4.3 [What to do if you're worried a child is being abused – Advice for practitioners, DfE, March 2015, ReS 2.1A.14](#)
- 4.4 [Multi-Agency Practice Guidance for Children and Young People at Risk of Female Genital Mutilation, HM Government, ReS 2.1A.17](#)
- 4.5 [Mandatory Reporting of Female Genital Mutilation – procedural information, for registered professionals - ReS 2.1A.17a](#)
- 4.6 [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers, HM Government - July 2018, ReS 2.1A.19](#)
- 4.7 [The Prevent Duty, Departmental advice for schools and childcare providers, DfE, June 2015, ReS 2.1A.20a](#)
- 4.8 Forced Marriage Guidance - <https://www.gov.uk/guidance/forced-marriage>
- 4.9 It's Not Okay www.itsnotokay.co.uk (Website reference for CSE)
- 4.10 [DBS Referrals: Form and Guidance, ReS 2.1A.23](#)
<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>
- 4.11 Guidance for safer working practice for those working with children and young people in education settings October 2015 (Safer Recruitment Consortium and DfE advisory - non-statutory guidance)
<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>
- 4.12 UKCISS Sexting in Schools Guidance
UK Council for Internet Safety (UKCIS) (UKCIS, 2020).
- 4.13 DfE Guidance Searching and Confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- 4.14 County Lines Guidance – Home Office 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

5 Hesley Group Documents – Links to Procedures, Forms, Posters

- 5.1 [Fullerton House School Safeguarding and Child Protection Procedures 2021-22 – Part One, ReS 2.1A](#)

Policy Document No: ReS 2.1A.1

- 5.2 [Addendum – Safeguarding and Protection of Children – Procedures and Guidance During Covid-19 Emergency, ReS 2.1A.1a](#)
- 5.3 [Safeguarding and Protection of Children Booklet – Summary for Staff, Fullerton House School, ReS 2.1A.2](#)
- 5.4 [Easy Read Summary of Policy, ReS 2.1A.3](#)
- 5.5 [Safeguarding Strategy Guidance for Managers in Children’s Services, ReS 2.1A.5](#)
- 5.6 [Action for DSLs/Deputies following receipt of Safeguarding Concerns - Flow Chart, ReS 2.1A.6](#)
- 5.7 [Record of Safeguarding Strategy Discussion/Strategy Meeting or Case Conference, ReS 2.1A.9](#)
- 5.8 [Children’s Safeguarding Final Outcome Report, ReS 2.1A.10](#)
- 5.9 [Decision, Rationale and Lessons Learned Summary, ReS 2.1A.10a](#)
- 5.10 [Index Form for Safeguarding File, ReS 2.1A.11](#)
- 5.11 [Hesley Group Child Sexual Exploitation Risk Assessment Checklist, ReS 2.1A.16](#)
- 5.12 [Hesley Group Guidance on Extremism and Radicalisation – PREVENT, ReS 2.1A.20](#)
- 5.13 [DfE Guidance on Mental Health in Schools](#)
- 5.14 [Child Protection Online Management System \(CPOMS\), ReS 2.1A.11a](#)

6 Other relevant Hesley Group Policies and Documents

- 6.1 [Hesley Group Speaking Up Policy and Practice Guidance, Corp 5.1](#)
- 6.2 [Speaking Up poster, Corp 5.1.3](#)
- 6.3 [Speaking Up – What procedure? poster, Corp 5.1.4](#)
- 6.4 [NSPCC Whistleblowing Helpline poster, Corp 5.1.5](#)
- 6.5 [Care and Health Support Policy, ReS 5.3](#)
- 6.6 [Compliments, Concerns and Complaints, Corp 10.1](#)
- 6.7 [Recruitment, Selection & Appointment of Support Workers & APS Workers using CARES Values Based Recruitment, Per 2.1](#)
- 6.8 [Obtaining and Providing References for Employees and Prospective Employees - Policy and Procedures, Per 2.3](#)

- 6.9 [Disclosure and Barring Service \(DBS\) Checks on Potential and Current Staff, Per 2.5](#)
- 6.10 [Positive Behaviour Support Policy - Children's Services, ReS 5.1B](#)
- 6.11 [Hesley Group Restrictive Intervention Reduction Guidance, ReS 5.2](#)
- 6.12 [Individual Risk Assessment and Management, ReS 6.11](#)
- 6.13 [People's Rights and Having a Say, ReS 5.8](#)
- 6.14 [Preventing and Tackling Bullying in Schools/Children's Services, ReS 2.10](#)
- 6.15 [Media and E-Safety Policy for Children, Young People and Adults, ReS 6.17](#)
- 6.16 [Health and Safety, H&S 1.1](#)
- 6.17 [Appointment and Management of Contractors, H&S 1.5](#)
- 6.18 [Information Sharing and Confidentiality Policy, ReS 2.4](#)
- 6.19 [Data Protection Policy, Corp 14.1](#)
- 6.20 [Statutory Notifications to CQC and Ofsted of Significant Events \(all services\), ReS 2.6](#)
- 6.21 [Missing Child Policy – Fullerton House School, ReS 2.11A](#)
- 6.22 [Fullerton House School Children Missing Education Policy, ReS 3.10A](#)
- 6.23 [Information Security and Acceptable Use of IT Systems, Fac 5.1](#)
- 6.24 [Body Map for Recording Injuries other than Safeguarding Concerns, H&S 1.2.4](#)