



Safeguarding and Child Protection Policy

St Colman's PS & All Saints' NU

School Safeguarding Team:

Chair of the Board of Governors – Mrs G Fusciardi

Designated Governor for Child Protection – Mrs C Morgan

Principal – Mr K O'Neill

Designated Teacher (DT) for Child Protection – Mrs Morgan

Deputy Designated Teachers (DDT) for Child Protection – Mrs Burns, Mrs McCann

NU Designated Teacher – Mrs Hanna

(Policy Updated October 2019)

Vision Statement

Vision Statement

To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership.

Mission Statement

We believe that each child will succeed through experiencing quality in:

- A broad and challenging curriculum
- Innovative teaching and an investigative approach to learning
- A stimulating learning environment
- An enriching programme of extra-curricular activities and visits
- A rich, varied and up-to-date range of learning resources
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between the school, home and parish community

We demonstrate our commitment to working as a learning community by:

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals

Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- Develop enquiring minds and a spirit of curiosity
- Promote well-being and the importance of a healthy work/life balance
- Encourage excellence and the development of new skills
- Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- Achieve their highest standards in all areas of the curriculum
- Have high self esteem – respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively
- Be an integral part of the Parish community – one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- Seek to extend themselves in mind, body and spirit
- Become highly motivated life-long learners
- Gain advanced technological skills and an awareness of Global Issues
- Be flexible and adaptable for the modern world

Our School Values:

- Happiness and enjoyment
- Effort, attitude and perseverance
- Team, school and community spirit
- Honesty, fairness and trustworthiness
- Respect and tolerance
- Politeness, kindness and caring
- High standards of behavior
- Partnerships and collaboration

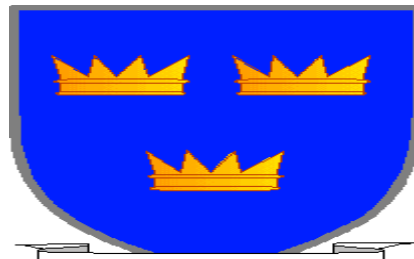


Ulster

Ulaid
Leinster



Laidéan



Munster
Connaught



Connacht

Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- **Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.**
- **There are many extra curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.**
- **Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.**
- **Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.**
- **Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.**
- **As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.**

Introduction

We in St.Colman's PS and All Saints' NU 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. In our school we all work together to provide an educational environment suited to all of the pupils entrusted to our care and we seek to promote a caring, supportive and safe environment whereby staff and pupils can work in an atmosphere of mutual respect; where pupils can enjoy their learning within a secure and stimulating environment, so that each individual should achieve the highest level of spiritual, moral, cultural, intellectual, personal, physical and social development of which he /she is capable.

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:

- In any incident the welfare of the child is paramount, this overrides all other considerations.
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- Parents are supported to exercise parental responsibility and families helped stay together. A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interests must always come first
- Partnership - each agency involved must have an understanding of each other's professional values and accept each other's role, powers and responsibilities
- Prevention
- Responses should be proportionate to the circumstances.
- Protection
- At all times, there must be a multi-disciplinary and multi-agency approach and commitment to the protection, support and safeguarding of children from harm
- Evidence based and informed decision making Any action taken by agencies must be considered and well informed so that they are sensitive to take account of the child's sex, age, stage of development, religion, culture & race
- The right of confidentiality for parents, carers, teachers, and children must be respected and information will only be shared in the interests of the child's welfare.

Roles and Responsibilities

Other related policies:

The school has a duty to ensure that safeguarding permeates all activities and functions. In order to ensure that safeguarding permeates all activities and aspects of school life, this policy complements and supports a range of other policies including:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management & Discipline 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 or visit the school website at <https://www.stcolmansandallsaints.co.uk/>

The Designated & Deputy Designated Teachers and Their Roles:

Mrs Morgan and Mrs Burns, Mrs McCann, Mrs Hanna in assuming the above roles respectively, accept responsibility for:

- Maintaining detailed accurate up to date records of referrals/concerns in a secure place
- promotion of a safeguarding and child protection ethos in the school
- being available to discuss safeguarding or child protection concerns of any member of staff,
- lead responsibility for the development of the school's child protection policy and the drafting/issuing of our Safeguarding and Child Protection summary leaflet for parents
- Attending training so that they are aware of duties, responsibilities and roles
- Organising and ensuring that all staff are up to date with training and are aware of the procedures, including internal school arrangements
- Ensuring that the teaching staff and the school's EWO are aware of children in care or on the Child Protection Register
- liaison with the EA Designated Officers for Child Protection for advice support
- Compiling written annual report to the Board of Governors regarding Child Protection
- the induction and training of all school staff including support staff
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs
- making referrals to Social Services or PSNI where appropriate
- keeping the school Principal informed

The Principal's Role

The Principal must ensure that:-

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of Child Protection on the termly meeting agenda
- to manage allegations / complaints against school staff
- to establish and manage the operational systems for safeguarding and child protection
- to appoint and manage Designated Teacher/Deputy Designated Teachers who are enabled to fulfil their safeguarding responsibilities
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers
- ensure that parents and pupils receive a copy or summary of the Child Protection policy at intake and at a minimum every 2 years.
- to maintain the schools Record of Child Abuse Complaints

Chair of Board of Governors

The Chair of the Board of Governors:

- has a pivotal role in creating and maintaining a safeguarding ethos
- receives training from CPSS and HR
- assumes lead responsibility in the event of a CP complaint or concern about the principal
- ensures compliance with legislation, Child Protection record keeping and policies

The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of safeguarding and child protection policies
- The content of a code of conduct for adults within the school
- the content of the termly updates and full Annual Designated Teachers Report; recruitment, selection, vetting and induction of staff.

Board of Governors

- a Designated Governor for Child Protection is appointed.
- a Designated and Deputy Designated Teacher are appointed in their schools.
- they have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- safeguarding and child protection training is given to all staff and governors including refresher training.
- the school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- there is a code of conduct for all adults working in the school
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- they receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:

Members of School Staff:

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, using tact and understanding, treat it seriously and value what they say.

Members of School Staff and volunteers must:

- Refer concerns to DT/DDT (Where a classroom assistant or member of school's ancillary/auxillary staff sees such signs, he/she should immediately bring them to the attention of either the class teacher or Mrs Morgan (DT) or Mrs Burns, Mrs McCann, Mrs Hanna (DDT)
- Avail of whole school safe guarding training and other training so they know how to identify the signs and symptoms of abuse and act promptly
- members of staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher if she is not available;
- class teachers should complete the Note of Concern (**Appendix 1**) 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
- **NOT** give the children a guarantee of total confidentiality regarding their disclosures
- **NOT** investigate or ask leading questions
- Reassure the child that information will be disclosed only to those professionals who need to know.
- Know and adhere to the requirements on record – keeping

In addition, the Class Teacher should:

- Keep the Designated Teacher informed about 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, concerns about home conditions including disclosures of domestic violence. We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures. Each term, the children are reminded of the "Feeling Safe, Feeling Secure," poster which is displayed in all classrooms, dining hall, etc. should they need advice.

Support 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. A detailed written record of the concerns will be made and any further necessary action will be taken.

Parents

The primary responsibility for safeguarding and protection of children rests with parents 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.
- Reporting to the office on arrival, signing the visitor book in reception/signing pupil out if leaving early and not attempting to enter classrooms without permission or accompaniment by a member of staff.
- Raising concerns they have in relation to their child with the school.
- reporting their child's absence by telephoning the school on the morning, or sending a note on the child's return to school, so the school is reassured as to the child's situation.

More information on parental responsibility can be found on the EA website at:

www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.

PROCEDURES FOR REPORTING SUSUPECTED (OR DISCLOSED) CHILD ABUSE

1. Where there is cause for concern about a child, the teacher, staff member or volunteer will notify the designated Teacher as soon as possible. The concern must to be recorded, signed and dated (**Appendix 1**)
2. The Designated Teacher will decide if the information should be referred immediately to Social Service. The Designated Teacher may consult with the Designated Officers for Child Protection at EA as part of the decision-making process. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
3. If a decision is made not to refer the matter to Social Services, written records will clearly indicate the basis on which this decision is made.
4. If a decision to refer is made, the Designated Teacher will ensure that the following are immediately notified:
 - Social Services or the police
 - The Designated Officer for Child Protection at EA
 - The parent / carer (except where the parent / carer is the alleged abuser).

The referral will be followed up in writing within 24 hours using the standard UNOCINI referral form. A copy will be sent to the Child Protection Support Service for School (CPSSS), EA (this will be done in an envelope marked 'CONFIDENTIAL – CHILD PROTECTION')

At no time will the school be involved in investigating abuse. The role of the school is to inform the relevant outside agencies of its suspicions.

Child Protection Definitions

Definition (from ACPC Regional Policy and Procedures 2005) *Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings (including online), in a family, in an institutional or community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.*

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

Types/Categories of Child Abuse

Abuse may take a number of forms including:

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.

Physical Abuse

Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning,

burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Neglect

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

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 opportunities 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.

Child Sexual 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

Signs and symptoms of abuse – Appendix 2

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 3**

A child may suffer from or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time. Any concerns about any of the above categories will be referred immediately to the Social Services.

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 harm.

HOW A PARENT CAN MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE

In St Colman's & All Saints' we understand the importance of working closely and in partnership with parents. Parents too have an important role in identifying potential cases of child abuse. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has any concerns about the safety of their (or another child) they can talk to their child's class teacher, **Mr O'Neill** (Principal), **Mrs A Morgan**(Designated Teacher) or Mrs Burns, Mrs McCann or Mrs Hanna.

If they are still concerned they may talk to the Chair of the Board of Governors. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time a parent may talk to a social worker in the local gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart (**Appendix 4**).

Parents will be made aware of the school's Child Protection Policy at the NU and Primary 1 induction meeting. The school includes in its Prospectus, a summary of the Child Protection Policy and the procedures parents should follow to make a complaint and the recourse that they have if they are not satisfied with the outcome. The policy is available on the school's website. Parents will be reminded of this at least every 2 years and the summary will be distributed to parents annually.

Where School has concerns or has been given information about possible abuse by someone other than a member of staff:

In St.Colman's & All Saints' if a child makes a disclosure to a teacher or other member of staff 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 (**Appendix 1**) and act promptly.

They will not investigate - this is a matter for Social Services - but will discuss these concerns with Mrs Morgan (DT) or with the Deputy Designated Teachers if she is not available.

The Designated Teacher will consult with the Principal or members of the Safeguarding team, always taking care to avoid due delay. **If Principal is not available the DT will contact the Safeguarding Governor/Chair of the BOG.** If required, advice may be sought from an Education Authority Child Protection Officer. Mrs Morgan (DT) 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 Mrs Morgan (DT) 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.

Mrs Morgan (DT) 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.

For further detail please see **Appendix 4**

Complaints against Members of Staff including volunteers:

If a complaint about possible child abuse is made against a member of staff or volunteer, the Principal **must be informed immediately** (or the DT if Mr O'Neill is not available)

- Inform the chair of the Board of Governors (if he/she is not the subject of complaint)
- All complaints will be recorded in the "Complaints Against Staff" book located in locked cupboard in Principals office
- Consult with the Designated EA Officer for Child Protection, CCMS and unions to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action
- Maintain records of all steps

If the complaint is made against the Principal, the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the EA. The procedure as outlines in **Appendix 5** will be followed.

Where a matter is referred to Social Services, the member of staff will be immediately removed from direct contact with children and may be suspended from duty as a precautionary measure pending investigation by Social Services. The chairperson of the Board of Governors will be informed immediately.

Consent

Concerns about the safety or welfare of a child/young person, should, where practical, 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 e.g. in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained.

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.

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.

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.

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.

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.

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).

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 St.Colman's & All Saints' 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. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team. The person who reports the incident must treat the matter in confidence.

RECRUITMENT OF STAFF/Vetting Procedures

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 members of staff appointed to St Colman's PS & All Saints' NU have been appointed following EA recruitment procedures which includes a check of a possible criminal background. Any temporary teaching staff are employed from the NISTR list which has its own criminal background checks. Volunteers are all Access NI checked if they are in school on a regular basis. All staff paid or unpaid who are appointed are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Volunteers and students will be asked to familiarise themselves with our Child Protection Policy before taking up their duties.

In order that all reasonable steps are taken to guard against employing someone who might harm our pupils, or put them at risk of harm, we follow the guidance on pre-employment checking and safer recruitment practices provided in:

- DE Circular 2006/06: Child Protection- recruitment of people to work with children and young people in educational settings
- DE Circular 2006/07: Child Protection- employment of substitute teachers
- DE Circular 2006/08: Child Protection – training requirements for school governors on staff recruitment and selection panels

- DE Circular 2006/09: Child Protection – criminal background checking of staff in schools – programme to extend coverage
- DE Circular 2006/25: Child Protection – vetting of school governors
- DE Circular 2007/01: Acceptable use of the internet and digital technologies in schools
- DE Circular 2008/03: pre employment checking of persons to work in schools – new arrangements
- DE Circular 2017/04: Safeguarding and Child Protection – A guide for Schools

(all of the above available to view on DE website: www.deni.gov.uk Click on ‘circulars’)

Criminal Records checks will be carried out on all prospective employees, volunteers and school governors.

GUIDELINES FOR VOLUNTEERS

Before commencing employment at the school, volunteers are briefed on the school’s safeguarding and Child Protection procedures and given a copy of the Summary leaflet, a signed record of this will be kept in the office. They will be introduced to the Designated Teacher and told how to report concerns.

Visitors to Schools

Visitors to schools, such as parents, suppliers of goods services, to carry out maintenance etc. do not routinely need to be vetted before being allowed onto school premises. However, such visitors are managed by the office and caretaking staff and their access to areas and movement within the school is restricted. The school security system operates on all doors from 8.15 am to 3.00pm on a daily basis. All visitors report to reception.

Visitors are:

- Met/directed by school staff
- Requested to sign in and out of the school using the Visitor’s Book
- If appropriate be given restricted access to specific areas of the school
- Escorted by a member of staff where possible
- Access to pupils restricted to the purpose of their visit
- If delivering good or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons

Extended After Schools Club

All planned activities are an extension of the current good practice that already exists in the school. All staff/coaches have been vetted and are appraised of the school’s Safeguarding and Child Protection policy and procedures. The Extended School’s Co-ordinator monitors and supervises all activities. Any concerns by staff are reported directly to Mr O’Neill (Principal) or Mrs Morgan (Designated teacher), and appropriate procedures ensue as detailed in the

earlier section for disclosed (suspected) child abuse.

School Trips

To ensure safety of children at all times, there are high levels of supervision on school trips, with a favourable adult-child ratio. **Risk assessments are conducted prior to any school trip.** All volunteers who assist with educational trips are given a copy of the school's Safeguarding and Child Protection Policy/Code of Conduct so that they act in compliance when supporting the school.

Staff are made aware of the importance of high levels of supervision required when children are off site. Particular attention is given to the additional needs children may have when spending a day off site i.e. inhalers, epi pens, blood sugar monitor etc
All staff are advised of our Trips Policy Document and all trips are compliant with the guidance set out within.

In the event of an emergency the lead member of staff on a given trip will make immediate contact with the Designated Teacher/Principal and school procedures will apply.

Code Of Conduct for all Staff – Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. All staff i.e. teaching / non-teaching, paid / unpaid must be mindful that they hold a position of trust and that their behaviour towards children 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

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct, a signed record of this is kept in the office.

(The school's Code of Conduct is available on request)

The Preventative Curriculum

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. (2017/04)

The school is committed to playing its part in the prevention of child abuse through its ethos and the curriculum. 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

Our aims:

- Ensure pupils have sufficient knowledge about themselves
- Equip pupils with the skills and confidence needed to stay safe
- Empower pupils to recognise unwanted behaviour towards them e.g. what is appropriate and inappropriate behaviour
- Provide information that pupils can use to prevent abuse and empower them with strategies they can use to protect themselves
- Ensure children are aware of the members of staff on the Safeguarding Team and how to raise a concern.
- *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 corridor both in the NU and PS and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display in the front foyer of Primary School and NU. An enlarged flow diagram for a staff allegation is in the staff room.

We have also developed effective links with

- local PSNI (Stranger danger/E-safety)
- Child line
- NSPCC (Keeping Safe)
- Transition programme for P7
- Uber Heroes
- Messana
- P7
- Resilience training for P7

The Child line number (0800-1111) and the NSPCC number (0800-800500) are displayed around the school and pupils are reminded in assembly, the significance of the numbers.

The school has an effective security system. All visitors must report to the office and sign visitors' book. All entrance doors are closed once all pupils have been admitted and anyone who wishes to get into the school must do so through a buzzer system.

Rigorous systems are in place for arrival and dismissal of pupils.

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 schools 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.

Date Policy Reviewed: _____

Signed: _____ **(Designated Teacher)**

_____ **(Principal)**

_____ **(Chair of Board of Governors)**

Appendix 1

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 2

Specific Types of Abuse

Grooming

Grooming of a child is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child 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 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.

Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

If the staff in St.Colman's & All Saints' 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.

Female Genital Mutilation

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 complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk. 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. Forced Marriage is a criminal offence in Northern Ireland, and where there is suspicion of a forced marriage in relation to a child or young person, the PSNI should be contacted immediately.

Warning signs within the school environment:

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.

Children Who Display Sexually Harmful Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. Schools 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.

Harmful sexualised behaviour will always require intervention and schools should refer to their own child protection policy and, seek the support that is available from the CPSS.

Domestic and Sexual Violence and Abuse

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:

'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Sexual Violence and Abuse:

'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

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.

In St.Colmans's we 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.

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.

SIGNS AND SYMPTOMS OF CHILD ABUSE – Possible Indicators

Neglect:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Constant hunger • Looks very thin, poorly and sad • Exposed to danger, lack of supervision • Inadequate/inappropriate clothing • Poor hygiene • Untreated illnesses • Persistent tiredness 	<ul style="list-style-type: none"> • Listlessness • Lack of peer relationships • Low self-esteem • Compulsive stealing/begging • Withdrawn • Persistent • non-attendance at school • exposure to violence including unsuitable videos

Emotional:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • well below average in height and weight • Sudden speech disorders • Wetting and soiling • Signs of mutilation • Extremes of physical, mental and emotional development (e.g anorexia, Frequent vomiting). • Signs of self-mutilation • Signs of solvent abuse (e.g mouth sores, smell of glue, drowsiness). 	<ul style="list-style-type: none"> • Apathy and dejection • Attention seeking/needly behaviour • Indifference to separation from family • Rocking, thumb sucking • Fear of change • Chronic runaway • Reluctance for parental liaison • Poor peer relationships • Attention seeking behaviour

Physical

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Scratches, slap marks, • Bite marks or welts • Unexplained bruises in places difficult to mark (behind ears, groin) • Unexplained/untreated burns • Untreated injuries. 	<ul style="list-style-type: none"> • Self-mutilation tendencies • Chronic runaway • Aggressive or withdrawn • Fear of returning home • Undue fear of adults • Fearful watchfulness • Uncomfortable with physical contact

Sexual

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Soreness, bleeding in genital or anal areas • Itching in genital areas • Stained or bloody underwear • Recurrent stomach pains or headaches • Pain on urination • Difficulty in walking or sitting • Bruises on inner thighs or buttocks • Anorexic/bulimic • Avoidance of lessons, esp PE, games, swimming, showers • Frequent urinary infections 	<ul style="list-style-type: none"> • Withdrawn/Chronic depression • Inappropriate language, sexual knowledge for age group • Making sexual advances to adults or other children • Low self-esteem • Afraid of the dark • Wariness of being approached by anyone • Evidence of substance misuse • Acquisition of money, mobile phones etc without plausible explanation • Association with older people, particularly men, outside the usual range of contacts • Phone calls/messages from adults outside the normal range of contacts. • Promiscuity; exposure to pornographic material.

Child Sexual Exploitation

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Soreness, bleeding in genital or anal areas • Itching in genital areas • Stained or bloody underwear • Recurrent stomach pains or headaches • Pain on urination • Difficulty in walking or sitting • Bruises on inner thighs or buttocks • Anorexic/bulimic • Avoidance of lessons, esp PE, games, swimming, showers • Frequent urinary infections 	<ul style="list-style-type: none"> • Acquisition of money, clothes, mobile phones etc without plausible explanation • Truanting/leaving school without permission. • Persistently going missing or returning late. • Receiving lots of texts/ phone calls prior to leaving. • Change in mood - agitated/stressed. • Appearing distraught/dishevelled or under the influence of substances. • Inappropriate sexualised behaviour for age. • Physical symptoms eg bruising; bite marks. • Collected from school by unknown adults or taxis. • New peer groups. • Significantly older boyfriend or girlfriend.

	<ul style="list-style-type: none"> • Increasing secretiveness around behaviours. • Low self-esteem. • Change in personal hygiene (greater attention or less). • Self-harm and other expressions of despair. • Evidence or suspicion of substance abuse.
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Grooming:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • As per Sexual 	<ul style="list-style-type: none"> • be very secretive, including about what they are doing online • have older boyfriends or girlfriends • go to unusual places to meet friends • have new things such as clothes or mobile phones that they can't or won't explain • have access to drugs and alcohol

Appendix 3

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.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **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.

- **Boarding schools and residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- **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. Pupils coming into school on work experience do not require Access NI clearance if they are fully supervised by school staff. The normal induction process will apply.

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.

- **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.

Appendix 4

How a Parent can make a Safeguarding Complaint:

If a parent/carer has a **potential child protection concern**:

I have a concern about my/a child's safety



I can talk to the class teacher



If I am still concerned, I can talk Mrs Morgan (Designated Teacher) Mrs Burns, Mrs McCann or Mrs Hanna (Deputy Designated Teachers for Child Protection) or Mr O Neill



If I am still concerned, I can talk/write to the Chair of Board of Governors (Mrs G Fusciardi)



If I am still concerned I can contact the NI Public Services Ombudsman (0800 34 34 24)



At any time I can talk to the Craigavon and Banbridge Services Gateway Team (028 3834 3011) or the PSNI Central Referral Unit (028 9025 92990)

Appendix 5: Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff

Member of staff completes the Note of Concern on what has been observed or shared and must **ACT PROMPTLY**.

Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with **Mrs Morgan** or **Mrs Burns, Mrs McCann or Mrs Hanna** in her absence and provides note of concern.



Mrs Morgan will consult with **Mr O'Neill** or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.



Child Protection referral is required

Mrs Morgan seeks consent of 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 then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Mrs Morgan clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).



Where appropriate the source of the concern will be informed as to the action taken. **Mrs Morgan** will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 6 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/V-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

