



St. Malachy's High School
Safeguarding & Child Protection Policy

2022-24

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Date of Next Review: June 2024

St. Malachy's High School

Safeguarding & Child Protection Policy



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St. Malachy's High School

Safeguarding & Child Protection Policy



1. Child Protection Ethos

We in **St Malachy's High School** have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school

Key Principles of Safeguarding and Child Protection

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following Principles form the basis of our Child Protection Policy:

- The child or young person's welfare is paramount;
- The voice of the child or young person should be heard;
- Parents are supported to exercise parental responsibility and families helped stay together;
- Partnership;
- Prevention;
- Responses should be proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making.

2. Related Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy therefore complements and supports a range of other school policies including:

- Anti-Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- Educational Visits
- E-Safety Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Intimate Care
- Privacy Notice
- Records Management policy
- Relationships and Sexuality Education
- Special Educational Needs
- Use of Mobile Phones/Cameras
- Use of Reasonable Force/Safe Handling
- Whistleblowing policy

These policies are available to parents and any parent wishing to have a copy should contact the School office

3. Safeguarding Team

The following are members of the schools Safeguarding team

- Chair of the Board of Governors = Mr M. McKibben
- Designated Governor for Child Protection = Rev. McKinlay
- Acting Principal = Mrs E O'Hara
- Designated Teacher = Mr M Vernon
- Deputy Designated Teacher = Mrs K. McLarnon & Miss C McErlane

The Safeguarding Team (which is comprised of the DT & DDTs) meet weekly to discuss issues of safeguarding and child protection that may arise. It is the duty of the team leader to update the Principal on any issues that arise on a weekly basis at SMT meetings. This is a general update and excludes confidential information on students/staff. If there is a significant issue of safeguarding/child protection, the Principal is informed immediately by the team leader, or in his absence, by one of the deputies.



3. Roles and Responsibilities

3.1 Boards of Governors must ensure

- That a designated and a deputy designated teacher are appointed in their school
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection
- That child protection training has been given to all staff
- That the school has a Child Protection Policy and that this is reviewed annually
- That the school has an Anti-Bullying Policy/Procedure which is reviewed annually
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are appropriately vetted
- They receive a termly report of child protection activities
- They receive a full annual report on all Child Protection matters
- Parents and pupils receive a copy of child protection policy and complaints procedure every 2 years

The school maintains records of:

- Child protection concerns
- Disclosures of abuse
- Complaints against staff
- Actions carried out

NB: Governors of Schools which operate under initiatives such as Extended Schools and Full-Service Schools should ensure all implications for safeguarding their pupils in the extended environment are fully addressed¹.

3.2 Role of the Chair of the Board of Governors

The Chairperson of the Board of Governors assumes lead responsibility in the event of a CP complaint or concern about the Principal. Other responsibilities undertaken are the following:

- To support the Principal in the managing the operational systems for safeguarding & child protection
- To ensure with the Principal that the school appoints a Designated Teacher & Deputy Designated Teachers who are enabled to fulfil their safeguarding responsibilities
- To ensure the other members of the Governors are kept fully informed of all developments relating to safeguarding and the designated Governor has received appropriate training for their role.
- To ensure effective recruitment and selection of staff (see below).
- In the event of a safeguarding or child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.
- The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

3.3 Role of the Delegated Member of Board of Governors for Child Protection

Will advise the governors² on

- The role of the designated teachers
- The content of the child protection policies
- The content of the code of conduct for adults within the school
- The content of the updates and full Annual Designate Teachers Report
- Recruitment, selection, vetting and induction of staff.

¹ CPSSS School Governors Handbook, Safeguarding and Child Protection 2012

3.4 Role of the Principal

- To manage the operational systems for safeguarding & child protection
- To appoint Designated Teacher & Deputy Designated Teacher/s who are enabled to fulfil their safeguarding responsibilities
- To have an understanding of the current assessment and referral processes through UNOCINI
- To manage allegations/complaints against school staff
- To ensure the Board of Governors are kept fully informed of all developments relating to safeguarding
- To ensure effective recruitment and selection of staff (see below).
- To ensure secure and appropriate records are maintained in relation to Child Abuse complaints³
- The Principal, as the Secretary to the BoG, will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and timely inclusion of child protection activities on the BoG meeting agenda.
- In addition, the Principal takes the lead in managing child protection concerns relating to staff.
- The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of DT and DDT Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.
- It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.
- The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

3.5 Role of Designated Teacher

This is a highly skilled role developed and supported through specialised training requiring knowledge and professional judgement on complex and emotive issues. The duties include:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Having responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Taking the lead responsibility for the development of the school's child protection policy.
- The promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the BoG regarding child protection

³ CPSSS 2 Day for Designated Teachers

3.6 Deputy Designated Teacher for Child Protection

- The role of the DDT is to work co-operatively with the DT in fulfilling his/her responsibilities.
- It is important that the DDT works in partnership with the DT so that he/she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role.
- Schools may have more than one DDT depending on their size, location, (e.g. split site schools) and the presence of an additional provision such as a nursery, learning support centre, speech and language unit, or boarding department

3.7 Teaching Staff

- Members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if he/she is not available;
- Class teachers and Year Heads should complete the **Note of Concern (Appendix 7)** if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse;
- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

3.8 Non-Teaching Staff

- If any member of the support staff has concerns about a child or staff member, they should report these concerns to the designated teacher or deputy designated teacher if he/she is not available using a Note of concern. A detailed written record of the concerns will be made and any further necessary action will be taken.

3.9 Parents/Guardians

The primary responsibility for safeguarding and protection of children rests with parents/guardians who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- If the child has a medical condition or educational need;
- If there are any Court Orders relating to the safety or wellbeing of a parent or child;
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;
- If there are any changes to arrangements about who brings their child to and from school;

- If their child is absent and should send in a note on the child's return to school or respond to Truancy Call via text. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

4.1 Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens.

Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

Harm can be caused by:

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

4.2 Sexual Abuse

Occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

4.3 Emotional Abuse

Is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

4.4 Physical Abuse

Is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

4.5 Neglect

Is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

4.6 Exploitation

Is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse

4.7 Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in **St Malachys** are aware of and have therefore included them in our policy. Please see these in **Appendix 1**.

4.8 Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

4.9 Signs and symptoms of abuse

Identifying Child Abuse:

Because of the day-to-day contact with individual children, school staff - in a particular way, teachers, but also non-teaching staff, including lunchtime supervisors and ancillary or auxiliary staff – are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other issues, including bereavement or other disruption in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse.

- Bruises particularly of a regular shape which may indicate the use on an implement such as a strap, or the mark of a hand, lacerations, bite marks and burns may be apparent, particularly when children change their clothes for physical education, swimming and other sports activities, or when very young children or children with special educational needs are helped with toileting.
- Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention seeking, may be noticeable.
- Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour.

N.B. it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above. No list of symptoms can be exhaustive.

(See Appendix 3 & <https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>. *for further details*)

5 - Responding to Safeguarding and Child Protection Concerns

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm⁴.

5.1 How a Parent can raise a concern

In **St Malachy's** we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

- How to make a complaint and aim to get it resolved – **See appendix 4**
- How to raise a child protection concern – **See Appendix 5.**

5.2 Staff responses to a child making a disclosure

In **St Malachy's** if a child makes a disclosure to a teacher or other member of staff (**See Appendix 6**) which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (**see Appendix 7**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

The designated teacher will consult with the principal or other relevant staff always taking care to avoid due delay. **{If principal is not available you need to indicate what will happen in your school}** If required, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, the designated teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

⁴ Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

5.3 – Allegations against a member of staff

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal, then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority.

The procedures are outlined in **Appendix 8&9** and will be followed with further guidance taken from **Circular 2015/13**⁵

⁵ Circular Number: 2015/13 - https://www.eani.org.uk/sites/default/files/2018-10/cpsss_circular_2015_13.pdf

6. – Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

6.1 If a parent does not consent to a referral being made

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- The reason for proceeding without parental consent must be recorded;
- The withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- The parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

6.2 Staff concerns with regards being involved in a referral

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

6.3 Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

6.4 A student moving from one school to another

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

6.5 GDPR

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

6.6 Record keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

Further guidance can be sought from Circular 2016/20 –

<https://www.education-ni.gov.uk/publications/circular-201620-child-protection-record-keeping-schools-0>

7. Recruitment of Staff

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All staff (paid or unpaid) appointed to employment in St. Malachy's High School, Castlewellan, are vetted in accordance relevant legislation and to DENI guidance. Substitute Teachers are employed through NISTR. All adults working with our students will be vetted through ACCESS NI.

For further guidance see – Circular 2013/01

<https://www.eani.org.uk/publications/safeguarding-and-child-protection/circular-201301-guidance-for-schools-and-employing>

8. Staff Code of Conduct

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

This includes:

8.1 Private Meetings with Students:

- i. All staff to follow the protocols and procedures as outlined in the Child Protection Policy.
- ii. Interviews *between teachers/staff and students must* be conducted in a room with visual access or with the door open.
- iii. Factual records of the conversation should be written during the interview. These should be timed, dated and signed by interviewer.
- iv. A transcript of the interview needs to be passed to the Year Head, Head of School, Senior Teacher, Vice Principal, Principal as appropriate.

8.2 Physical Contact with Students:

- i. All staff must not make unnecessary physical contact with students.
- ii. All staff must not use any form of physical response to misbehaviour unless it is by way of necessary restraint.
- iii. In cases of significant distress, staff may need to touch the student as a caring parent would to reassure and provide support to that student. But they should ensure that such a response does not take place in private.
(DENI Circular 1999/9 on the use of reasonable force, gives guidance on Article 4 of Education (NI) order 1998/Power of member of staff to restrain pupils)
- iv. Administration of First Aid, where possible should be done in the presence of another student or another adult.

8.3 School Outings:

- i. Risk assessments must be undertaken before taking students on educational outings, sports trips etc. in accordance with the School's [Educational Visits Policy](#).
- ii. All necessary precautions must be taken to ensure special medical considerations are in place.
- iii. Mixed gender groups must be supported by both male and female staff.
- iv. Emergency phone numbers for parents/guardians must be collated before taking students on any trip.
- v. A mobile number/s for staff supervising the trip must be recorded on the class list of students going on the trip and left in the main office.
- vi. Staff must exercise extreme caution on overnight stays, to avoid placing themselves in a vulnerable position. Male staff must not enter the bedroom/changing area of female students; female staff must not enter bedrooms/changing area of male students.
- vii. Staff need to ensure students do not visit the bedrooms of members of the opposite sex.

9. Preventative Curriculum

The school ensures that each student is regularly made aware of the membership of the safeguarding team. Posters are clearly displayed throughout the school and within each class informing students & staff to the members of the team. This information is also set out on our school website. Efforts are made to help make each student aware of the issues of safeguarding themselves and others. This is done at Year Group Assemblies, and within the Personal Development programmes in KS3. When any student is going on work placement, the Safeguarding Team Leader addresses them to ensure they have an awareness of how to be safe in a way that builds personal confidence and builds resilience.

Each year the DT provides a report to the BOG on child protection and safeguarding. Based on the analysis of themes within this report, the DT will plan specific initiatives for the forthcoming academic year.

Preventative Initiatives	When?	Where?	Reviewed?
Students made aware of the membership of the safeguarding team	September	Assemblies	Annually
Posters clearly displayed in classrooms and corridors	September	Whole school	Annually
Safeguarding information placed on school website/app	August	Safeguarding Section	Annually
Info on keeping themselves and others safe	On Going	Assemblies / PD lessons	Annually
Work Placement Guidance	On Going	Assemblies / lessons	Annually
Current and Topical safeguarding initiatives	On Going	Assemblies/ lessons	Annually

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. ([Circular 2017/04](#))

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main foyer & staff room and relevant information in each resource area, which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues:

N.B Evidence of specific preventive curriculum initiatives implemented since January 2018 can be made available on request

10. Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the Schools Safeguarding Team. The board of governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher.

To Do:	Completed/Due
Policy reviewed by the Safeguarding Team:	June 2024
Policy Approved by the Board or Governors:	25 th June 2019
Staff Training Due:	Bi-Annually
Staff Code of Conduct	Bi-Annually
Latest DT BOG Report provided:	Each Term and End of Year
Provided to Parents Every 2 years	Bi-Annually
Communicated to students annually	Every September

11. Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding school. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

12. BOG, Principal & Safeguarding Team Training

<u>Board of Governors</u>		
Role	Training Required	Compulsory training due to be completed
BOG Chairperson (Mr M McKibbin)	Strand 1 – Initial Awareness of Safeguarding responsibilities	June 2024
	Strand 2 – CPSS CP Training	September 2024
	Strand 3 – Training on Recruitment	September 2024
Designated Governor for CP (Rev. Fr. McKinley)	Strand 1 – Initial Awareness of Safeguarding responsibilities	September 2024
	Strand 2 – CPSS CP Training	
BOG as a whole (Reconstituted February 2019)	Strand 1 – Initial Awareness of Safeguarding responsibilities	June 2024

Strands One, Two and Three

Child Protection training for school governors has three specific strands

1. Initial awareness of safeguarding responsibilities that is included as part of the induction programme for all governors (delivered by the School Development Service). An overview of child protection is also available to view on ESaGS Educational Television: <http://www.esags.tv/governor-support/child-protection/>
2. Child Protection training from the CPSS for the Chairperson and Designated Governor for Child Protection, to equip them in assisting the board of governors with their child protection governance responsibilities.
3. Training on recruitment, selection and vetting (delivered by EA Human Resources). The Chair of Governors needs to ensure that at least one governor on each interview panel has attended this.

Circular 2006/06 (Child protection – Recruitment of People to Work with Children and Young People in Educational Settings) deals with child protection in the context of the selection and recruitment of staff.

<u>Principal & Safeguarding Team Training</u>		
Role	Training Required	Compulsory training due to be completed
Acting Principal (Mrs E O'Hara)	<i>One day course on appointment and a half day renewal within three years of the initial training date and thereafter.</i>	November 2023
Designated Teacher (Mr M Vernon)	<i>All new DTs and DDTs should attend 2-day CPSS introduction to CP training at the earliest opportunity in the term in which they are appointed to the post, and refresher training within three years of their initial training date and thereafter.</i>	January 2024
Deputy Designated Teacher (Miss C McErlane)		January 2026
Deputy Designated Teacher (Mrs K McLarnon)		January 2023

Appendix 1

Specific Types of Abuse

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

If the staff in St Malachy's become aware of signs that may indicate grooming, they will take early action and follow the school's child protection policies and procedures.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'.

The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

Forced Marriage A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in St Malachy's we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children who display harmful sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy, but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school, we will refer to our child protection policy and, seek the support that is available from the CPSS.

E safety/Internet abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

We in St Malachy's have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sexting

is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

Sexting between individuals in a relationship schools should look at this individually. Whilst their procedures should be the same as below, they may want to include something specific here re what their preventative curriculum approach will be.

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individuals consent.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

Appendix 2

Children with Increased Vulnerabilities

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

Staff will refer all students to a GP and recommend an immediate Referral to S.H.I.P (NHS Self Harm Intervention Programme)

- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Staff will report all concerns to our school safeguarding team who will contact parents/guardians immediately and recommend an emergency GP appointment.

Parents will also be provided with a *SELF – CARE TOOLKIT* which will provide further information and support strategies outside of St Malachy's.

Appendix 3

Signs and Symptoms of Abuse

Physical Indicators	Behavioural Indicators
<p><u>Sexual Abuse</u></p> <ul style="list-style-type: none">• Soreness, bleeding in genital or anal area• Itching in genital area• Stained or bloody underwear• Stomach pains or headaches• Pain on urination• Difficulty in walking or sitting• Bruises in inner thighs or buttocks• Anorexic/Bulimic• Pregnancy/abortion	<ul style="list-style-type: none">• Chronic depression• Self mutilation• Inappropriate language, sexual knowledge for age group• Sexualised play with explicit acts• Making sexual advance to adults or other children• Obsessive washing• Low self-esteem• Afraid of the dark• Wariness of being approached by anyone• Substance/drug abuse• Unexplained large sums of money/gifts• Truanting/running away
<p><u>Emotional Abuse</u></p> <ul style="list-style-type: none">• Sudden speech disorders• Wetting and soiling• Signs of mutilation• Frequent vomiting	<ul style="list-style-type: none">• Rocking, thumb sucking, hair twisting• Chronic running away• Poor peer relationships• Over reaction to mistakes• Inappropriate emotional responses to stressful situations• Self mutilation• Extremes of passivity or aggression• Substance/drug abuse

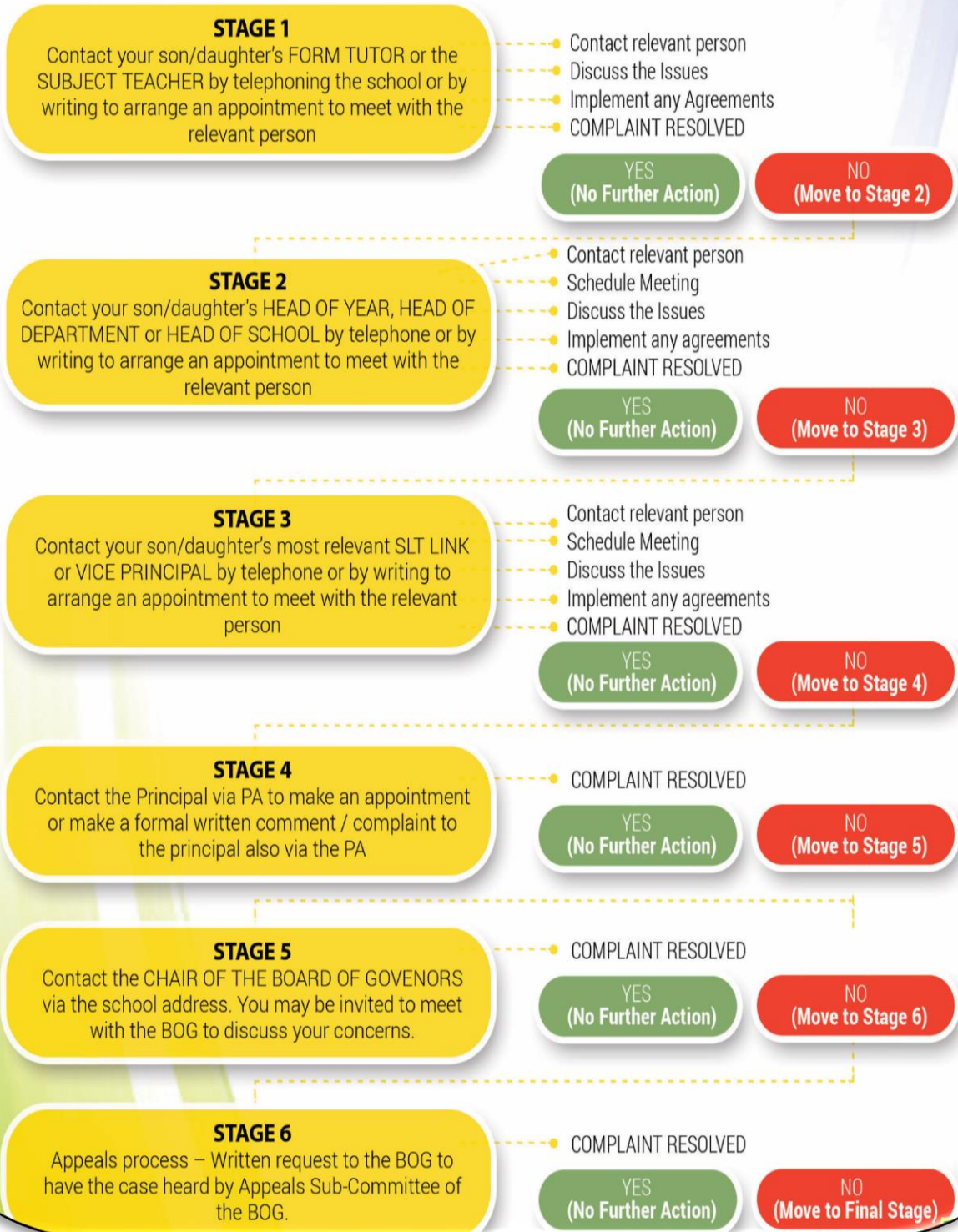
Physical Indicators	Behavioural Indicators
<p><u>Physical Abuse</u></p> <ul style="list-style-type: none"> • Scratches • Bite marks or welts • Bruises in places in difficult to see parts of the body e.g. behind ears, groin area • Burns, especially cigarette burns • Untreated injuries 	<ul style="list-style-type: none"> • Self mutilation tendencies • Chronic runaway • Bullying • Aggressive or withdrawn • Admission of punishment which seem excessive • Fear of returning home/of parents being contacted • Undue fear of adults • Flinching of sudden movements/withdrawal from physical contact • Fearful watchfulness • Improbable excuses given to explain injuries • Refusal to discuss injuries
<p><u>Neglect</u></p> <ul style="list-style-type: none"> • Constant hunger • Exposed to danger, lack of supervision • Inadequate/inappropriate clothing • Poor personal hygiene • Untreated medical problems • Emaciation 	<ul style="list-style-type: none"> • Tiredness, restlessness, lack of concentration • Lack of peer relationships • Low self-esteem • Destructive tendencies • Compulsive stealing/begging • Frequent lateness/non attendance at school • Chronic running away • Scavenging for food or clothes

Appendix 4

SMHS

Complaint Procedure

If you are a parent/guardian and you have a complaint to make to the school, then please follow each stage below to try and resolve the issue.



REPORTING CHILD PROTECTION CONCERNS



I have a concern about a child and I would like to report it

You can contact the school via the child's form teacher (02843778255)



If you are still concerned, you can contact the child's Year Head or Head of School

If you are still concerned, you can contact the school 'Safeguarding Team' led by Mr Vernon (DT)



If you are still concerned, you can talk/write to the Chair of the Board of Governors

At any time, you can talk to the PSNI 101



South Eastern Health and Social Care Trust

At any time, you can talk to the local Children's Services Gateway Team 0300 100 0300



It might be nothing, but it might be something.



SMHS

STAFF RESPONSE TO Child Protection Concerns

Child, parent/guardian or a member of the public makes a disclosure to member of staff or member of staff has concerns about child either as a result of one observation or many observations over a period of time.

TEACHER DOES NOT INVESTIGATE BUT MUST ACT PROMPTLY.



Member of staff refers matter to Designated Teacher through Note of Concern (Staff Room Safeguarding Noticeboard). This form is to be completed by member of staff who then passes the concern directly to Designated Teacher. Designated Teacher then completes the rest of form



Designated Teacher meets with Principal (in case of Principal's absence, Vice-Principal) to plan course of action and ensure that a written record is made. Confidential Advice may be sought from the Child Protection Support Service for Schools or Gateway Services



If a decision is made to make a referral to social services (Gateway Team) the Designated Teacher makes the referral using the UNOCINI form
A copy of the referral to EA & CCMS.
The Principal will inform the Chairperson of the Board of Governors

Staff should regularly check safeguarding noticeboard in staff room for good practice tips on how to respond to a child protection disclosure

Appendix 7
CONFIDENTIAL
NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:

Year Group:

Date, time of incident / disclosure:

Circumstances of incident / disclosure:

Nature and description of concern:

Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher: Yes: No:
If 'No' state reason:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file

Yes No

If 'No' state reason:

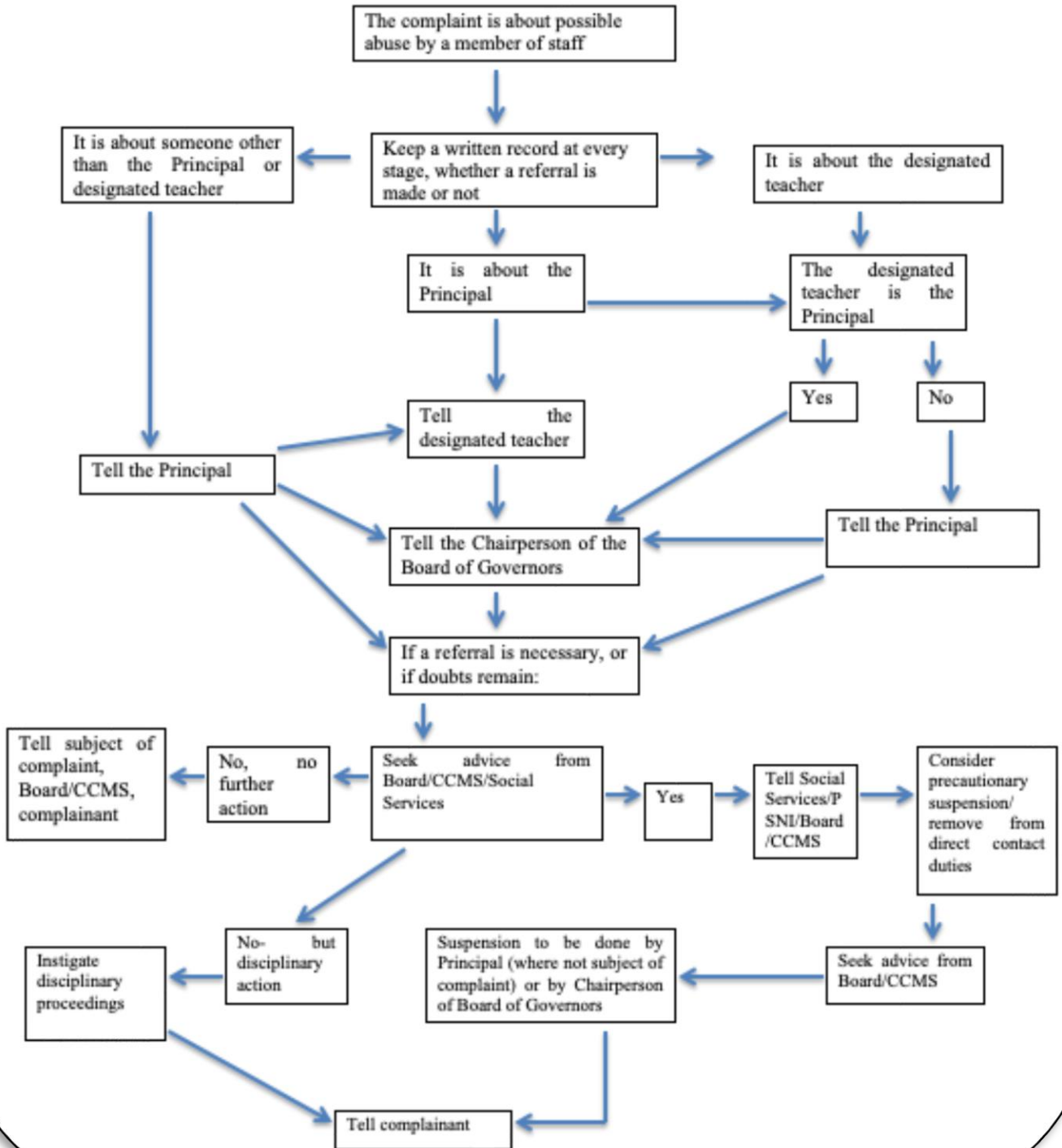
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 8

How can the school make a complaint about possible abuse by a member of the school staff?⁸



Appendix 8.1

Dealing with Allegations of Abuse Against a Member of Staff

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.

Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.

Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.

Precautionary suspension is not appropriate and the matter is concluded.

Allegation addressed through relevant disciplinary procedures.

Precautionary suspension under Child Protection procedures imposed

Alternatives to precautionary suspension imposed

For Further Guidance see Circular 2015/13 below

<https://www.eani.org.uk/publications/safeguarding-and-child-protection/circular-201513-dealing-with-allegations-of-abuse>

Appendix 9

Responding Positively to Disclosure

If a child discloses that she/he has been abused:-

1. RECEIVE

- Stay calm
- Listen
- Accept the information
- Take notes, informing the child why you are doing so.

2. REASSURE

- Not the child's fault
- Do not make promises about confidentiality
- Do not make promises about the future
- Four things to say:
 1. *"I am glad you have told me this"*
 2. *"I am sorry this has happened to you"*
 3. *"It is not, nor ever was your fault"*
 4. *"We are going to do something together about this"*

3. RESULT

- Do not interrogate
- Do not ask leading questions
- Do not criticise perpetrator
- Do not ask child to repeat disclosure to another person/staff member
- Do not Video tape "interview"
- Do not photograph bruising
- Do not tape record "interview or make furtive CCTV recordings"
- Do not put pressure on a child/adult to sign any written notes/records.

4. RECORD

- Take brief notes at the time. Use factual and neutral language.
- Write up report later.
- Record time, date, place, behaviour & words of the child
- Draw a diagram if useful e.g. for size and site of bruising

5. REMEMBER

- To speak to a child where there is visual access to the room
- To follow your school's procedures
- Consult as appropriate
- Refer to Designated Teacher or the Deputy Designated Teacher.

6. RELAX

- Access support for yourself
- Know your limitations

Appendix 9.1

Recording Notes

- I. Notes should be written on the presumption that parents can request to access them.
- II. Note-takers personal feelings or reactions to clients or speculations about their motivations should not be recorded.
- III. Notes should be factual and in neutral language and dated.

Why take Notes:

- I. Aid to memory.
- II. Protection for note-taker to reflect on meeting, look for the positives and plan further action.
- III. Protection and information for the school.

What to Record:

- I. What issues were discussed, or concerns raised. What options were suggested.

What was Agreed:

- I. What is still in dispute or remains to be resolved.
- II. What future action each party is to take.
- III. Referral by another professional person or agency.

When:

- I. As soon after session as possible.
- II. During session if all parties are comfortable with that.

Identifying vulnerability

<https://www.education-ni.gov.uk/news/new-vulnerable-children-guidance-published-schools-and-parents>

During Lockdown many families were assisted by the school or local community and this will continue for as long as required.

Staff will be aware of increased risk

The pressures on children and their families at this time, are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents, and carers, informing the DSL about any concerns.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with, these families our staff will ask about relationships between learners.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
 - Internet matters - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and carers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow - for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action, if they are concerned.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DT or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DT or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

New children at the school

Where children join our school from other settings, we will require confirmation from the DT whether they have a Safeguarding File or SEN statement. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DT to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker. Safeguarding information about children placed in our school will be recorded on our safeguarding system (CPOMS), will be securely copied to the placing school DT and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DT will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on [] and is available on the school website at

Child Protection Contacts

AGENCY	NAME & STATUS	CONTACT DETAILS
Gateway Team	General Switchboard	0300 1000 300
Local Social Services	Banbridge Craigavon Downpatrick Newcastle Newry	028 406 62866 028 38 334400 028 44 613511 028 437 23346 028 308 25000
SEELB	Child Protection Support Service for Schools (CPSSS)	T. 02895985590
SELB	Child Protection Support Service for Schools (CPSSS)	T.028 417 38297 F.028 417 38167
Eastern HSS Board Area 12-22 Linenhall Street Belfast BT2 2BS	Director of Social Services	028 90 321313
Northern HSS Board County Hall 182 Galgorm Road Ballymena BT42 1QB	Director of Social Services	028 25 653333
South Eastern HSS Board 22-25 Regent Street Newtownards BT23 4AD	Director of Social Services	028 91 816666
Southern HSS Board Towerhill Armagh BT61 9DR	Director of Social Services	028 37 410041
Western HSS Board 15 Gransha Road Clooney Road Derry BT47 1TG	Director of Social Services	028 71 860086

Health & Social Services Trusts

Belfast HSS Trust

Headquarters
Knockbracken Healthcare Park
Belfast
Co. Antrim
BT8 8BH

Tel: 028 90 960099

Northern HSS Trust

Headquarters
The Cottage
5 Greenmount Avenue
Ballymena
Co. Antrim
BT43 6DA

Tel: 0854 5601 2333

Southern HSS Trust

Headquarters
College of Nursing
Craigavon Area Hospital
68 Lurgan Road
Portadown
BT63 5QQ

Tel: 028 38 334444

South Eastern HSS Trust

Headquarters
Ulster Hospital
Upper Newtownards Road
Dundonald
Belfast
BT16 1RH

Tel: 028 90 553100

PSNI Child Protection & Sexual Offences Units

<p>Ballymena Care Unit Ballymena Police Station 26 Galgorm Road Ballymena BT43 5EY</p> <p>Tel: 028 25 653355</p>	<p>Cookstown Care Unit Cookstown Police Station 19 Molesworth Road Cookstown BT80 8NT</p> <p>Tel: 028 86 788000</p>
<p>Enniskillen Care Unit Enniskillen Police Station 48 Queens Street Enniskillen BT74 7JR</p> <p>Tel: 028 66 322823</p>	<p>Lisburn Road Care Unit Lisburn Road Police Station 276 Lisburn Road Belfast BT9 6GG</p> <p>Tel: 028 90 650222</p>
<p>Mahon Road Care Complex Mahon Road Police Complex Portadown Co. Armagh BT62 2EH</p> <p>Tel: 028 38 334411</p>	<p>Maydown Care Unit Maydown Police Complex Maydown Road Londonderry BT47 1TU</p> <p>Tel: 028 71 367337</p>
<p>Newry Care Unit Ardmore Police Station 3 Belfast Road Newry BT31 1EF</p> <p>Tel: 028 30 650222</p>	<p>Newtownabbey Care Unit Newtownabbey Police Station 416-426 Shore Road Newtownabbey BT37 9RT</p> <p>Tel: 028 90 650222</p>
<p>Newtownards Care Unit Newtownards Police Station 4-40 John Street Newtownards BT23 4LZ</p> <p>Tel: 028 90 650222</p>	<p>Portstewart Care Unit Portstewart Police Station 59 Coleraine Road Portstewart BT55 7HP</p> <p>Tel: 028 70 835254</p>
<p>Willowfield Care Unit Willowfield Police Station 277 Woodstock Road Belfast BT11 9NB</p> <p>Tel: 0845 600 8000</p>	<p>Woodburn Care Unit Woodburn Police Station 128 Stewartstown Road Belfast BT11 9JQ</p> <p>Tel: 028 90 612898</p>

Council for Catholic Maintained Schools

AGENCY	DESIGNATED OFFICER	CONTACT DETAILS
Armagh Diocesan 1 Killyman Road Dungannon Co. Tyrone BT71 6DR	Mr. Stephen Walsh	Tel: 028 87 752116 Fax: 028 87 752783
Clougher Diocesan Ros Erne House 8 Darling Street Enniskillen Co. Fermanagh BT74 7EP	Ms. Suzette Bracken	Tel: 028 66 322709 Fax: 028 66 322709
Derry Diocesan 1A Millar Street Londonderry Co. Derry BT48 6SU	Ms. Dianne Christy	Tel: 028 71 261931 Fax: 028 71 271368
Down & Connor Diocesan 193-195 Donegall Street Belfast BT1 2FL	Ms. Susan Sullivan	Tel: 028 90 327875 Fax: 028 90 327866
Dromore Diocesan C/O Dungannon Office (See above)	Mr. Stephen Walsh	Tel: 028 87 752116 Fax: 028 87 752783