

St Clement's Safeguarding Children in Education: Whole School Training Package

September 2022

Education Safeguarding Team



Learning Objectives

By the end of the session, we will be able to:

- Describe what safeguarding is and the different ways in which children can be harmed;
- Understand our own roles and responsibilities and those of others in safeguarding and promoting the welfare of children;
- Understand the importance of a culture of safeguarding
- Recognise and describe possible indicators of abuse, neglect, exploitation and radicalisation;
- Identify the procedures for sharing concerns about another adult's behaviour or about any unsafe practice or safeguarding procedures (Whistleblowing)
- Outline what to do if we have concerns about a child in line with our school's safeguarding policy.

Background & Legislation

Key documents frequently updated

- Working Together to Safeguard Children 2018
- What to do if you're worried a child is being abused 2015
- Information Sharing: Advice for practitioners 2018
- Sexual violence and sexual harassment guidance 2021
- Keeping Children Safe in Education 2022

- 1989 - The Children Act
- 1999 - Protection of Children Act
- 2000 - Framework for the Assessment of Children in Need and their families
- 2002 - The Education Act (S 157 and 175)
- 2003 - Every Child Matters
- 2003 – Sexual Offences Act
- 2004 - The Children Act.
- 2005 - Local Safeguarding Children Boards established
- 2006 - Safeguarding Vulnerable Groups Act
- 2007 - Safeguarding Children and Safer Recruitment in Education
- 2009 – The School Staffing (England) Regulations 2009
- 2011 – Munro Review of Child Protection
- 2012 – Protection of Freedoms Act

Keeping Children Safe in Education 2022

Summary

Part One

Safeguarding information for all staff

Part Two

The management of safeguarding

Part Three

Safer recruitment

Part Four

Allegations made against/ Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Part Five

Child on child sexual violence and sexual harassment

Annexes

A: Safeguarding information for school and college staff

B: Further information

C: Role of the Designated Safeguarding

D: Host families- homestay during exchange visits

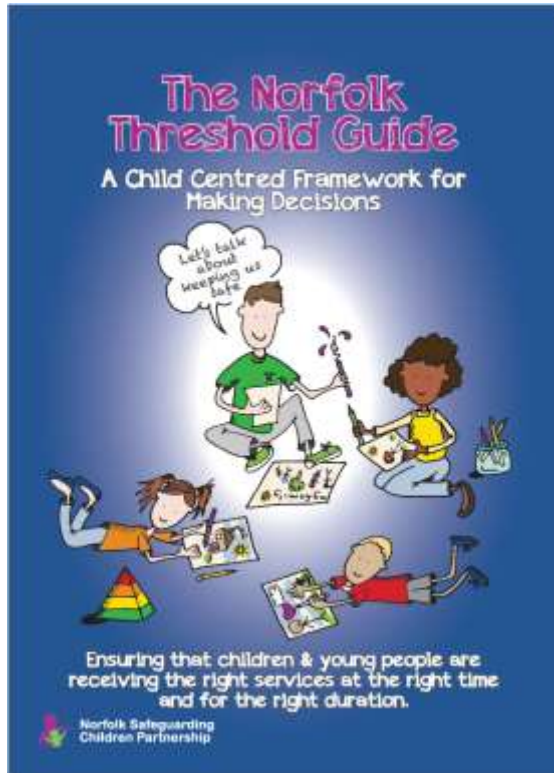
E: Statutory guidance – regulated activity (children)
- Supervision of activity with children which is regulated activity when unsupervised:

F: Table of changes from September 2021

What changes to Keeping Children Safe in Education this year mean for you

- ✓ Be aware that **children who witness domestic abuse are also victims**, and it can have a lasting impact on them. They can be victims in their **own relationships** too (teenage relationship abuse)
- ✓ The separate guidance on **sexual violence** and **sexual harassment** between children has been incorporated into KCSIE
- ✓ **Child-on-child abuse** is the new name for peer-on-peer abuse
- ✓ Be aware that **children might not be ready to or know how to tell someone about abuse** they've experienced, or might not recognise their experiences as harmful. Be **professionally curious** and share concerns
- ✓ Be aware that **pupils who are LGBTQ+, or perceived to be, may be at greater risk of harm**

Norfolk Safeguarding Children Partnership



Every Local Authority in the country has to have a Multi-Agency Safeguarding Agreement ([MASA](#)) in partnership with the Police and Health. In Norfolk, the Norfolk Safeguarding Children Partnership (NSCP) is led by the 3 statutory partners who work together with other local agencies including the voluntary sector to make sure that children are protected from harm and that their welfare is promoted. The NSCP has robust independent scrutiny arrangements to ensure that people working with children carry out their safeguarding responsibilities as required by the law. Our work is underpinned by the government document Working Together to Safeguard Children

Statutory children's social care assessments and services

Child In Need (Section 17 of the Children Act 1989)

A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Child protection (Section 47 of the Children Act 1989)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment.

The Norfolk Safeguarding Framework

Social Work

Statutory case holding intervention required to safeguard the wellbeing of children and young people in need of care and protection

Social Work

Family Support

Targeted case holding support for children and families, to help overcome more complex persistent challenges and worries

Family Support

Community and Partnership

Universal Services

Supporting families to resolve their own low level needs through provision of information, advice and guidance and access to community/universal services

Community and Partnership

Non case holding service working with other organisations to develop and strengthen support for families at the earliest opportunity through and Early Help Assessment & Plan

Universal Services for all children

If you have any concerns about a child, contact the Children's Advice and Duty Service: 0344 800 8021. CADS are open 09:00hrs-17:00hrs. In an emergency, always call 999.

Part 2

Context and culture

To understand the importance of contextual factors and describe a culture of safeguarding.



The role of school and college staff



Safeguarding and promoting the welfare of children is **everyone's** responsibility ... School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.



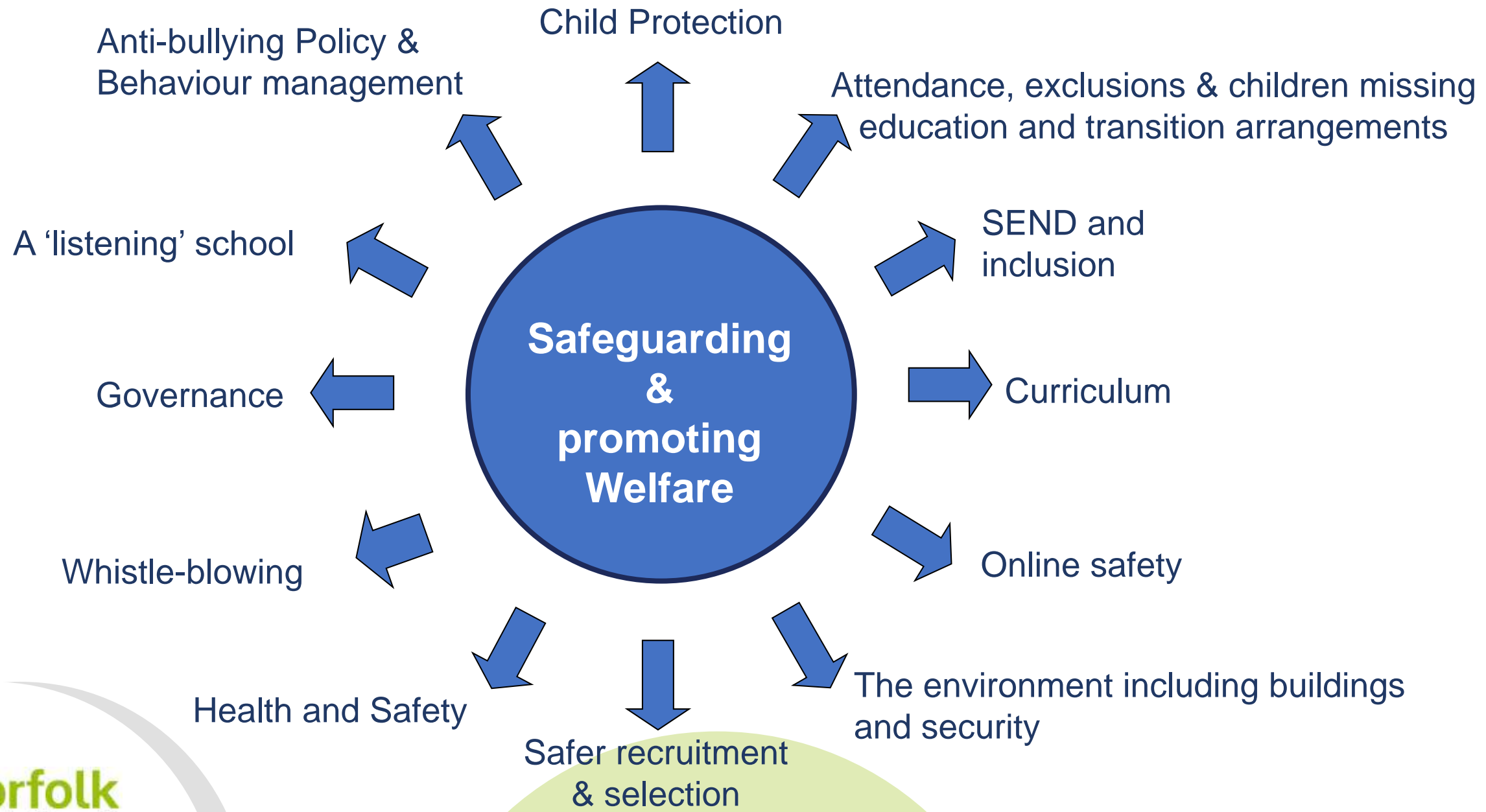
All school and college staff have a responsibility to provide a safe environment in which children can learn.



We must always maintain an attitude of **'it could happen here'** where safeguarding is concerned.



When concerned about the welfare of a child, we should always act in the best interests of the child. We need to always remember that hearing, indeed seeking, the child's voice is essential in allowing us to do this. A child's wishes and feelings are key to understanding the lived experience of children.



The context of Safeguarding

For some children school or college is the only safe place in their daily lives

We need to work with colleagues in other agencies to promote the welfare of children and protect them from harm

We may be the first people that children tell about their experiences of abuse

Staff are in a position, to identify concerns early and provide help to children to prevent things escalating

The principals of contextual safeguarding



The Principles of Contextual Safeguarding

Part 3

Recognition and Identification of Abuse

To give definitions of abuse and harm and some possible signs it may be happening



What is abuse?

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 (e.g. via the internet). They may be abused by an adult or adults, or another child or children.



First, a quick knowledge check

What are the 4 main types of abuse?



Neglect



Physical abuse



Emotional abuse



Sexual abuse

Neglect: what to look out for

Severe and persistent illnesses and infections

Consistently inappropriate clothing or shoes

Persistently smelly or dirty

Signs of malnutrition

Numerous accidents

Poor medical and dental care

Being hungry, stealing or hiding food

Missing school

Being a carer for siblings or other family members



Physical abuse: what to look out for

Bruises, cuts,
scratches or
scars

Burns or
scalds

Fractures



Breathing
problems

Bite marks

Vomiting,
drowsiness
or seizures

Suspicious
illnesses

Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Outbursts

Isolation from parents or carers

Negative interactions with parents or carers

Lacking social skills or friends

Low self-esteem or self-confidence

Trying to make people dislike them

Not caring what happens to them

Language development issues



Sexual abuse: what to look out for



Difficulty sitting

Marks and
bruises

Poor personal
hygiene

Needing the
toilet a lot

Fear of, or avoiding,
a particular person

Sexually
inappropriate
behaviour

Dropping hints
or mentioning
'secrets'

Secretive online
behaviour

Pregnancy and
STIs

Categories of abuse / concern

- Emotional
- Neglect
- Sexual
- Physical
- Extremism and radicalisation;
The Prevent Duty



Your duty to help prevent children being drawn into terrorism

For you, this duty means:

- Spotting signs a child is at risk
- Reporting what you've seen
- Challenging extremist ideas

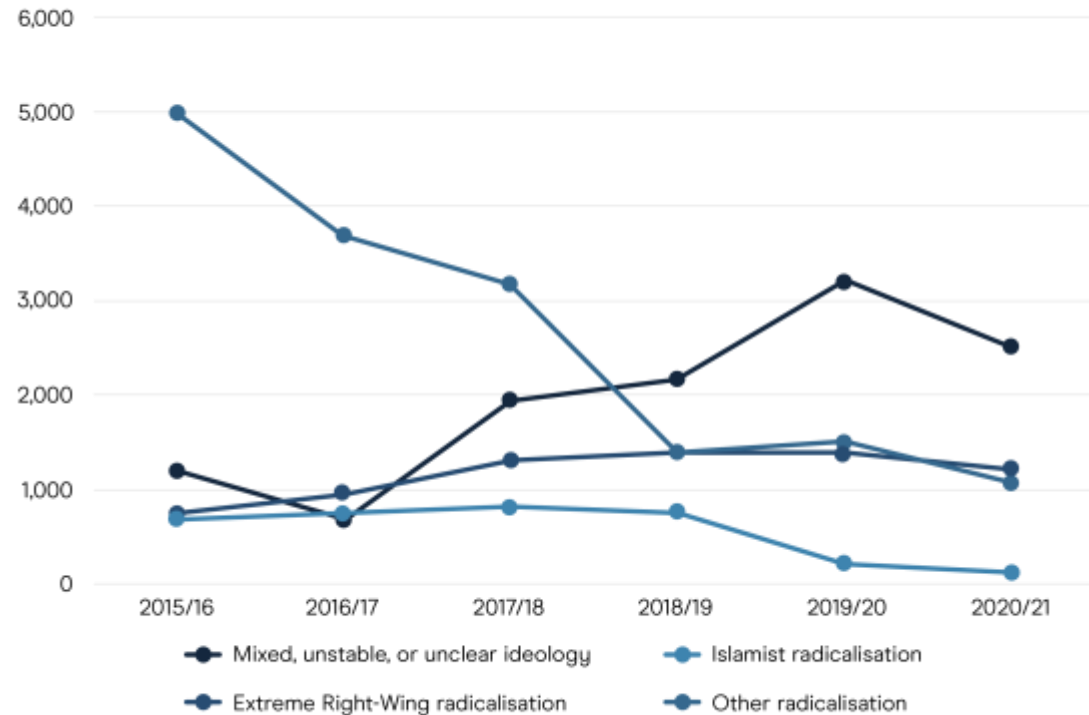


Image source: GOV.UK – Home Office

Incels

'Incel' (or 'involuntary celibate') refers to an individual's desire for, but lack of, romantic and sexual success. Incels often express intense hatred for women, believing that they are entitled to sexual and romantic attention and perceive women as denying them these needs.

Incels appear to be more of a subculture than a coherent group or organisation and criminal acts are often not intended to progress an ideology. Some Incels may cross the terrorism threshold if they use violence, or encourage action to advance their view of how society should be.

What is Exploitation?

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.



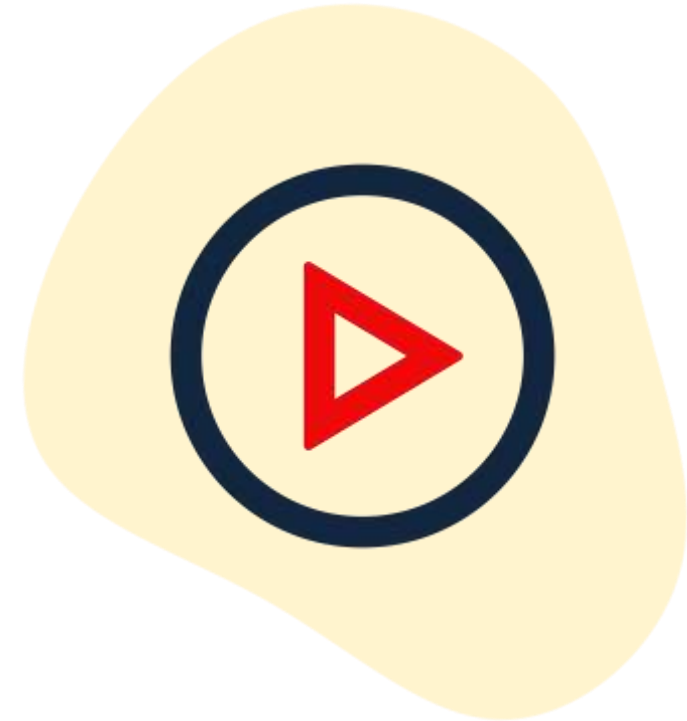
What is Domestic Abuse?

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected.”



Domestic abuse: children are victims too



Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.



Mental health: you can't diagnose but you can spot signs



Delete this box before presenting. If you want to go into more depth on mental health, keep this slide. If not, delete this slide – you could also deliver it later in the school year.
Please note: you need to be playing the slideshow to be able to click the link on the slide and play the video.

Mental health: you can't diagnose but you can spot signs

Look out for:

Changes in behaviour,
emotions or school
performance

Physical signs like
losing or gaining
weight

Social isolation



Low mood or
tearfulness

Less interest in
things they
usually enjoy

Low self-esteem

Child-on-child abuse: assume it's happening here

- **Act immediately** on any concerns or reports
- **Reassure** the child they'll be supported and kept safe
- **Don't dismiss** or downplay any reports



More safeguarding issues you should be aware of

Bullying, including
cyber-bullying

Child abduction
and community
safety incidents

Children and the
court system

Children missing
from home or care

Children with
family members
in prison

Drugs

Fabricated or
induced illness

Faith-based abuse

Homelessness

Honour-based
abuse

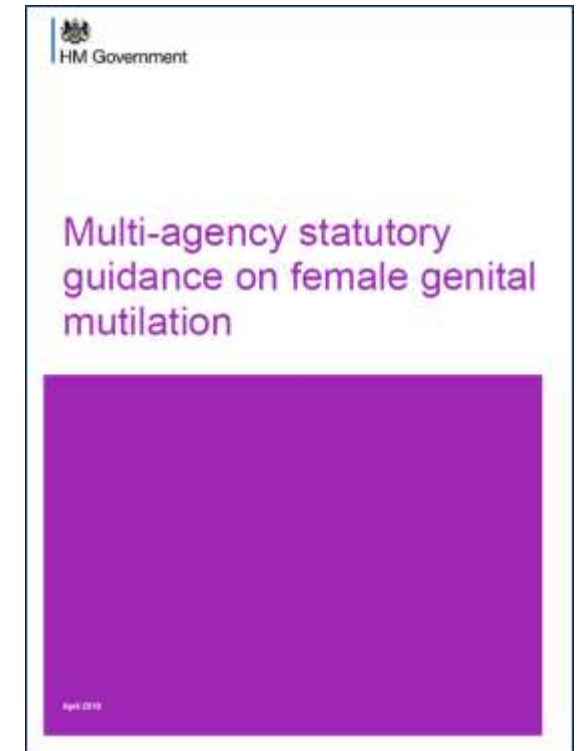
Modern slavery

Private fostering

What is Female Genital Mutilation (FGM)?

FGM comprises all procedures involving partial or total 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.

- Illegal in the UK for over 20 years.
- This includes taking a person away from the UK to undertake FGM
- Fine, imprisonment up to 14 years, or both.
- It is a form of child abuse and is illegal.
- FGM places a child at significant harm
- FGM is a child protection issue



Your duty to report female genital mutilation

For **known cases** of female genital mutilation (FGM):

- Call **101**
- Say you're **making a report** under the FGM mandatory reporting duty
- Have information about the **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your own contact information** and **available hours**
- Take **note** of the **reference number** you're given

Remember: girls might use terms like 'cut' to tell you what's happened

Other types of abuse and harm:

Sexual violence

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.

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.

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. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college.

Sexual harassment can include:

- 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
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Dismissing or tolerating such behaviours risks normalising them.

Child on child abuse

(previously referred to as peer on peer abuse)

570. **All** staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond.

Indicators

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence, such as rape, assault by penetration and sexual assault
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber - dependant crimes include:

- unauthorised access to computers (illegal 'hacking
- 'Denial of Service' attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, with the intent to commit further offence.

Online Safety

24. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content



Part 4

Concerns and disclosures

To recognise and manage concerns and deal with disclosures.



Managing Disclosures

17. **All** staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

18. **All** staff should be able to reassure victims 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Keeping Children Safe in Education 2022

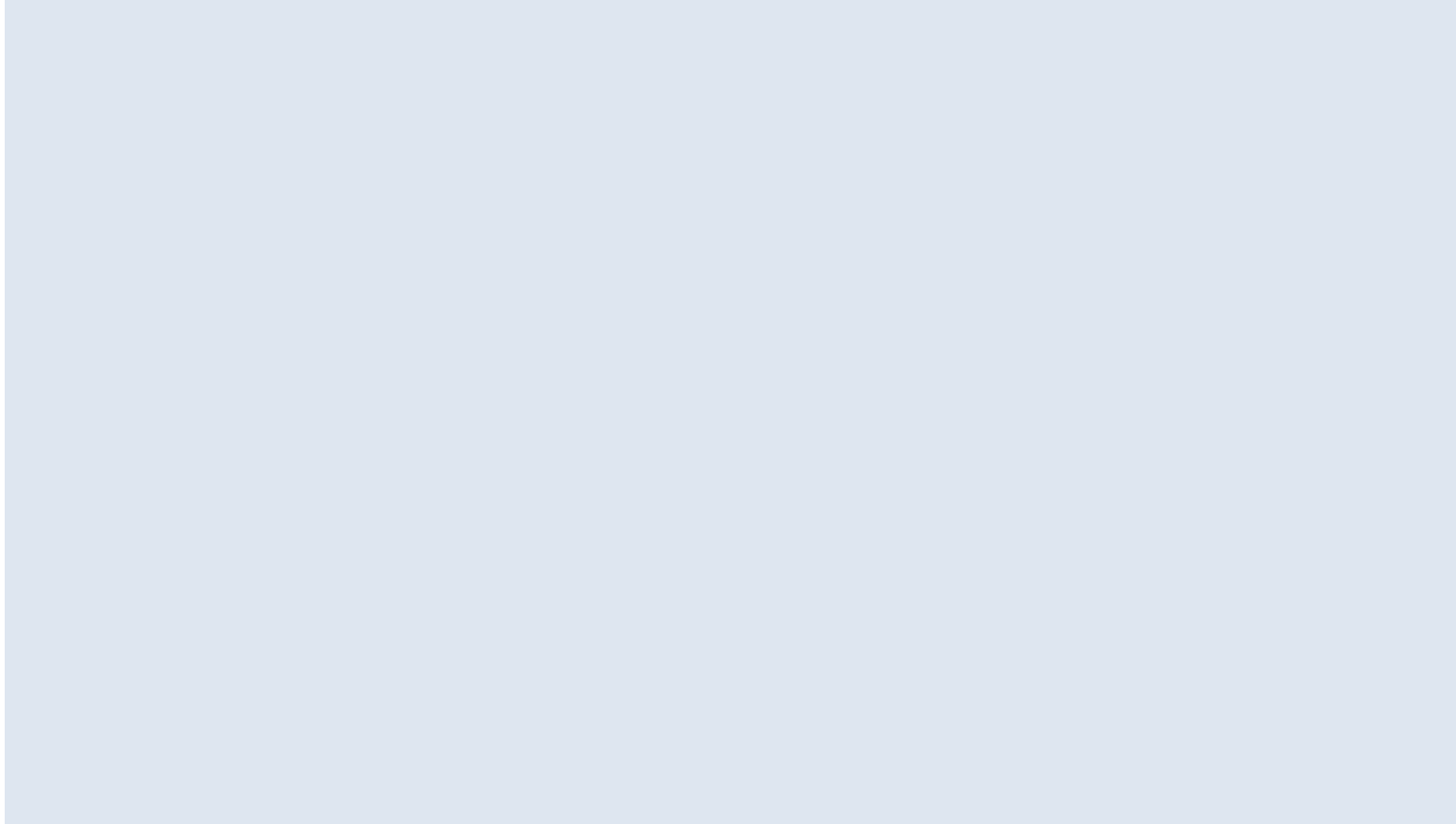
Why is the child's voice important?

Children feel listened to;
When children are involved in devising their own plans, targets and learning they are generally more successful;
We get to hear about their experiences and viewpoints;
Children can develop their own story about what is happening in their lives.



What could happen if children and young people are not listened to?

Children are less safe;
Children are less happy, and their wellbeing is lower;
Children become less visible; adult needs can dominate;
Assumptions are made about children's lives;
Knowledge about children is limited to their relationships with adults.

NSPCC video- Managing disclosures



The role of staff in safeguarding children

	
<p>Recognise Reassure Respond Report Record Re-refer and challenge if the situation does not seem to be improving</p>	<p>Ignore Dismiss Investigate Examine a child Take photographs of injuries Attempt to resolve in isolation</p>

If staff have any concerns about a child's welfare, they should act on them immediately

Record keeping

68. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

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

69. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).



When might you be vulnerable & why?

When

- Alone with a child
- Administering first aid
- Restraining a child
- When a child seeks affection
- Providing intimate personal care
- When you are unclear about guidance and/ or procedures

Why

- If you fail to report or seek advice/ poor lines of communication
- If you fail to record
- Ethos and culture
- Lack of training or support

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Allegations that may meet the harms threshold.

Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’.

Allegations that may meet the harms threshold

This is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.



Behaved in a way that has harmed a child, or may have harmed a child.

Possibly committed a criminal offence against or related to a child.

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm.

Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

DBS (disclosure and barring service) harm test

DBS view harm as its common understanding of the definition you may find in a dictionary. It is viewed in its widest context and may include:

Sexual harm

Physical harm

Financial harm

Neglect

Emotional harm

Psychological harm

Verbal harm

This is not a fully comprehensive list, harm can take many different forms

What is a low level concern?

425. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Reporting low level concerns

Staff need to report **low level concerns** according to the school's procedures.

At St Clement's High School concerns must be reported to the headteacher or chair of governors (if the concern is about the headteacher).

If you have concerns about a person's suitability to work with children

Pinpoint what practice is concerning you and why. Don't think "*What if I'm wrong?*" think "*What if I'm right?*"

Voice your concerns, suspicions or uneasiness as soon as possible directly to the Headteacher or to the Chair of Governors.

Any member of staff or volunteer who does not feel confident to raise their concerns within school should contact the Local Authority Designated Officer (LADO) or call the NSPCC Whistleblowing Helpline.

Contact the Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk



Headteacher Daniel Chapman jailed for two and a half years for making and distributing indecent images of children. Mr Chapman portrayed himself as the 'safeguarding champion' of the school.



Richard Giles primary school teacher, jailed April 2022 for 13 years. Richard was found guilty of sexual assaults on several student's offences dating back to 1999.



Supply teacher Jonathan Philip Clayton jailed for eight and a half years for sexually assaulting six girls at a primary school.



Vanessa George jailed for a minimum of 7 years for sexually abusing 30 children and making and distributing indecent images at the nursery where she worked.



Carol White primary school teacher, jailed for 3 years in June 2022 for sexual abuse to two boy students aged 12 and 11 while working at two different primary schools.



Michelle Hollinsworth jailed for 5 years for stealing £500,000 from her deprived school with the help of the school secretary. Staff at the school were denied pay rises and were forced to buy supplies for students.

The Sexual Offences Act (2003)

The specific offence for those in a position of trust:

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.



Part 6: Our safeguarding procedures

To understand what to do if we have concerns about a child in line with our setting's safeguarding policy.



St Clements Procedure

- The Designated Child Protection Lead Professional is Chris Wood. (CWO)
- Karen Street, Lisa Addison-Paul, Emily Cawston, Nigel Willingham, Trish Holt, Luke Feaviour, Lizi Towle, Kelly Rye, Robyn Fisher, Carrie Chappell have also had DSL Child Protection training.
- **Child protection concerns are reported by CPOM's.**
- Any concerns or disclosures **(no matter how small)** should be recorded immediately.
- If in doubt, report.

Child Protection Information

If you are concerned because you, a friend or a brother /sister are being harmed there are people in school to provide help and support.

These people are

Mr. Wood (Deputy Headteacher and Lead DSL)

Mr. L Feaviour (Assistant Headteacher KS4)

Mrs. E Towle (Assistant Headteacher KS3)



Mrs. E Cawston (Y7 Pastoral Officer)

Mrs. R Fisher (Y8 and Y9 Pastoral Officer)

Mrs. K Street (Y10 and Y11 Pastoral Officer)



If you need to talk, one of us will listen.

If you are scared worried or upset, there are people here, in school to help you.

EVERY ROOM

Using CPOMS



[Home](#) [Safeguarding](#) [Demo Request](#) [Testimonials](#) [Pricing](#) [FAQs](#) [GDPR](#) [Contact Us](#) 



Builds A Chronology

CPOMS allows you to quickly, easily and above all else securely record all of the information you have on a child in one place. The chronology around a student is built automatically and trends are much easier to spot than they would be on bits of paper. Members of staff from across school can add information to **CPOMS** allowing Senior Leaders to take appropriate follow up action thereafter.



Works Anywhere

CPOMS can be accessed from wherever you have an internet connection and will display neatly across all devices including tablets and smartphones. How often do busy members of staff get home in an evening and think that they should have recorded a key piece of information? With **CPOMS** they can do it there and then and have key members of staff alerted.



Powerful Reporting

It's no good having all of your information neatly stored if you cannot interrogate it. Reporting within **CPOMS** allows you to analyse your data with a few clicks of a mouse. Unlike many report builders, the system is intuitive and doesn't take any training. Needing summary numbers for the **Governors, Ofsted** or **Estyn**? You have them, instantly!



Fully Customisable

CPOMS can be tailored to meet your schools exact needs. You decide what categories of information you would like to monitor and away you go. Want to add a new category? No problem, it can be done in seconds. You could record all of your **Child Protection** and **Safeguarding** information as well as recording notes about interventions for **Pupil Premium** Students or those with **SEN**.

CPOMS



St. Clement's High School

Your email address or password
was incorrect.

c.wood@stclementshigh.org.uk

Password



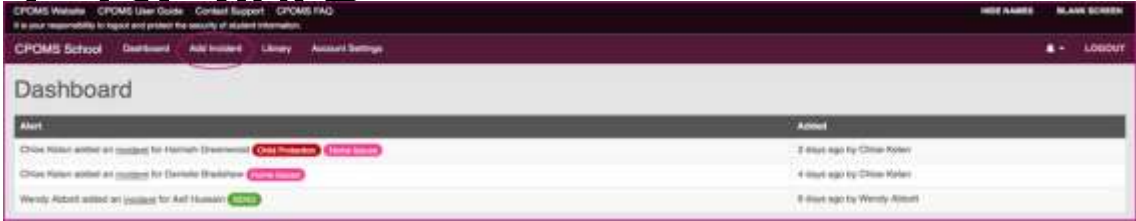
Login

Forgotten your password or using
CPOMS for the first time?

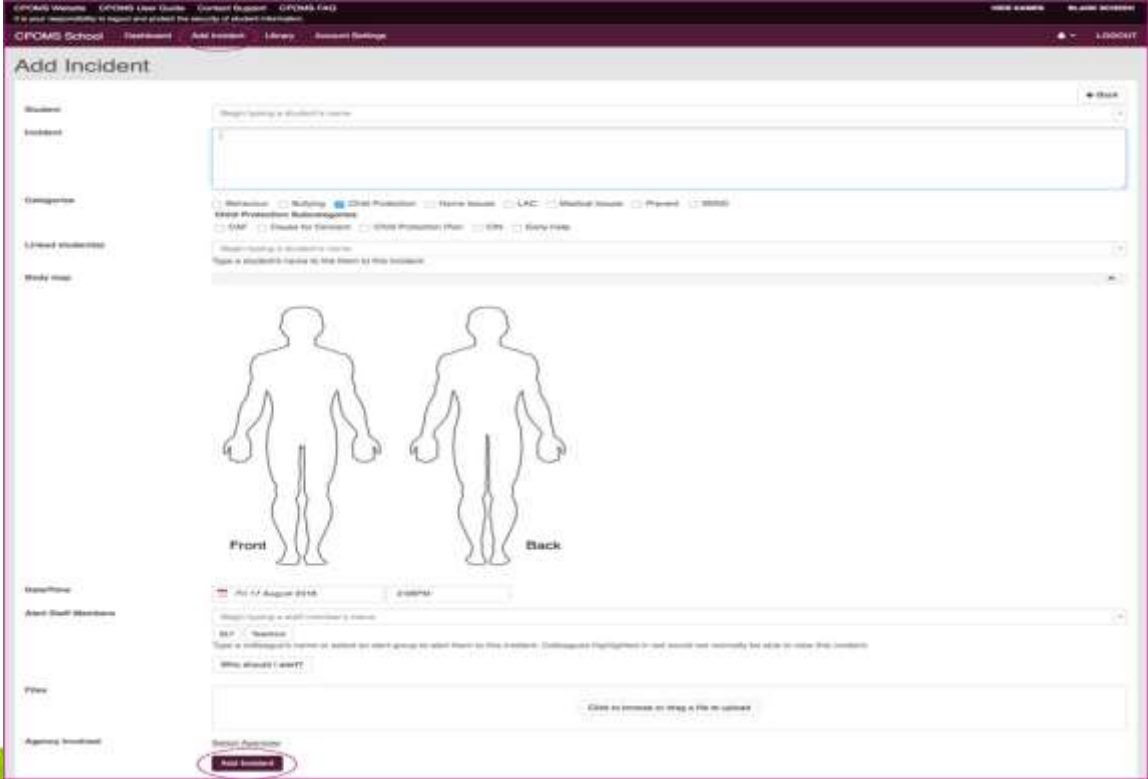
 Follow us on Twitter!

Adding an Incident on CPOMS for STAFF


To add a new incident to the system click on the 'Add Incident' link at the top of your screen.




This will take you to the incident page where you can proceed to fill in all the required information.




Once generated email sent to alerted staff

 notifications@cpoms.net
to me ▾

2 Apr 20



Follow us on Twitter for the latest news and updates
 @CPOMSUK

Dear Chris

Lisa Addison-Paul has alerted you to an incident within the following categories:

[Child Protection](#) [Home Issues](#) [Behaviour](#)

[Click here to view this incident](#)

This is an automatically generated email from CPOMS. Please do not reply to this email. If you want to reply to the user who raised this alert their email address is: Laddison-paul@stclementshigh.org.uk

If you feel you should not have received this notification, please contact your school's CPOMS administrator.

© CPOMS Systems Ltd. 2019

Dashboard example

Dashboard		Import status: Healthy ●
Alert	Added	
Karen Street added an action for ***** *****	23 hours ago by Karen Street	
Karen Street added an incident for ***** ***** Self Harm	23 hours ago by Karen Street	
Karen Street added an action for ***** *****	23 hours ago by Karen Street	
Karen Street added an action for *** *****	24 hours ago by Karen Street	
Karen Street added an incident for *** ***** Child Protection	24 hours ago by Karen Street	
Karen Street added an action for ***** *****	24 hours ago by Karen Street	
Karen Street added an incident for ***** ***** Behaviour	24 hours ago by Karen Street	
Karen Street added an action for **** *****	24 hours ago by Karen Street	
Karen Street added an incident for **** ***** Behaviour	24 hours ago by Karen Street	
Karen Street added an action for **** *****	24 hours ago by Karen Street	
Karen Street added an incident for **** ***** Home Issues	24 hours ago by Karen Street	
Karen Street added an action for ***** *****	1 day ago by Karen Street	

My History	Added
------------	-------

Any questions?

Always remember: 'Safeguarding is everyone's responsibility'