

GLASTRY COLLEGE



CHILD PROTECTION & SAFEGUARDING POLICY

Revised: March 2019

Contents:



- 1 Introduction
- 2 Other Related Policies
- 3 The School's Safeguarding Team
- 4 Child Protection Definitions
- 5 Responding to Safeguarding and Child Protection Concerns
- 6 Consent, Confidentiality, Information Sharing and Record Keeping
- 7 Safe Recruitment Procedures
- 8 Code of Conduct
- 9 The Preventative Curriculum
- 10 Monitoring and Evaluation

Appendices:

- 1A Referral Procedures for Reporting Suspected (or disclosed Child Abuse)
- 1B Guidance for staff – Responding to a Disclosure of Abuse
- 2 Note of Concern
- 3 Parental Responsibility
- 4 Signs & Symptoms of Abuse – Possible Indicators
- 5 Specific Types of Abuse
- 6 Children with Increased Vulnerabilities
- 7 How a Parent/Guardian can make/raise a Child Protection Concern
- 8 Dealing with Allegation by Someone Other than a Member of Staff
- 9 Dealing with Allegations of Abuse against a Member of Staff
- 10 Pastoral Care Report
- 11 Self-Harm
- 12A/B Procedure for Management of Self-Harm



CHILD PROTECTION AND SAFEGUARDING POLICY

1. INTRODUCTION:

The UN Charter under the “Rights of the Child” states that all children have the right to protection against neglect, cruelty and exploitation. In Glastry College we have a role in preventing abuse, not only by adopting a policy for the management of suspected cases of abuse but also through the curriculum, by helping students to acquire relevant information, skills and attitudes both to resist abuse in their own lives and to prepare them for the responsibilities of their adult lives, including parenthood. The college ethos fosters security whereby students are encouraged to discuss problems, knowing that they will be listened to and their viewpoints valued.

Acknowledging that children cannot learn or develop effectively unless they feel secure, we are committed to do whatever is reasonable to safeguard or promote our pupils’ welfare and safety.

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).

This policy sets out the procedures to be followed in cases of suspected abuse and guidance for all staff in dealing prudently with the young people in our charge.

The main elements to our policy are:

- Establishing a safe environment in which children can learn
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse
- Raising awareness of child protection issues and equipping our children with the skills needed to keep them safe
- Supporting pupils who have been abused in accordance with his/her agreed child protection/ safe guarding plan
- Raising pupil awareness to enable them to safeguard themselves when using the internet and other form of social media

2. OTHER RELATED POLICIES:

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

- Behaviour Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health & Safety Policy
- Relationships and Sexuality Education
- E-Safety
- Attendance

These policies are available to parents. Any parent requiring a copy should contact the College Office, or visit the college website at www.glastrycollege.org.uk

3. THE SCHOOL'S SAFEGUARDING TEAM

Designated Teacher for Child Protection:	- Mrs K Harris
Deputy Designated Teacher for Child Protection:	- Ms J Attwood
Principal:	- Mr A J Hutchinson
Designated Governor for Child Protection:	- TBC
Chairperson of the Governors:	- TBC

The Role of the Designated Teacher & Deputy Designated Teacher for Child Protection

This role is the key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

To be effective he/she must:

- Maintain, and store securely, records of all Child protection concerns.
- Provide written annual report to the Board of Governors regarding Child Protection.
- Act as a source of advice, support and expertise within the college and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff. They are also responsible for promoting a child protection ethos throughout the College.
- Ensure each member of staff has access to and is aware of the college's Child Protection Policy. This is essential in respect of staff that are perhaps part time or work with more than one school, such as trainee teachers, supply teachers and the Education and Welfare Officer.
- Ensure that staff are aware of the referral procedures for reporting suspected or disclosed child abuse and the appropriate manner in which they should respond (**see Appendix 1A and 1B**)
- Liaise with the Principal to inform him of any issues and ongoing investigations and ensure there is always cover for the role.
- Be responsible for promoting training to all school staff including support staff about Child Protection issues.
- Be responsible for making referrals to external agencies such as Gateway, PSNI and Public Prosecution Unit.
- Ensure the college's Child Protection Policy is updated and reviewed biannually and work with the designated governor for child protection regarding this.
- Be responsible for liaison with the Education Authority Designated Officers for Child Protection.
- Be able to keep detailed, accurate, secure written records of child protection and safeguarding referrals/concerns.
- Ensure all children know that there is someone they can talk to in confidence.
- Ensure parents see copies of the Child Protection Policy in order to alert them to the fact that the college may need to make referrals. Raising parent's awareness may avoid later conflict if the college does have to take appropriate action to safeguard a child.
- Ensure all parents know how they can make a complaint about possible child abuse.
- Where children leave the college roll, their file is transferred to the new school within 15 days, (NB this can be done electronically). If a child leaves and the new school is not known, the Department of Education should be alerted so that these children can be included on the data base for lost pupils.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs
- Lead responsibility for the development of the school's Child Protection Policy and promote a safeguarding and child protection ethos in the school

Designated and Deputy Designated Teachers also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how the Education Authority operates and the conduct of a LAC Review and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in Child Protection.

The Principal

The Principal must ensure that:

- DENI Pastoral Care in Schools: Child Protection Guidance (2017) is implemented within the school
- He/she attends training on managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed.
- Child Protection activities feature on the agenda of the Board of Governors' meetings and termly updates and annual report are provided
- The College's Child Protection Policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years.
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.
- As secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- To maintain the schools record of child abuse complaints
- 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;

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 child protection policies
- The content of a code of conduct for adults within the college
- The content of the termly updates and full Annual Designated Teacher's Report
- Recruitment, selection and vetting and induction of staff

The Chair of the Board of Governors should:

- Ensure that he/she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the college environment
- Ensure that the college has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child Protection is appointed

- Assume lead responsibility for managing any complaint/allegation against the College Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity.
- Ensure compliance with legislation, Child Protection record keeping and policies.

The Board of Governors:

The Board of Governors must ensure that the college fulfils its responsibilities in keeping with current legislation and DE guidance including:

- Having a Safeguarding and Child Protection Policy which is reviewed annually
- Having a staff Code of Conduct for all adults working in the school
- Attendance at relevant training by governors and that up-to-date training records are maintained
- The vetting of all staff and volunteers
- 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;
- 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;
- 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.

Other Members of School Staff:

Staff in college see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. They should remember the 5 R's: **Receive, Reassure, Respond, Record and Refer.**

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child (**Appendix 2**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **NOT** give children a guarantee of total confidentiality regarding their disclosure
- **NOT** investigate
- **NOT** ask leading questions

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 disclosure 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 college's Child Protection procedures.

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 child rests with parents who feel confident about raising concerns they have in relation to their child.

Parents should play their part in safeguarding by contacting the school and informing them:

- On the morning of their child's absence, or sending in a note on the child's return to college, so as the college is reassured as to the child's situation;
- 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;
- Whenever anyone, other than themselves, intends to pick up the child after school
- In advance if their child is going home to an address other than their own home
- Familiarising themselves with the College's Pastoral Care, Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies
- Reporting to the office when they visit the college
- Raising concerns, they have in relation to their child with the college
- If their child is absent and should send in a note on the child's return to school. 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
- (See **Appendix 3** for who has Parental Responsibility).

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

4. CHILD PROTECTION DEFINITIONS

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

Types of Abuse:

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.

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.

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.

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.

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

Sexual Exploitation of Children and Young People - Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Domestic Violence and Abuse

Domestic violence and abuse is:

"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.

(DHSSPS/DOJ "Stopping domestic and sexual violence and abuse in NI" March 2016)

Possible indicators of abuse which young people may display are shown in **Appendix 4**.

If it comes to the attention of school staff that domestic abuse is, or may be, a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with Social Services.

Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse for example, grooming, that we in **Glastry College** are aware of and have therefore included them in our policy. Please see these in **Appendix 5**.

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 6**.

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 harm¹.

How can a Parent Raise a Concern?

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. If a parent has a concern they can talk to the class teacher or any member of the college's safeguarding team: The Principal, the Designated or Deputy Designated Teacher for child protection. 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 7**).

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

In Glastry College 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 (**see Appendix 2**) 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 the Principal is unavailable, the Designated or Deputy Designated Teacher will seek advice from the EA CPSS and Gateway in the first instance. 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.

¹ 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>

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. (See Appendix 8).

Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer

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 procedure as outlined in Appendix 9 will be followed.

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health and Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff (see Appendix 10). Feedback will be given to staff under the 'need to know' principle on a case-by-case basis.

6. CONSENT, CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING

a. 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.

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.

b. 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. Where abuse is suspected colleges have a legal duty to refer

to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with college staff will be on a 'need to know' basis.

Should a child transfer to another college whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving college.

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).

c. 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 Glastry College 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.

7. SAFE RECRUITMENT PROCEDURES

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults. 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 who are appointed to positions in Glastry College are vetted / supervised in accordance with relevant legislation and Departmental guidance.

8. 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. 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

Staff Training

Glastry College is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Colleges.

When new staff or volunteers start at the school they are briefed on the college's Child Protection Policy and Code of Conduct and given copies of these policies.

Code of Conduct for all employees

All actions concerning children and young people must uphold the best interests of the young person as primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with

staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Private Meetings with Pupils

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another pupil or (preferably) another adult should be present or nearby.

Physical Contact with Pupils

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Part II Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or preferably another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been or may have been misconstrued, a written report of the incident should be submitted immediately to the Principal or in his absence one of the Vice-Principals.
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment. Mixed groups should be supervised by a combination of male/female staff as supervisors where applicable. If trips are residential, staff should ensure that they do not enter students' bedrooms/bathrooms on their own – unless an emergency necessitates this.
- Staff should not take students home or elsewhere in their own cars. If an emergency necessitates this, the student should sit in the back of the car and his/her parents/guardians should be informed the journey is about to commence. On arrival at the destination responsibility for the student should be transferred to the parent/guardian. It is always advisable that a second adult is present in the car, if at all possible.

Choice and Use of Teaching Materials

- Teachers should avoid teaching materials which might be misinterpreted.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.
- When guest speakers are providing talks or information sessions to pupils, their materials should be vetted by the teacher in charge and the teacher should also remain in the classroom with them at all times during the delivery of the lesson.

Relationships and Attitudes

- Within the Pastoral Care Policies of the college and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Staff should not be in contact with pupils through any social media, eg. Facebook, text messaging, etc

9. 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)

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. (See Appendix 11 on Self Harm).

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 and relevant information in each resource area, which provides advice and displays child helpline numbers and presentations from school visitors such as fire fighters, PSNI, Cancer Focus, health visitor parent programmes, etc.

CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their professional practice.

From time to time, however, it will be prudent for the college and its staff to reappraise teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that we give no grounds for doubt about our intentions, in the minds of colleagues, children/young people or their parents/guardians.

Our duty remains 'in loco parentis' - in the place of a dutiful parent.

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.

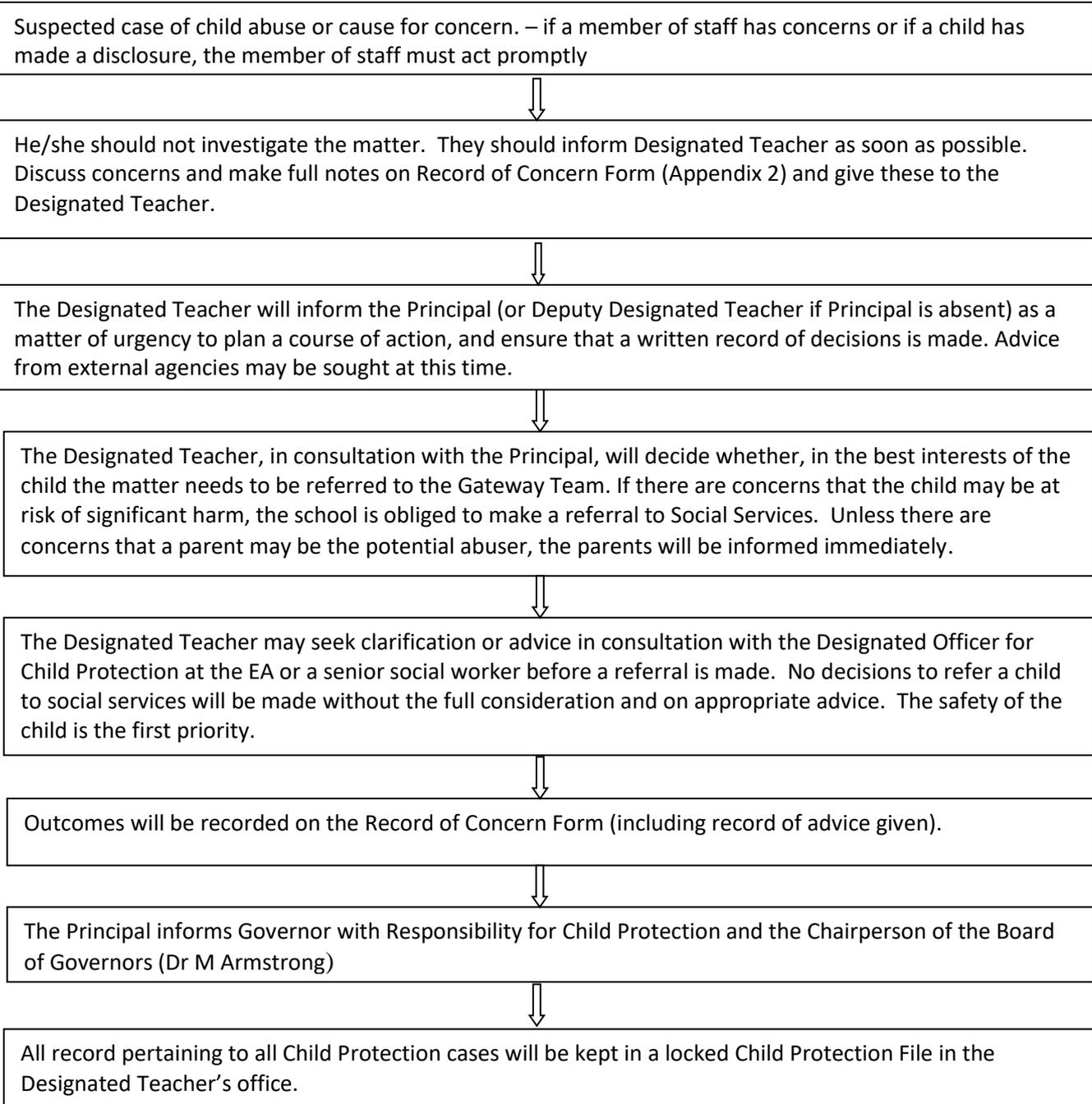
Date Policy Reviewed:			
Signed:		Mrs K Harris	Designated Teacher
		Mr A Hutchinson	Principal
		Dr M Armstrong	Chair of Board of Governors



**REFERRAL PROCEDURES FOR REPORTING
SUSPECTED (OR DISCLOSED) CHILD ABUSE**

The Designated Teacher for Child Protection is ***Mrs K Harris***

The Deputy Designated Teacher for Child Protection is ***Ms J Attwood***





CHILD PROTECTION – GUIDANCE TO STAFF **RESPONSE TO DISCLOSURE OF ABUSE**

When a child discloses abuse, the way in which you respond is crucial.

1. It is important to take the disclosure seriously and make a response that includes all of these five statements in some form.
 - I believe you
 - I'm sorry it happened to you
 - I'm glad you told me
 - It's not your fault, and never was
 - We can get help, together
2. When speaking to the child, questions should be open-ended.
3. NEVER PROMISE CONFIDENTIALITY. However, only people who need to know in order to help will be informed.
4. The chief task is to LISTEN TO THE CHILD.
5. The child should not be asked to give details of the abuse.
6. Make full notes and contact the Designated Teacher for Child Protection immediately. If they are not available, report it to the Deputy Designated Teacher for Child Protection or the Principal.
7. Write up your notes using Section 1 of the Reason for Concern Form. Follow the guidelines carefully. Pass this onto the Designated Teacher as soon as possible.
8. Ask for support if you need it. Receiving a disclosure can be traumatic. Talk to another adult if it helps but keep in mind the child's right to privacy.
9. The Designated Teacher will inform the Principal and together they will decide the action to be taken.

Remember:

- Listen
- Believe, let the child know you believe
- Do not interrogate – it is not your responsibility to obtain details of abuse
- Affirm whatever feelings the young person has
- Refer – follow the procedure
- Follow up – support the young person after referral as the process can be lengthy and stressful
- Record dates and content of interviews
- Seek support if you need it.



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: _____



Who Has It?

1. The birth mother or mother by adoption
2. The birth father if:
 - a. Married to the birth mother at the time of birth
 - b. Subsequently marries the birth mother
 - c. Gets a 'Parental Responsibility Agreement' through a Solicitor
 - d. Gets a 'Parental Responsibility Order' Article 7, through the Court
 - e. Registered as the child's father (after 2002)
3. Anyone who has a Residence Order during its lifetime, eg. Grandparents
4. The State if a Care Order is in force

How Do You Lose It?

1. The birth mother
 - a. If the child is adopted by someone else
2. The birth father
 - a. If the child is adopted by someone else
 - b. Through the Court
3. Anyone with a Residence Order
 - a. End of the Order
 - b. New Order replaces it
 - c. Through the Court
4. The State
 - a. New Order replaces it
 - b. End of the Order
 - c. Through the Court

SIGNS AND SYMPTOMS OF ABUSE – POSSIBLE INDICATORS

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; Untreated injuries; Bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern, eg: every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); Appears frightened or cowed in presence of adults; Improbable excuses to explain injuries; Chronic runaway; Uncomfortable with physical contact; Come to school early or stays last as if afraid to be at home; Clothing inappropriate to weather – to hide part of body; violent themes in artwork or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”; Poor hair and skin; alopecia; Swollen extremities, ie: icy cold and swollen hands and feet; Recurrent diarrhoea, wetting and soiling; Sudden speech disorders; Signs of self-mutilation; Signs of solvent abuse (eg: mouth sores, smell of glue, drowsiness); Extremes of physical, mental and emotional development (eg: anorexia, vomiting, stooping)	Apathy and dejection; Inappropriate emotional responses to painful situations; Rocking/head banging; Inability to play; Indifference to separation from family Indiscriminate attachment; Reluctance for parental liaison; Fear of new situation; Chronic runaway; Attention seeking/needing behaviour; Poor peer relationships

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; Constant hunger; lack of energy; Untreated medical problems; Special needs of child not being met; Constant tiredness; inappropriate dress; Poor hygiene; Repeatedly unwashed; smelly; Repeated accidents, especially burns	Tired or listless (falls asleep in class); Steals food; compulsive eating; begging from class friends; Withdrawn; lacks concentration; misses school medicals; Reports that no carer is at home; Low self-esteem; Persistent non-attendance at school; Exposure to violence including unsuitable videos

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; Bruises or bleeding in genital or anal areas; Chronic ailments such as recurrent abdominal pains or headaches; Difficulty in walking or sitting; Frequent urinary infections; Avoidance of lessons, especially PE, games, showers; Unexplained pregnancies where the identity of the father is vague; Anorexia/gross over-eating</p>	<p>What the child tells you Withdrawn; chronic depression; Excessive sexual precociousness; Seductiveness; Children having knowledge beyond their usual frame of reference, eg: young child who can describe details of adult sexuality; parent/child role reversal; Over concerned for siblings; Poor self-esteem; self-devaluation; Lack of confidence; peer problems; Lack of involvement; Massive weight change; Suicide attempts (especially adolescents); hysterical/angry outbursts; Lack of emotional control; Sudden school difficulties, eg: deterioration in school work or behaviour; Inappropriate sex play; Repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; Vulnerability to sexual and emotional exploitation; promiscuity; Exposure to pornographic material</p>



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 Glastry College 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 SCHOOL NAME 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 Glastray College, 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

Whilst this will be addressed through the preventative curriculum, as a College, we will adopt the same approach to all cases of sexting, taking guidance from the EA CPSS & Gateway Team.

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 individual's 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.



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. 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.

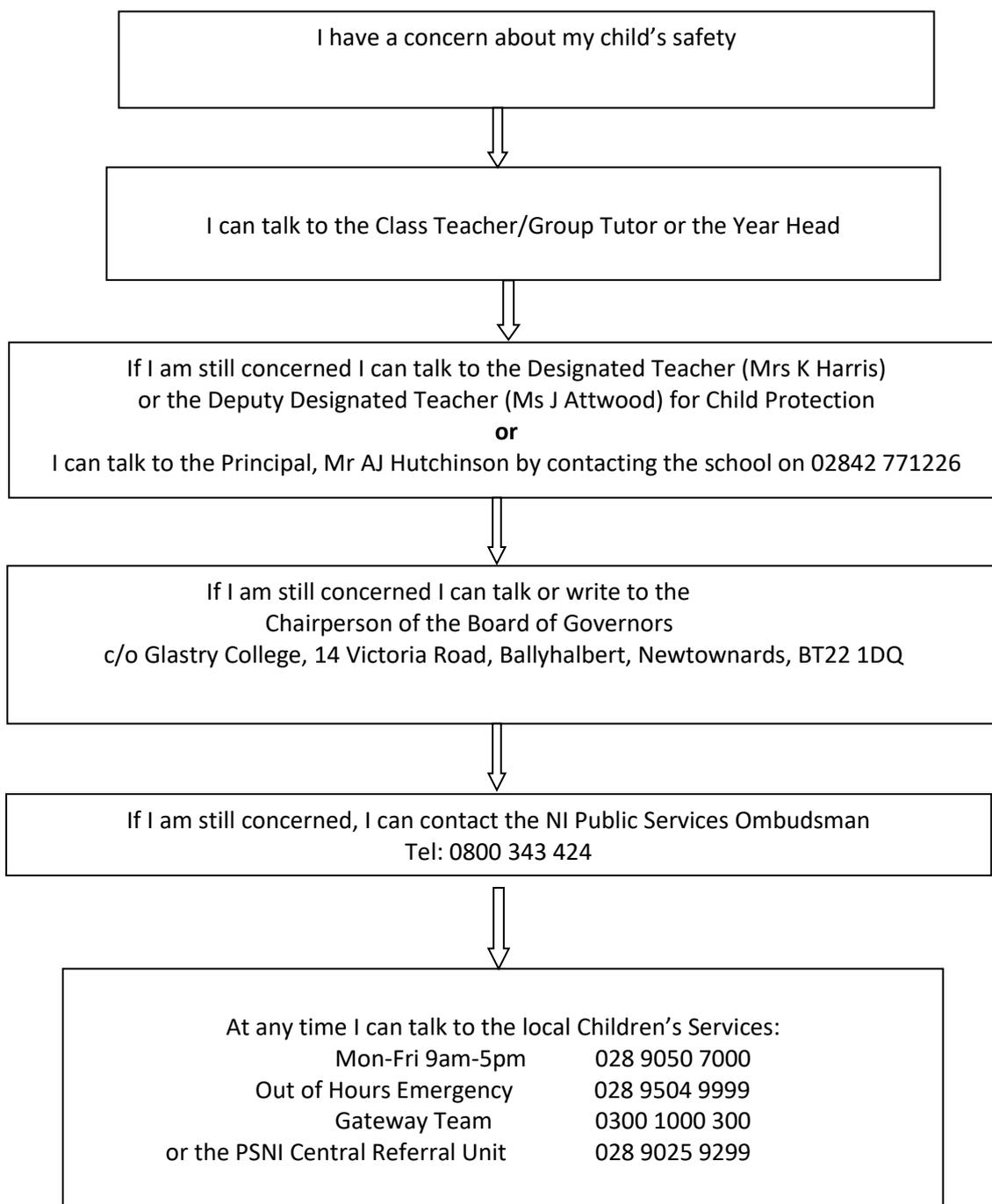
Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and 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.



HOW A PARENT/GUARDIAN CAN MAKE OR RAISE A CHILD PROTECTION CONCERN

If a parent/guardian has a child protection/safeguarding concern they can follow the guide below:





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 the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal 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

Designated Teacher 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.

Designated Teacher 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

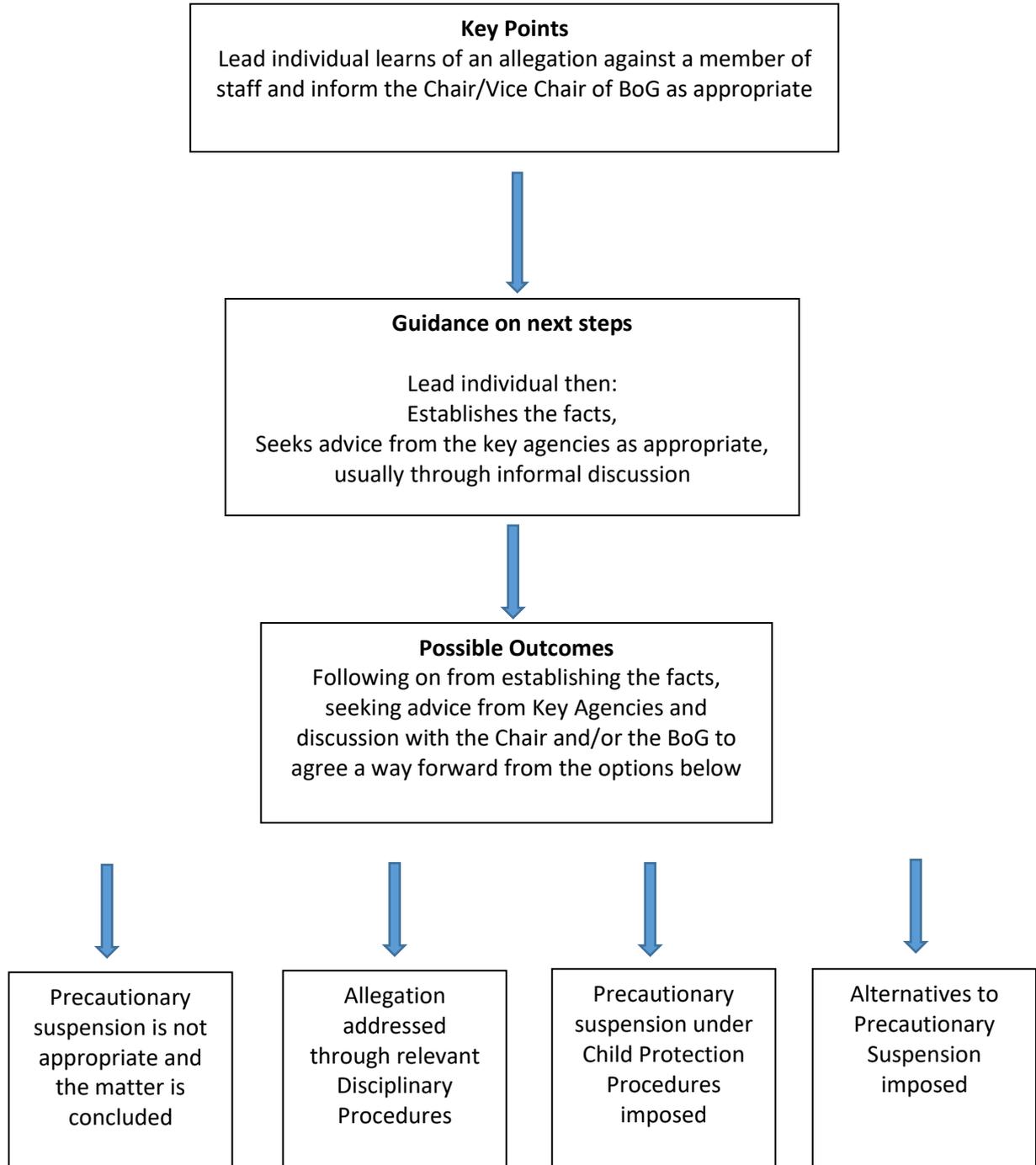
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent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



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



DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF



GLASTRY COLLEGE
14 VICTORIA ROAD
BALLYHALBERT
NEWTOWNARDS
BT22 1DQ



PASTORAL CARE REPORT

Pupil's name: _____ DOB: _____ Class: _____

Parents/Guardians: _____

Address: _____

Attendance in current school year: _____ days out of possible _____ days.

Attainment levels/educational performance: _____

Intellectual ability (eg below average/average/above average): _____

Performance in relation to intellectual ability: _____

Presentation of work, including homework: _____

Participation in teaching/learning activities: _____

Behaviour in class: _____

Behaviour out of class: _____

Relationship with other children: _____

Relationship with family (if relevant/known): _____

School's contacts with home (eg telephone calls): _____

General remarks (eg personal appearance, readiness/preparation for learning): _____

Signed on behalf of the College:

_____ (Designated Teacher) Date: _____



Introduction

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body. For example,

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Pulling out hair/eyelashes
- Banging or hitting the head or other parts of the body
- Scoring or scrubbing the body excessively

Self-harm is not a suicide attempt.

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. Self-harm is not a suicide attempt, on the contrary. It is a coping mechanism and it is a desperate attempt to deal with a difficult problem or situation. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Risk Factors

The following factors, particularly in combination, may make a young person vulnerable to self-harm or suicide. However, protective factors help buffer young people from self-harm and suicidal thoughts and behaviours. On the next page is a table of possible risk and possible protective factors for young people.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further guidance from the pupil's Group Tutor, Head of Year or Pastoral Vice Principal. The procedures outlined in Appendix 11 and 12A/B should be followed.

Possible warning signs include:

- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood-e.g. more aggressive/more introverted
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing/dress
- Writing/speaking/drawing about suicide
- Significant grief or stress

Supporting Young People Who Are Engaging In Self-Harm

When supporting young people who are self-harming staff should:

- Listen in a non-judgemental way
- Help them to identify more appropriate coping strategies
- Make further referrals for external support
- Treat the self-harm as a safeguarding issue through the Designated Teacher/Deputy Designated Teacher/Principal for Child Protection.

Responding to Self-Harm

All school staff have a duty of care towards their pupils and should follow the following procedures:

1. Listen – it can be very difficult for a young person to disclose distress so it is essential that he/she is given time and attention. Privacy is also important.
2. Take it seriously – disclosures of self-harm or suicidal thoughts should never be minimised. The young person should be taken seriously – staff should also not express alarm.
3. Don't promise confidentiality – ensure that the young person knows that the information will be handled sensitively but that it must be shared with others to safeguard them.
4. Be open – if suicidal intent is suspected, it is important to ask the young person whether they are thinking of harming themselves and if they have made any plans. This gives the young person permission to be completely honest and therefore be able to seek help.
5. Supervise closely – keep the child/young person with you until they are in the care of the Designated teacher for Child Protection (or appropriate alternative).

Safeguarding The Pupil

The Designated Teacher for Child Protection (or appropriate alternative) will safeguard the young person by doing the following:

1. Continuing to supervise closely the pupil who will not be left unsupervised
2. Contact parents/guardians/carers – who will be advised of the content of the self-harm incident, the school's concern and asked to take the young person to the GP

If possible they should safely hand over the young person into the care of parental/guardians/carers at this point, who should be advised to supervise closely. If the school cannot deliver the young person into their care the school can seek appropriate medical advice, acting in loco parentis, if felt necessary.

Follow-up – The Designated Teacher (or other member of staff) should remain in sensitive contact with parents/guardians/carers and plan to support the young person upon their return to school.

Support for staff and/or peers – it is important that individuals who are involved in this type of situation are carefully supported within the school.

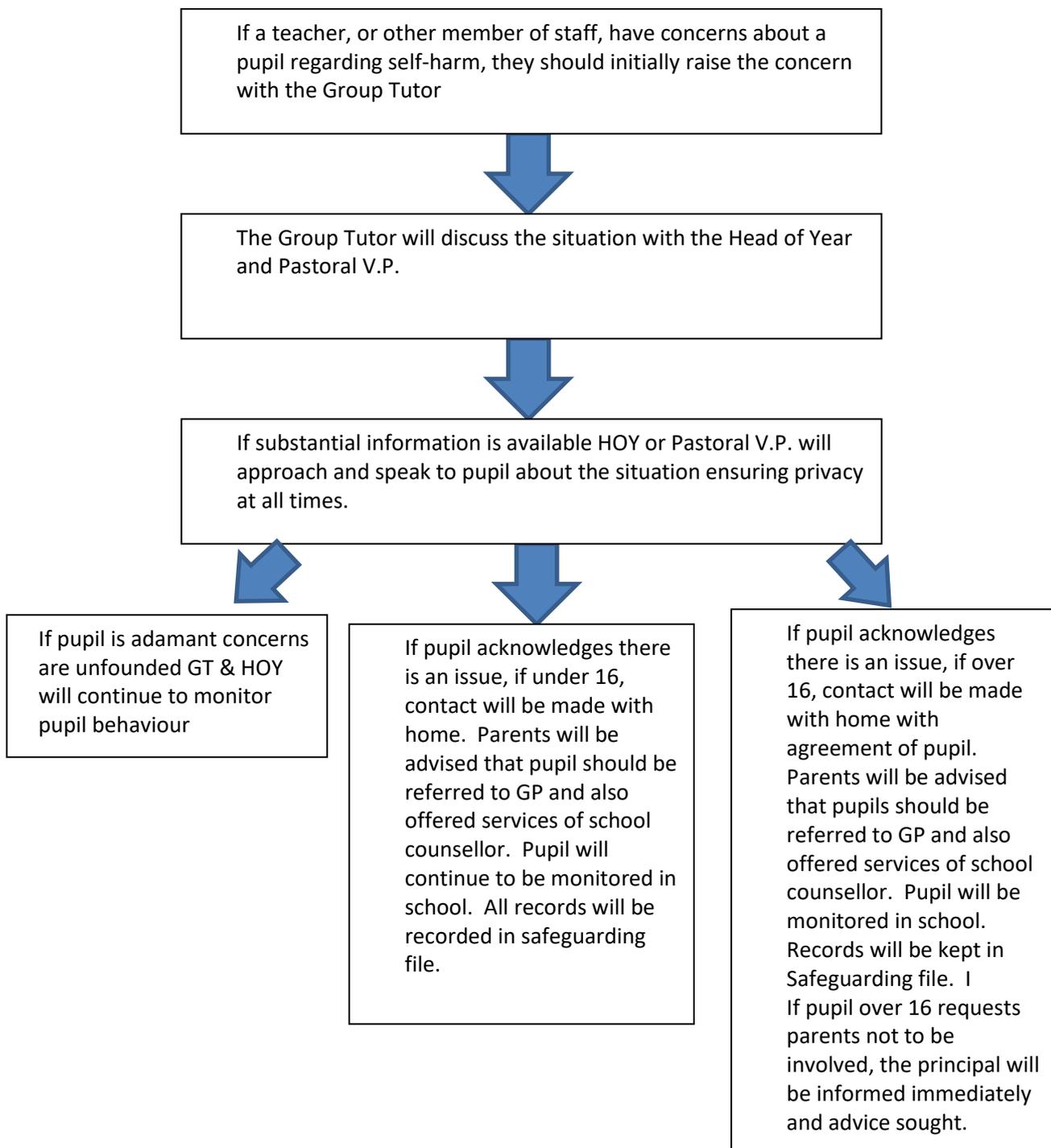
Further considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing and include:

- Dates and times
- Concerns raised
- Details of anyone else who has been informed



**PROCEDURE FOR IDENTIFICATION/MANAGEMENT OF A PUPIL EXHIBITING/
CARRYING OUT SELF-HARM**





SAFEGUARDING ACTION CHECKLIST

- The pupil is listened to and supported in the immediate term
- Designated pastoral care teacher (or appropriate alternative) is informed
- Parents/guardians/carers are informed
(How was this done? Provide details below):

- Parent/guardian/carer comes to the school for the pupil and he/she leaves in their care (parents/guardians/carers are advised to monitor the child closely)
- Parents are advised to take their child to the GP and ask for a mental state assessment and appropriate action. (If concerns of negligence regarding a child's mental health needs are raised, these should be followed up through the normal safeguarding procedures.)
- The Designated teacher (or appropriate alternative) follows up with parent/guardian/carer within a short time frame.
- Suitable support is set up within school to support the young person on their return.
- Teacher's support – needs are identified and action taken if appropriate.

Sources of Information

- www.selfharm.org.uk
- www.childline.org.uk
- www.samaritans.org.uk
- www.youngminds.org.uk
- www.litesign.org.uk
- www.nshn.co.uk
- www.selfharmalliance.org