



DOCUMENT TITLE: SAFEGUARDING AND CHILD PROTECTION

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1		New Policy	M.Bromley	A.Hampshire
2	Feb 2016	Amendments to Reporting Structure	C.Waller, C.Sweeney, C.Wanjau, Pastoral team	A.Hampshire
3	August 2016	Staff amended to reflect changes 2016-17	Alison Hampshire	A.Hampshire
4	April 2018	Updated team and information	Claire Waller	D. Griffiths
5	November 2019	Amended name of lead from <i>Child Protection Officer</i> to <i>Designated Safeguarding Lead</i>	David Griffiths Academic Exec.	D. Griffiths
6	July 2020	Amended name of Deputy from <i>Designated Safeguarding Deputy</i> to <i>Deputy Designated Safeguarding Lead</i> Amended grammar and punctuation errors Added annex to reflect impact of pandemic (based on UK guidance)	Leilah Zahedi Claire Waller	D. Griffiths

7	May 2021	Added paragraph about external staff and criminal checks	Claire Waller	D.Griffiths
8	July 2021	Added expectations of safeguarding training	Claire Waller	D.Griffiths
9	September 2021	Added details on who is responsible for safeguarding training and background checks	Claire Waller	D.Griffiths
10	May 2022	Added Safeguarding guidelines for guardians to be covered in guardian induction also peer on peer abuse updated as per CIS recommendations	Claire Waller	D.Griffiths
11	May 2022	Updated to 2022/23. Added info on governance and peer on peer abuse. Updated safeguarding team.	Morag McCrorie	D.Griffiths
12	August 2023	Updated safeguarding team	Morag McCrorie	D. Griffiths
13	September 2023	Update Safeguarding Governance Officer	D. Griffiths	Board of Governors

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1. Introduction

Nexus International School, Malaysia (NISM) is an internationally minded learning community that nurtures, advocates and supports every learner’s emotional, physical, creative and intellectual needs and safety in order that they can achieve academic success and become globally responsible citizens.

To uphold the school’s mission statement the school recognises the importance of establishing clear guidelines and strategies in responding to any suspected child abuse. Children and youth have legal and moral rights to their individuality, that when protected, will develop into the ability to meet the needs of the family, community, and global society. Child protection standards defined by NISM encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, NISM will seek all available resources to restore those rights.

2. Child Abuse: Definition

Child Abuse is any physical or emotional maltreatment, sexual abuse or exploitation or negligent treatment by any person which the child’s well being, health and safety are in jeopardy. (See appendix 1-3)

“**Child**” as defined in Child Act 2001, Law of Malaysia, means child under the age of eighteen years old.

3. Duty of Care: Ethical Issues

NISM endorses the UN (1990) Convention on the Rights of the Child- which was ratified by Malaysia in 1995, and seeks to be a safe environment for learners who may be experiencing abuse or neglect in any aspect of their lives. We all have the responsibility to protect our children from any form of abuse.

The NISM child protection guidelines work to respond at all three levels.

THE CHILD: at-risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their	NISM: promotes respect, study and social skills, teaches rights to protection, healthy relationships, assertiveness, using support systems.
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rights to protection.	
THE FAMILY: at-risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.	NISM: works with parents to understand appropriate discipline, networks with community and health services, informs parents of child protection practices.
THE COMMUNITY: at-risk characteristics include limited laws on child protection, limited resources to expat families, unusually high work stress placed on parents, acceptance of inappropriate behaviour towards children (excessive corporal punishment), unusually high expectations placed on children to achieve.	NISM will make every effort to safeguard children through their hiring policies and through regular, appropriate and relevant training for all staff including guardians. NISM - trains all teachers to recognise abuse, ensures counsellors are equipped to support families, trains and supports parents in protective behaviours, networks with community and health services for holistic referrals where relevant and appropriate.

4. The Child Protection Team

The safeguarding governor is the Chief Operating Officer of Taylors Schools who is responsible for reporting to the board (2023 - Angelina Tee (angelina.tee@taylors.edu.my))

The Principal is responsible for selecting the DSL (who will not be the Principal).

Morag Mccrorie, Head of Secondary (Designated Safeguarding Lead)
mccrorie.m@nexus.edu.my

Kerry Legg, Head of Primary (Deputy Designated Safeguarding Lead)
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Jared Wilson, Deputy Head Secondary (Deputy Designate Safeguarding Lead)
wilson.j@nexus.edu.my

Sandie Fowler, Director of Boarding
fowler.s@nexus.edu.my

There are several ways in which staff may be aware of, or suspect abuse.

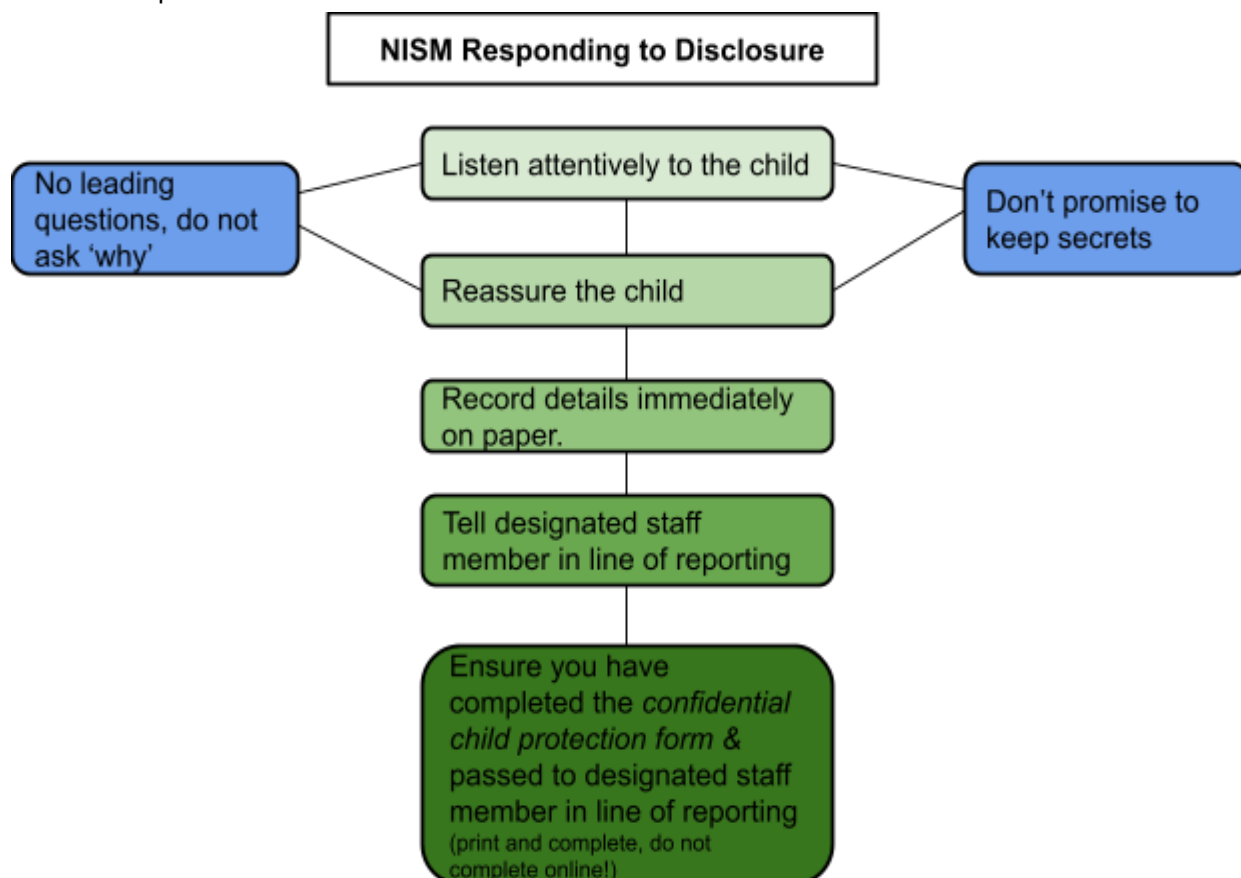
1. A child may disclose they are being / have been abused
2. They may observe behaviours or physical signs that lead them to suspect a child may be being abused
3. They may overhear a conversation that alerts you to suspect abuse

Any staff with concerns should report this immediately to the DSL or Deputy DSL using the record of concern form attached as an appendix to this policy.

5. Dealing with a disclosure of abuse by a child

The do's and don'ts when a child makes a disclosure.

Often a child will choose the person to whom they will disclose, this is because they have some form of relationship with that child.



If a child chooses to disclose to you it is important to remember a few key points:

Responding to disclosure

- Stay calm and be reassuring
- Find a quiet place to talk
- Believe what you are being told - children very very rarely make false allegations.
- It is important to use the right sort of language that encourages the child to talk to you. So use **Open (non-leading) questions**. Listen, but do not press for information.

When a child makes a disclosure and you need to question, it is advisable to use the following question words:

Where did it happen.....?

When did it happen.....?

Who did it happen.....?

Closed leading questions should always be avoided.

- Refrain from asking 'Why' questions.
- Never ask what they did to cause the abuse - it is never a child's fault
- Don't promise to keep secrets
- Reassure them they did the right thing telling you
- Ask them if they had told anyone else
- Explain that you need to record what they have said
- Say that you will do your best to protect and support the child

- If necessary, seek medical help

6. Observation of evidence/suspicion of abuse

- Ask the child if they want to talk about anything.
- Ask them what happened to cause them to be upset/bruising etc.
- Follow the steps for receiving a disclosure
- If possible, document the physical harm. (Use a diagram or take photos with the child's permission * check with DSL first)
- Record on paper exactly what the child tells you either at the time of the disclosure or as soon as possible afterwards. **DO NOT KEEP AN ELECTRONIC RECORD OR EMAIL THE DISCLOSURE.**

7. Plan of Action in Response to Receiving a Report or Observing Evidence of Child Abuse

Step 1. The teacher will report to the first line referral staff immediately. (See chart)

Step 2: The DSL will take initial steps to gather information regarding the reported incident and will form a school-based response team as needed to address the report . The response team is indicated In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

1. Ask staff members as necessary and document information relative to the case (including historical information on file).
2. Ask the child if deemed appropriate for further evidence / verification.
3. CP Team to meet and discuss findings and draw up a proposed plan of action. The meeting will be prioritised.
4. DSL to ensure an action plan is followed up and reviewed.
5. Report the status of the case to the Principal.
6. Determine the course of follow up actions.

All written records and documentation will be stored securely by the DSL.

Based on acquired information, a plan of action will be developed to assist the child and family.

Actions that **may** take place are:

- Discussions between the child and counsellor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- In-class observations of the child. Meetings with the family to present the School's concerns.
- Referral of the student and family to external professional counselling.
- Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
- Consultation with the consulate of the country of the involved family. Consultation with the school or another attorney.

- Informal consultation with local authorities.

Most cases of suspected abuse or neglect will be handled by pastoral team and the Counsellor, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home, student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving.

Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

Cases reported for investigation and outside resources:

- Severe and ongoing physical abuse or neglect, sexual abuse and incest.

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

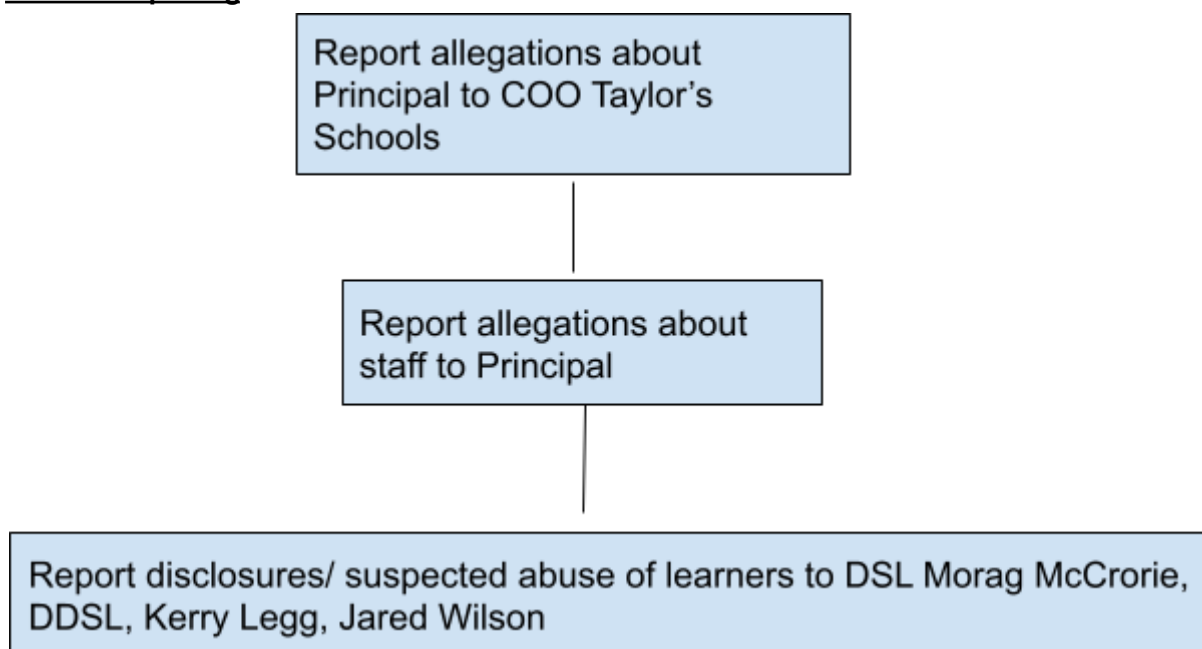
- The consulate
- The employer
- The home-of-record welfare office

Step 3: Subsequent to a reported and/or substantiated case of child abuse or neglect

- Pastoral team will maintain contact with the child and family to provide support and guidance as appropriate.
- Pastoral team will provide the child's teachers and the principal with ongoing support.
- Pastoral team will provide resource materials and strategies for teacher use.
- Guidance Counsellor will maintain contact with outside therapists to update the progress of the child in school.

Step 4: All documentation of the investigation will be kept in the child's school confidential records file and sealed. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. NISM will make every attempt to share this information to protect the child.

Lines of Reporting



Responding to allegations about staff members.

If you have any cause for concern relating to suspected abuse by a member of staff please report this concern to the Principal immediately. If you have cause for concern about the Principal then you must report this to the Chair of Governors BK Gan.

8. Safeguarding

Toilets

Staff members should avoid using learner toilets. Adults should use toilets designated for adult use only. We recognise that in certain circumstances (child has soiled themselves or is unwell) staff may need to enter learner toilets. Professional judgement should be used in such circumstances.

Changing Rooms

Staff may enter changing rooms to assist groups of learners. Staff are advised to not be alone with individual learners. As with the toilets there may be circumstances where individuals need assistance. Where possible try to seek additional assistance rather than being alone (eg another member of staff or a learner).

Staff members should avoid changing in the same area at the same time as learners. If this is unavoidable, adults should use the cubicles as opposed to the main changing area.

Off site and External Agency Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, field trips or camps, we will check that effective child protection arrangements are in place. We will conduct a risk assessment that is signed off by two members of staff and follow the same child protection procedures as per school policy.

If there are any arrangements that prevent procedures in the school protection policy being followed, this will be detailed in the risk assessment prior to the off-site visit.

General code of conduct when working with children

Safeguarding code of conduct

Please read and make sure you understand the guidelines on how you should behave around children.

- Treat all children equally with respect.
- Be a good role model – do not drink alcohol, smoke or use inappropriate language in front of children.
- Make sure you are not in a closed room with a child.
- Do not enter the toilets/ changing rooms when children are in there.
 - Only female cleaners in female toilets and male cleaners in male toilets.
 - If you are involved in a residential event do not enter children's rooms or invite children into your room unless there is an emergency.
 - Do not help children with things that they can do for themselves, e.g. helping them in the bathroom.
- Never ask a child to keep secrets.
- Do not contact a child out of school.
- Do not touch a child.
- Do not photograph or film the children.
- Do not post photographs of children on social media (Facebook/Whatsapp)
- Do not allow children into your home where they will be alone with you.
- Do not allow children to travel with you alone in your vehicle.
- Do not play rough, physical or sexually provocative games with children.
- Do not make sexual comments to children.

Relationships with staff Under the Sexual Offences Act 2000 S4 (5) it is a criminal offence for any person in a position of trust (an adult with power or authority to influence by the nature of their role within the school) to engage in sexual activity with a child. (student under 18.)

If you see or hear something inappropriate, inform the Head of School or Principal immediately.

The Boarding House

The Boarding House has specific extra guidelines which are detailed in the [Nexus Procedure for Homestay Guardians](#) and summarised below:

- All guardians who are not direct relatives (Aunt, Uncle, Grandparent) should have a code of good conduct check.

- Parents must read and sign the agreement which outlines the requirements of guardians to ensure they are suitable people to take care of learners
- The guardian must also sign the guardian agreement ensuring that they are aware of their responsibilities. All guardians must acknowledge they have read and understood the school's safeguarding policy.

As part of the new learner induction into Boarding the Director of Boarding will ensure that each learner:

- Understands the agreed expectations of the guardian as mentioned in the guardian agreement.
- Knows who to talk to if they feel uncomfortable during their care under the guardian.
- Has a time allocated to check in with learners to discuss their stay with the guardian.

Safer Recruitment and Training

The school will ensure that the [Safer Recruitment Policy](#) is strictly adhered to. [Police check for UK teacher working abroad](#)

Background Checks

All staff members who work with children must have a police check report. In Malaysia the school will arrange a code of good conduct report from the police. Appropriate clearances and certificates of good conduct will be required for those joining from overseas.

HR is able to arrange the background checks and a template letter Appendix 7 can be adapted and used.

The Director of Boarding is responsible for ensuring all guardians of boarders who are not immediate relatives (Aunt, Uncle, Grandparent) undergo a background check and files are stored with HR.

The Head of Operations is responsible for ensuring all external companies (kitchen staff, cleaning, gardeners, security guards) have been screened and will share the written evidence of this with HR to store on file.

The Head of Peripatetic Music is responsible for ensuring all Peripatetic Music teachers have had background checks and files are stored with HR.

The Head of Inclusion is responsible for ensuring all PLAs have had background checks and files are stored with HR.

Training on Safeguarding and Child Protection

- New staff must read and sign they understand this policy before working with children.
- All staff must complete the online 'Child Protection in International Schools' training. New staff will do this before starting work. Existing staff who have all completed this should repeat the online training once every two years.
- All staff will undergo refresher child protection training during the new academic year induction.
- All staff who take part in recruitment must undergo the safer recruitment training course once every two years.

When new staff join the school mid year it is the responsibility of the department head to ensure they have read and signed the child protection policy and have undergone the online safeguarding training.

9. Support for Child, Family, Community

The NISM child protection guidelines have been created to support child, family and

community

Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community.

10. Governance

The Taylors Schools Office has oversight of safeguarding procedures in school to ensure they are compliant with policy. The Chief Operating Officer (COO) of Taylors Schools is the Governor Lead for safeguarding and meets termly with the DSL to monitor procedures in school as per the guidelines for safeguarding governors outlined in the DfE guidance [‘Keeping Children Safe in Education’](#) (2015). The COO of Taylor’s Schools will then report termly to the Board on compliance with safeguarding policies in school.

Appendix 1: Meaning of Child in Need of Care and Protection

Excerpt from: *Law of Malaysia, Act 611, Child Act 2001, Part V, Chapter 1)*

<http://www.agc.gov.my/Akta/Vol.%2013/Act%20611.pdf>

17. 1. a child is in need of care and protection if -

a. the child has been or there is substantial risk that the child will be physically injured or emotionally injured or sexually abused by his parent or guardian or a member of his extended family;

b. the child has been or there is substantial risk that the child will be physically injured or emotionally injured or sexually abused by his parent or guardian, knowing of such injury or abuse or risk, has not protected or is unlikely to protect the child from such injury or abuse;

c. the parent or guardian of the child is unfit, or has neglected, or is unable, to exercise proper supervision and control over the child and the child is falling into bad association;

d. the parent or guardian of the child has neglected or is unwilling to provide for him adequate care, food, clothing and shelter;

e. the child:

i. has no parent or guardian; or

ii has been abandoned by his parent or guardian and after a reasonable inquiries the parent or guardian cannot be found, and no other suitable person is willing and able to care for the child.

f. the child needs to be examined, investigated or treated:

i. for the purpose of restoring or preserving his health; and

i. his parent or guardian neglects or refuses to have him so examined, investigated or treated;

g. the child behaves in a manner that is, or is likely to be, harmful to himself or to any other person and his parent or guardian is unable or unwilling to take necessary measures to remedy the situation or the remedial measures taken by the parent or guardian fail; the child behaves in a manner that is, or is likely to be, harmful to himself or to any other person and his parent or guardian is unable or unwilling to take necessary measures to remedy the situation or the remedial measures taken by the parent or guardian fail;

h. there is such a conflict between the child and his parent or guardian, or between his parents or guardians, that family relationships are seriously disrupted, thereby causing him emotional injury;

2. For the purposes of this Part, a child is -

a. physically injured if there is substantial and observable injury to any part of the child’s body as a

result of the non-accidental application of force or an agent to the child's body that is evidenced by, amongst other things, a laceration, a contusion, an abrasion, a scar, a fracture or other bone injury, a dislocation, a sprain, haemorrhaging, the rupture of a viscus, a burn, a scald, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth;

b. emotionally injured if there is substantial and observable impairment of the child's mental or emotional functioning that is evidenced by, amongst other things, a mental or behavioural disorder, including anxiety, depression, withdrawal, aggression or delayed development.

c. sexually abused if he has taken part, whether as a participant or an observer, in any activity which is sexual in nature for the purposes of—

i. any pornographic, obscene or indecent material, photograph, recording, film, videotape or performance; or

ii. sexual exploitation by any person for that person's or another person's sexual gratification.

Appendix 2: Indicators

Physical Abuse

- Unexplained lacerations or bruises
- Unexplained burns, especially to soles of feet, palms, back or buttocks
- Injuries reflecting shape of article used e.g. belt, buckle, paddle, and baseball bat
- Burns with a pattern from an electric burner, cigarette or iron
- Injuries on arms, legs, neck or torso

Emotional Abuse

- Lags in physical development
- Extreme behaviour disorder
- Fearfulness of adults or authority figures
- Extreme emotional impact such as anxiety, depression, withdrawal or aggression

Neglect

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications
- Child does not want to go home
- Parents can not be reached in the case of emergency
- Both parents / legal guardians are absent from the family home for a period of longer than 24 hours

Sexual Abuse

- Evidence of physical trauma or bleeding to the oral, genital or anal areas
- Difficulty in walking and sitting
- Sexually transmitted disease in a child at any age
- Refusing to change into gym clothes
- Child running away from home and not giving any specific complaint
- Pregnancy at 11 or 12 with no history of peer socialization
- Sexual knowledge, behaviour, or use of language not appropriate to age level.

- Neglect:
- Lack of basic needs (housing, clothing, and food)
- Lack of essential health care and high incidence of illness
- Poor hygiene on a regular basis
- Inappropriate clothing in inclement weather on a consistent basis
- Abandonment

Behaviours

- Anxious of adult contact
- Frightened of parents
- Afraid to go home
- Habitually truant or late to school
- Arrives at school early and remains after school later than other learners
- Shows evidence of overall poor care
- Parents describe child as "difficult" or "bad"
- Inappropriately dressed for the weather- high necklines in hot weather which sometimes can indicate hidden marks of abuse
- Exhibit behavioral extremes: crying often or never; unusually aggressive or withdrawn and fearful
- Child being sent to school when visibly ill

Note: Behavioural indicators alone do not constitute abuse. Together with other indicators they may indicate abuse.

Other types of abuse commonly recognised, such as commercial sexual exploitation and trafficking, are complex manifestations of a combination of the above four categories. It is important to highlight that bullying is also a form of abuse as it is an act of aggressive behavior in order to intentionally hurt another person or persons, mentally, physically and/or sexually. Abuse can take place in many forms and anywhere, that is, in the family, community or on the Internet. Abuse is also manifesting itself in digital and augmented technologies such as smart phones. This can be virtual or real and can take many forms including sexual harassment and child pornography. It should be remembered that although we commonly think of adults as those who abuse children, children can also be the perpetrators (peer on peer abuse). This is dealt with separately in the Peer on Peer Abuse policy.

Appendix 3: Staff Response to Suspected or Disclosure of Abuse

Responding to Suspected Abuse

If a staff member has reasonable cause to believe an injury is non-accidental, it is important to immediately report and consult. A report of suspected case of child abuse is not an accusation. It is a request for the process of investigation and help, if necessary, to begin.

- Remain calm. Observe. Listen.
- Be aware of your own feelings, be aware that strong negative feelings can cloud assessment and judgment and interfere with following through with appropriate interventions.
- Determine the child's immediate need for safety (this takes priority).
- Report suspected abuse to the Child Protection Team and consult with the school counselor and nurse. This allows for further collection of thoughts and feelings and collaborative gathering of information.
- Record observations:
 - ❖ age and sex of the child/children
 - ❖ nature and extent of the suspected abuse
 - ❖ Information on previous injuries or background date (if known)

Responding To Disclosure of Abuse

- Remain calm, do not panic or express shock.
- Find a private place to talk with the child.
- Listen/do not prompt responses.
- Do not project or assume anything, let the child tell the story; leave your own assumptions out.
- Possible questions to ask in a non-threatening/non-leading manner:
 - What happened to you?
 - What happened next?
 - Who did this to you?
 - How did it happen?
 - Where did it happen?
 - When did this happen?
 - Who saw this happen to you?
 - Whom else have you told?
- Express your belief that the child is telling the truth
- Do not give false reassurances (promising child that you will not tell others). Tell the child what further action will be required
- Let the child know that you will do your best to protect and support her/him
- Express your belief that the child is telling you the truth
- Use age specific language; ask for clarification of the child's meaning or words you do not understand
- Determine child's immediate need for safety
- Report disclosed abuse to the Child Protection Team and consulted with the school counsellor and nurse. This allows for further collection of your thoughts and feelings and collaborative gathering of information
- Record observations
- Age and sex of the child/children
- Nature and extent of the suspected abuse
- Information on previous injuries or background data (if known)

Appendix 4: The role of the British High Commission (Abuse of British Nationals)

Advise of procedures to follow from British High Commission in cases of child abuse involving British citizens.

Malaysia do have a specialist police division called D11 and they would normally take the lead on such cases after the initial report is made.

If the school has a child protection case they should alert the British High Commission so they can contact the International Police Liaison Unit who would be able to facilitate.

The role of the British High Commission would be to liaise with the police to check on developments and if the school wanted to speak to us about a specific case, we could certainly arrange this. Any information provided to us would be held in confidence.

Another option is to seek guidance from the Women's Aid Organisation.

<http://www.wao.org.my/> They would then direct the enquiry to the most appropriate person within their organisation.

Consular.Mail@fco.gov.uk Adeline Ong Consular officer 26.3.18

Appendix 5: Contact Numbers

	Telephone Number
Childline Malaysia : a child friendly 24 hour hotline- for children to call and report child abuse This number can be used for domestic violence also.	15999
Dr. Brian K W Ho Pantai Hospital, Bangsar, Kuala Lumpur	Tel: 03 22960888 (operator) Tel: 03 22960714 / 22960715
Emergency Contact: Fire , Ambulance, Police	999
Putrajaya Police	03-8886 2222
JKM Welfare Office	Putrajaya 03 832325 KL 0326124075/0326124000 Jabatan Kebajikan Masyarakat website
Nor Sulaiha - Welfare department	0383232458 - Putraya
<i>The Mind Faculty at Mont Kiara has well regarded psychiatrists they can also follow up with any behaviour therapy if required.</i>	Website

Appendix 6: Sources

[Annex added to reflect impact of pandemic](#)

- Amnesty International UN Rights Convention of the Child
<http://www.amnestyusa.org/our-work/issues/children-s-rights/convention-on-the-rights-of-the-child-0>
- Convention on the Rights of the Child
<http://www.crin.org/docs/resources/treaties/uncrc.asp#Nineteen>
- Malaysia Child Act 2001
<http://www.unicef.org/malaysia/Child-Act-2001.pdf>

[Template signature of departments to show staff had read and understood policy](#)

[NISM Record of Concern](#)

[Translated guidelines in Bahasa for external staff](#)

[Robin Watts contact :](#)

- robin.watts@btinternet.com

[Appendix 7 - Sample letter for code of good conduct checks](#)