



Safeguarding Policy

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School Business Manager:		Date:	09/09/2026
Headteacher:		Date:	09/09/2026
Chair of Governors:			05/10/2026

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This policy has been adopted and adapted from the FushioHR Model Policy Child Protection Safeguarding Policy Version 1:0 (August 2026).

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1. Introduction

- 1.1. Amwell View School is committed to safeguarding and promoting the welfare of all its pupils. The Chair of Governors and staff fully recognise their contribution to safeguarding children and their responsibilities under section 175 of the Education Act 2002, and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. This policy sets out how Amwell View School will deliver these responsibilities.
- 1.2. All staff, governors and trustees believe that Amwell View School should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of every child.
- 1.3. This policy should be read alongside Keeping Children Safe in Education; Working Together to Safeguard Children; the DfE's Information Sharing: Advice for Practitioners guidance; the Prevent Duty guidance; and any further supplementary guidance issued by the Department for Education. It is developed in accordance with the principles established by the Children Act 1989 and 2004 and the Education Act 2002, and in line with the nationally agreed guidance and procedures listed above.

2. Aims

- 2.1. The aims of this policy are: to support children's development in ways that foster security, confidence and independence; to raise staff awareness of the need to safeguard children and of their responsibilities in identifying and reporting possible abuse; to provide a systematic means of monitoring children known or thought to be at risk of harm; to emphasise the need for good communication between all staff; to set out a clear procedure to be followed in cases of suspected abuse; to develop effective working relationships with other agencies, particularly the police and children's social care; and to ensure that all adults who have access to children have been checked as to their suitability.

3. What safeguarding means

- 3.1. Every pupil's welfare is of paramount importance. Amwell View School recognises that some children may be especially vulnerable to abuse, and that children who are abused or neglected may find it difficult to develop a sense of self-worth. Amwell View School will always take a considered and sensitive approach to support pupils and recognises that abuse and neglect can affect educational achievement.
- 3.2. Safeguarding is relevant to many aspects of Amwell View School's work, including (this list is not exhaustive): staff conduct; the curriculum; managing allegations against staff; attendance; safer recruitment and selection; whistleblowing; health and safety; behaviour management; site and building design; child protection; educational visits; online safety; anti-bullying; and child-on-child abuse.
- 3.3. For the purposes of this policy, safeguarding and promoting the welfare of children means: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Definition of a Child

- 3.4. For the purposes of this policy, a child is anyone under the age of 18.



Definition of a Vulnerable Adult

- 3.5. Where relevant to Amwell View School's setting, a vulnerable adult is a person aged 18 or over who is or may be in need of community care services because of mental or other disability, age or illness, and who is unable to take care of themselves or protect themselves from significant harm or exploitation.

4. Principles of Safeguarding

- 4.1. Amwell View School applies the six principles of safeguarding set out in the Care Act 2014:
- 4.2. Accountability: where a pupil discloses information which may indicate abuse or maltreatment, staff must be clear about their responsibility to report what they have heard. All staff are responsible for safeguarding children, must hold up-to-date safeguarding training, and must understand and follow Amwell View School's safeguarding reporting procedure.
- 4.3. Empowerment: support and encouragement are key to working effectively with pupils who have been, or are, victims of abuse or neglect, helping them feel they have control over their situation. Staff are responsible for ensuring individuals feel empowered to make their own decisions and are not pressured into giving consent.
- 4.4. Partnership: it is important to work in partnership with the local authority and other services and organisations that can help detect and respond to abuse. Local safeguarding partner arrangements are in place between the local authority, an integrated care board (or equivalent NHS body) and the police for the local area, who work together with relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- 4.5. Prevention: preventing harm is just as important as removing a child from a harmful situation. Staff who know the signs and indicators of abuse and neglect must report any concern to the Designated Safeguarding Lead (DSL).
- 4.6. Proportionality: concerns should be reported in a manner appropriate to the risk presented. Where a child or vulnerable adult is believed to be in immediate danger, this should be reported to the DSL and/or Headteacher immediately; where there is a single, less urgent observation, staff should make a clear record of what was witnessed and any related conversation and keep this on file in case further concerns arise.

Protection: it is important to support individuals who have experienced, or are at risk of, abuse or neglect. Safeguarding is designed to protect everyone from harm, wherever it may arise.

5. Types of abuse

- 5.1. There are four recognised categories of abuse, as set out in Working Together to Safeguard Children and reflected in Keeping Children Safe in Education. Abuse is a form of maltreatment; a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm, and a child may be abused by an adult or adults, or by another child or children.
- 5.2. Physical abuse may involve hitting, slapping, kicking, misuse of medication, undue restraint, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



- 5.3. Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware of what is happening, including non-contact activities such as viewing sexual images.
- 5.4. Emotional abuse involves the persistent emotional ill treatment of a child, such as frightening them or placing them in situations of danger. Conveying to a child that they are worthless or unloved is also a form of emotional abuse.
- 5.5. Neglect, including acts of omission, is also a form of abuse. It may involve a failure to provide an adequate level of physical and/or psychological care likely to result in serious impairment of a child's health and/or development, for example a failure to provide adequate food, warmth, or access to medical care.
- 5.6. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the child needs or wants, or to the benefit of the perpetrator. The power imbalance may arise from age, gender, sexual identity, cognitive ability, physical strength, status, or access to economic or other resources.
- 5.7. Staff should be alert to indicators that a child may be at risk from, or involved with, serious violence, which may include increased absence, a change in friendships or relationships with older individuals or groups, a decline in performance, signs of self-harm, a significant change in wellbeing, unexplained injuries, or unexplained gifts or new possessions.
- 5.8. Female Genital Mutilation (FGM): all staff should speak to the DSL (or deputy) about any FGM-related concern. Teachers are subject to a specific mandatory reporting duty: if, in the course of their work, a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, they must report this to the police.
- 5.9. Forced marriage: children may face physical or sexual violence, or emotional pressure, to marry against their will - for example, being made to feel they will bring shame on their family. Forced marriage is illegal in England and Wales, including taking a person overseas to be married.

Peer-on-Peer (Child-on-Child) Abuse

- 5.10. Peer-on-peer abuse can take a number of forms, and all staff should be clear on Amwell View School's reporting procedure and report any concern immediately, however small it may seem. This includes: sexual violence, including offences under the Sexual Offences Act 2003 such as rape, assault by penetration and sexual assault; sexual harassment, meaning unwanted conduct of a sexual nature, online or offline, likely to violate a child's dignity or make them feel intimidated, degraded or humiliated, or that creates a hostile, offensive or sexualised environment; bullying, online or offline, including prejudice-based and cyberbullying; physical abuse, including hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm; upskirting, a criminal offence involving taking a photograph under a person's clothing without their knowledge, to view their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm; the consensual and non-consensual making or sharing of nudes and semi-nudes (sometimes referred to as sexting or youth-produced sexual imagery), including images that are digitally altered or wholly generated using artificial intelligence, sometimes described as 'deepfakes' or 'deep nudes' - consensual sharing between older pupils of a similar age may call for a different response to non-consensual sharing, but both need to be understood by pupils as unlawful, and non-consensual sharing is also abusive; and initiation or hazing-type behaviour, meaning the manipulation of an individual or individuals into performing an act or task as a condition of being accepted into a group.



- 5.11. Amwell View School's response to an incident involving nudes, semi-nudes or AI-generated images has regard to the DfE's Searching, Screening and Confiscation advice and the UKCIS guidance, Sharing Nudes and Semi-Nudes: Advice for Education Settings.

6. Specific safeguarding issues

- 6.1. There are a number of specific safeguarding issues that Amwell View School will ensure staff are familiar with, and for which it has processes to identify, report and monitor concerns, and will help pupils understand through the curriculum, including: bullying, including cyberbullying; child sexual exploitation and child criminal exploitation; child sexual abuse within the family; domestic abuse; drug and substance misuse; fabricated or induced illness; faith-based abuse; female genital mutilation; forced marriage; gang activity and youth violence; gender-based violence, including violence against women and girls; hate crime; homelessness; honour-based violence; mental health; missing children; online abuse and sexting; poor parenting, particularly of babies and young children; private fostering; radicalisation (see the Prevent Duty, below); teenage relationship abuse; trafficking; and upskirting.

7. Signs and indicators of abuse

- 7.1. Children will, from time to time, have cuts, bruises and injuries which should be interpreted in the context of their medical and social history, developmental stage, and the explanation given. Accidental bruising from rough play, knocks or falls does occur, and typically appears on bony parts of the body such as knees, shins or elbows. Significant indicators of physical abuse include bruises or injuries that are unexplained or inconsistent with the explanation given, particularly on the 'soft' parts of the body such as cheeks, abdomen, back or buttocks, and unexplained delay in seeking medical treatment.

Physical Abuse

- 7.2. Physical signs may include: unexplained bruising, marks or injuries on any part of the body; multiple bruises, particularly in clusters or on the upper arm or outer thigh; cigarette burns; human bite marks; broken bones; scalds with upward splash marks; and multiple burns with a clearly demarcated edge. Behavioural changes may include: fear of parents being approached for an explanation; aggressive behaviour or severe temper outbursts; flinching when approached or touched; reluctance to get changed, for example in hot weather; depression; withdrawn behaviour; and running away from home.

Emotional Abuse

- 7.3. Emotional abuse is often difficult to identify, as it may show no physical signs; a well-cared-for child may still be emotionally abused by being taunted, put down or belittled, or by being deprived of love, affection or attention, or of the opportunity to mix or play with other children. Behavioural changes may include: neurotic behaviour, such as sulking, hair-twisting or rocking; being unable to play; fear of making mistakes; sudden speech disorders; self-harm; fear of a parent being approached about their behaviour; and developmental delay in emotional progress.



Sexual Abuse

- 7.4. Sexual abuse within the family is under-reported, and all staff play a critical role in identifying and reporting concerns, including through observation of a child's interactions and behaviour. Staff should be aware that adults or children of any gender may use children to satisfy their own needs, regardless of the child's gender, sexual orientation or age. Where a child discloses their own or another child's abuse, this should always be listened to and taken seriously.
- 7.5. Physical signs may include: pain or itching in the genital area; bruising or bleeding near the genital area; a sexually transmitted infection; vaginal discharge or infection; stomach pains; discomfort when walking or sitting; and pregnancy. Behavioural changes may include: sudden or unexplained changes in behaviour, such as becoming aggressive or withdrawn; fear of being left with a specific person or group; nightmares; running away from home; sexual knowledge or language beyond the child's age or developmental level; sexual drawings; bedwetting; eating problems; self-harm; saying they have secrets they cannot share; substance misuse; unexplained money or gifts; being kept from having friends; and acting in a sexually explicit way towards adults.

Neglect

- 7.6. Neglect can be difficult to identify but can have a serious, long-term effect on a child physically, mentally and emotionally. Physical signs may include: being constantly dirty or smelling unwashed; constant hunger, sometimes leading to a child taking food from others; being underweight or losing weight; and inappropriate or dirty clothing. Behavioural indicators may include: mentioning being left alone or unsupervised; having few friends; complaining of being constantly tired; and not seeking, or being taken for, necessary medical attention.

8. Roles and responsibilities

All Staff

- 8.1. All staff have a responsibility to help provide a safe environment for pupils, and should: be aware of, and follow, Amwell View School's safeguarding procedures; know who the DSL and any deputies are, anti-bullying, and the link governor for safeguarding; be alert to the signs of abuse, including the specific issues described above, and refer any concern to the DSL; be aware of the procedure for raising a concern about another member of staff, including the Headteacher (who should be reported to the Chair of Governors), and of Amwell View School's Whistleblowing Policy; keep their safeguarding training up to date, refreshing it at least annually; share information and work with other agencies to support children; support pupils in line with any agreed child protection plan; consider whether early help would benefit a child or family before needs escalate; recognise that any member of staff, governor or volunteer can make a referral to the multi-agency safeguarding partners if a child may be a child in need or may have suffered or be likely to suffer significant harm; understand the escalation process available if they feel a concern has not been adequately addressed; recognise the particular vulnerability of children missing from education, home-educated children, looked-after children, young carers, and children who may be privately fostered, and follow the relevant local procedures for each; understand the Prevent Duty and report any radicalisation concern to the DSL;



and recognise that children can abuse their peers, and work to reduce and eliminate such behaviour.

- 8.2. All staff should also be aware that safeguarding risks and behaviours are not limited to the home or family, and that children can be vulnerable to extra-familial harms such as sexual exploitation, criminal exploitation and serious youth violence in other contexts. Amwell View School recognises the value of learning from national and local safeguarding practice reviews in shaping how it discharges its safeguarding responsibilities.
- 8.3. All staff are responsible for ensuring they have the knowledge they need to follow Amwell View School's safeguarding and child protection practices. Staff who do not believe they have the skills or knowledge to safeguard pupils effectively, who do not understand the training they have been provided with, or who have missed essential safeguarding or child protection training, should proactively raise this with the DSL or Headteacher so that appropriate support or further training can be arranged.

The Designated Safeguarding Lead

- 8.4. Amwell View School designates an appropriate senior member of staff as the Designated Safeguarding Lead (DSL), with the status and authority to carry out the role, including committing resources and directing other staff where appropriate. The DSL's (and any deputy's) knowledge and skills should be refreshed at least annually, and formal DSL training (including Prevent awareness) undertaken at least every two years.
- 8.5. The DSL's responsibilities include: referring a child in line with local authority and Amwell View School procedures where there are concerns about possible abuse; keeping written records of concerns about a child, even where no immediate referral is needed, kept confidentially, securely and separately from the child's general education file; ensuring a referral is made where a child known to be subject to a child protection plan is absent without explanation; understanding the assessment process for early help; understanding how a local authority conducts a child protection conference and being able to contribute to one; ensuring all staff, especially new and part-time staff, have access to and understand the child protection policy; being alert to the needs of children in need, those with special educational needs, and young carers; keeping detailed, accurate and secure records of concerns and referrals; supporting Amwell View School on the requirements of the Prevent Duty; ensuring the child protection policy is reviewed annually, is available publicly, and that parents are aware how a referral may be made; linking with the local safeguarding partnership to ensure staff are aware of training and local policy; and, where a child leaves Amwell View School, ensuring their child protection file is transferred to their new school separately from the main pupil file, with confirmation of receipt obtained before any retained copy is destroyed in line with data protection requirements.
- 8.6. Where a child protection concern involves a member of staff, the DSL will liaise with the LADO for advice, with the Disclosure and Barring Service where a person is dismissed or leaves due to a risk of harm to a child, and with the police where a crime may have been committed, and will keep the Headteacher informed of ongoing enquiries, including any under section 47 of the Children Act 1989.

The Headteacher/Principal

- 8.7. The Headteacher will ensure that: the Governing Body receives annual awareness-raising on its safeguarding responsibilities and adopts appropriate policies and procedures; policies and procedures are implemented by staff; parents/carers are



made aware each year of the safeguarding policies in place and who the DSL is; sufficient resources and time are allocated to safeguarding; all staff are appropriately trained in safeguarding and child protection practices, with training kept up to date; all staff and adults working at Amwell View School understand their safeguarding responsibilities and feel able to raise a concern; staff are aware of the Whistleblowing Policy; an appropriate forum exists for staff to raise matters, in or outside work, with implications for pupil safeguarding; effective working relationships are maintained with relevant agencies, including attendance at child protection conferences; all information and records are kept confidentially and securely; safer recruitment and vetting procedures are followed for all appointments, including volunteers; and site security requires all visitors to identify themselves and sign in and out.

The Governing Body

- 8.8. The Governing Body will ensure that: Amwell View School has a Child Protection Safeguarding Policy in line with local authority guidance and locally agreed inter-agency procedures, made available to parents on request; safer recruitment procedures are in place, including at least one member of any recruitment panel having undertaken safer recruitment training; procedures are in place for handling allegations against staff and volunteers; a senior leader is designated as the DSL, providing advice and support to staff and liaising with the local authority and other agencies; a Chair of Governors is nominated to liaise with the local authority in the event of an allegation against the Headteacher; any deficiency or weakness in safeguarding arrangements is remedied without delay; where another body provides services or activities on Amwell View School's premises, that body has appropriate safeguarding policies and liaises with Amwell View School as needed; and policies and procedures are reviewed annually, with the workload of the DSL role also reviewed annually. The Governing Body will also monitor and evaluate staff safeguarding training and support ongoing reviews of safeguarding practice.

9. Multi-Agency working and safeguarding partners

- 9.1. Schools and colleges have a pivotal role in multi-agency safeguarding arrangements, and the Governing Body will ensure Amwell View School contributes to multi-agency working in line with Working Together to Safeguard Children.
- 9.2. The three statutory safeguarding partners for the local area - the local authority, the local integrated care board (or equivalent NHS body), and the chief officer of police - have a shared and equal duty to work together, and with relevant agencies, to safeguard and promote the welfare of local children, and must publish arrangements setting out how they do this. Amwell View School's Governing Body, senior leadership team and DSL should be familiar with, and follow, the local safeguarding partner arrangements, and where Amwell View School is named as a relevant agency within them, it is under a statutory duty to co-operate.

10. Safer Recruitment, Vetting and DBS Checks

- 10.1. Amwell View School applies safer recruitment procedures to all appointments, including volunteers, in accordance with Keeping Children Safe in Education. This includes Disclosure and Barring Service (DBS) checks and, where relevant to the role, checks against the teacher prohibition and interim prohibition orders lists, the Secretary of State's section 128 direction list, and the Childcare Disqualification



requirements. Full detail on the levels of DBS check, who requires which check, and the associated recruitment procedure is set out in Amwell View School's Recruitment and Vetting Policy, which should be read alongside this policy.

11. Safe Working Practice

- 11.1. Amwell View School expects all staff to: take responsibility for their own actions and behaviour, avoiding any conduct that would lead a reasonable person to question their motivation or intentions; work in an open and transparent way, involving other colleagues wherever possible in situations that could be open to question; discuss, or seek advice from, Amwell View School management over any incident giving rise to concern; keep a record of any such incident or decision; apply the same professional standards regardless of gender or sexuality; understand Amwell View School's approach to confidentiality; recognise that a breach of the law or professional guidance could lead to criminal or disciplinary action; and recognise that relationships and associations within and outside the workplace, including online, may have safeguarding implications. This should be read alongside Amwell View School's Staff Code of Conduct.

12. The Prevent Duty

- 12.1. All staff, including governors and volunteers, must adhere to their duties under the Prevent Duty guidance to prevent radicalisation. The Chair of Governors and Headteacher will: establish or maintain arrangements to understand the risk of extremism relevant to Amwell View School; ensure staff understand this risk and can identify and respond to concerns in line with the Prevent Duty; communicate the importance of the duty and any change to reporting procedures; and ensure staff are aware of their obligations under it.
- 12.2. Amwell View School will treat any Prevent-related concern as a safeguarding concern, reporting it through the channels set out by the local safeguarding partnership, and will work to identify, risk-assess and build pupils' resilience to radicalisation, referring any pupil identified as at risk to the Channel programme. Amwell View School will monitor system and device activity for content that may put pupils, staff or Amwell View School at risk, and will take action proportionate to the level of risk identified. Records of concerns and referrals will be held as part of the child protection record and retained in line with Amwell View School's data retention schedule.

13. Safeguarding Information for Pupils

- 13.1. Amwell View School pupils' are unable to talk to staff, understand behaviour towards them that is unacceptable, and how they can keep themselves safe.
- 13.2. Staff will be vigilant and look for signs that a child may need support from the DSL.
- 13.3. Information about safeguarding is displayed on the Staff Notice Board near the Staff Room.

14. Supporting Pupils

- 14.1. Amwell View School recognises that a child who has been abused, or who has witnessed violence, may find it difficult to develop and maintain a sense of self-worth, and may feel helpless, humiliated or to blame, and that Amwell View School



may provide the only stability in the lives of some children who have been abused or are at risk of harm. Behaviour in these circumstances may range from what is perceived as normal to aggressive or withdrawn.

- 14.2. Amwell View School will support pupils by: encouraging self-esteem and self-assertiveness, while not condoning aggression or bullying; promoting a caring, safe and positive environment; working with other support services and agencies involved in a child's safeguarding; notifying the safeguarding partners as soon as there is a significant concern; and, where a pupil about whom there have been concerns leaves Amwell View School, forwarding appropriate information under confidential cover to their new school as soon as possible.

15. Confidentiality and information sharing

- 15.1. Amwell View School treats all matters relating to safeguarding and child protection as confidential. The DSL will disclose information about a pupil to other staff on a need-to-know basis only. All staff have a professional responsibility to share information with other agencies to safeguard children and must not promise a child that they will keep a disclosure secret.
- 15.2. In line with data protection law, all concerns, discussions and decisions, and the reasons for them, should be recorded in writing on Amwell View School's recording system (CPOMS). Staff unsure of the recording requirements should discuss this with the DSL or Headteacher as soon as possible. Information sharing between practitioners and agencies is vital in identifying and responding to abuse and neglect; staff should be proactive in sharing information as early as possible, whether concerns are only just emerging or a child is already known to the safeguarding partners.

16. Supporting Staff

- 16.1. Amwell View School recognises that staff who become involved with a child who has suffered, or appears likely to suffer, harm, may find this stressful and upsetting, and will support them by providing an opportunity to talk through their concerns with the DSL and to access further support as appropriate.

17. Allegations made against staff

- 17.1. Amwell View School pupils are unable to make an allegation against a member of staff member of the Headteacher. Allegations of Abuse Against Staff Policy and Low-Level Concerns Policy, copies of which are available on the school website.

18. Partnership with parents

- 18.1. Amwell View School shares a common purpose with parents to educate and keep children safe and make parents aware of who to contact with a safeguarding concern about their own or any other child. Amwell View School is committed to working with parents positively, openly and honestly, respects parents' right to privacy and confidentiality, and will not share sensitive information without permission unless necessary to protect a child. Amwell View School will share concerns with parents unless doing so may place a child at risk of harm and encourages parents to raise concerns with the DSL. Parents are made aware of this policy through the [school website](#) and may view it on request.



19. Partnership with other agencies

- 19.1. Amwell View School recognises the importance of positive and effective working relationships with the other agencies who are partners in the local safeguarding arrangements, and that there is a joint responsibility on all such agencies to share information to safeguard children.

20. Whistleblowing

- 20.1. Amwell View School recognises that children cannot be expected to raise concerns in an environment where staff do not do so themselves. All staff should be aware of their duty to raise concerns about the attitude or actions of a colleague and should refer to Amwell View School's Whistleblowing Policy for the procedure to do so.

21. Physical Intervention

- 21.1. Amwell View School's approach to physical intervention (control or restraint) by staff is set out in a separate policy. Physical intervention should only ever be used as a last resort, and 'reasonable force' means using no more force than is needed. Physical intervention that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

22. Prevention

- 22.1. Amwell View School recognises its role in preventing harm to pupils by providing good lines of communication with trusted adults, supportive peer relationships, and an ethos of protection. Amwell View School will: establish and maintain an ethos in which children feel secure, are encouraged to talk, and are always listened to; ensure every pupil knows an adult they can approach if worried or in difficulty; and include opportunities within the curriculum to equip pupils with the skills to stay safe and know where to seek help.

23. Monitoring, evaluation and review

- 23.1. The Governing Body will review this policy annually, or sooner in response to new guidance or changing circumstances and will assess its implementation and effectiveness. The policy will be promoted and implemented throughout Amwell View School.

24. Related Policies and Documentation

This policy should be read alongside the Amwell View School's policies which can be found on the [school's website](#):

- 24.1. Allegations of Abuse Against Staff Policy
- 24.2. Low-Level Concerns Policy
- 24.3. Recruitment and Vetting Policy
- 24.4. Staff Code of Conduct
- 24.5. Whistleblowing Policy
- 24.6. Data Protection Policy
- 24.7. Behaviour Policy
- 24.8. Reducing the need for Restrictive Interventions in School