



<b>Carrickfergus Grammar School policy on</b>	<b>Safeguarding and Child Protection</b>
<b>Date implemented</b>	<b>September 2016</b>
<b>Review date / led by</b>	<b>September 2017 / L Kane</b>
<b>Consulted</b>	<b>Board of Governors, Parents, Pastoral Team</b>
Allied School Policies on: <a href="#">Anti-Bullying</a> , <a href="#">E-Safety</a> , <a href="#">Relationships and Sexuality Education</a> , <a href="#">Special Educational Needs</a> , <a href="#">Promoting Positive Behaviour</a> , <a href="#">Attendance</a> , <a href="#">Administration of Medication in School</a> . <a href="#">Social Networking Policy for Staff</a>	

## CHILD PROTECTION POLICY

"Children have the right to be protected from all forms of violence, they must be kept safe from harm, and they must be given proper care by those looking after them".

(U.N. Convention on the Rights of the Child. Article 19.)

"When adults or organisations make decisions which affect children, they must always think first about what would be best for the child". (U.N. Convention on the Rights of the Child. Article 3)

This policy is informed by DENI circulars 1999/10, 2003/13, 2006/06, 2006/08, 2006/09, 2006/25, 2008/10, 2010/01, 2010/18, 2011/22, 2012/19, 2013/01, 2015/13 and DENI Letters to schools February 2009, July 2014, November 2014.

### 1. Introduction

All adults – teaching staff, support staff and volunteers - in Carrickfergus Grammar School accept that they have a primary responsibility for the care, welfare and safety of our pupils. We will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed.

The purpose of this policy is to enhance the protection of our pupils by ensuring that everyone who works in school has clear guidance on the action required where a child's welfare is a concern. The issue of child abuse will not be ignored by anyone who works in Carrickfergus Grammar School and the safety and well-being of our pupils is of paramount importance.

As part of our ongoing work in the area of Child Protection we will endeavour to raise children's awareness about themselves and to develop a trusting and safe climate in which our children feel able to talk and share their thoughts and feelings.

Carrickfergus Grammar School recognises the importance of a partnership between home and school but where issues of child abuse or suspected child abuse arise our primary responsibility is to the child.

### 2. Parental Responsibility

Carrickfergus Grammar School will work in partnership with parents (those with Parental Responsibility (PR) for a child). In order to ensure that we do so – we are required to verify that those with whom we are sharing information have PR. PR means all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his/her property:

- Where a child's father and mother were married to each other at the time of his birth, they shall each have parental responsibility for the child
- Where a child's father and mother were not married to each other at the time of his birth — the mother shall have parental responsibility for the child; the father shall not have parental responsibility for the child, unless he acquires it. **The Family Law Act (NI) 2001 amends the Children (Northern Ireland) Order 1995**, and makes provision for the acquisition of parental responsibility by unmarried fathers. For children whose births were registered after **15 April 2002**, parental responsibility rests with both parents, provided they are both named on the birth certificate, regardless of whether or not they are married.
- Unmarried fathers whose children were born before **15 April 2002** – or after this date if they are not named on the birth certificate – do not automatically have responsibility for the child. The father could acquire parental responsibility through a parental responsibility agreement with the mother or a parental responsibility order through the courts. A married step-parent or civil partner may also obtain parental responsibility in this way
- Parental responsibility is acquired with a Residency Order
- More than one person may have parental responsibility for the same child at the same time
- A person who has parental responsibility for a child at any time shall not cease to have that responsibility solely because some other person subsequently acquires parental responsibility for the child
- Where more than one person has parental responsibility for a child, each of them may act alone and without the other (or others) in meeting that responsibility
- The fact that a person has parental responsibility for a child shall not entitle him to act in any way which would be incompatible with any order made with respect to the child

- A person who has parental responsibility for a child may not surrender or transfer any part of that responsibility to another but may arrange for some or all of it to be met by one or more persons acting on his behalf
- The person with whom any such arrangement is made may himself be a person who already has parental responsibility for the child concerned.
- The making of any such arrangement shall not affect any liability of the person making it which may arise from any failure to meet any part of his parental responsibility for the child concerned

### **3. Aims & Principles**

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, the Department of Education (Northern Ireland) guidance, “Pastoral Care in Schools- Child Protection” (DENI Circular 99/10) and the Area Child Protection Committees’ Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy.

- In all matters relating to Child Protection procedures or policies, the best interest of the child is of paramount importance.
- Children have the right to be heard, listened to and taken seriously, and to be consulted according to their age and understanding about proposed action.
- Carrickfergus Grammar School has a pastoral responsibility towards the children in our care, and should take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved.
- There are clear procedures in place to be followed where the school has been alerted to possible abuse as outlined in the above mentioned document.
- All teaching and support staff are alert to the signs of possible abuse and know what procedures need to be followed.
- Child Protection arrangements should also seek to maintain the necessary balance between protecting children and respecting the rights of parents, families/carers and members of staff.
- A copy of the school’s Child Protection arrangements will be maintained and circulated to parents at least once every two years. The policy document will also be accessible within school and copies provided given 24 hours’ notice. Parents will be issued with a copy of the school’s Child Protection leaflet during the alternate year to the full policy circulation.
- Child Protection arrangements are also understood by children so that they know what to do and who they can talk to.

### **4. Other Relevant Policies & Guidance**

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 and guidance including:

- Promoting Positive Behaviour
- Anti-Bullying
- Special Educational Needs
- Educational Visits
- Administration of Medication in School
- Intimate Care
- Health and Safety Policy – (Under draft)
- Relationships and Sexuality Education
- E-Safety
- Staff Code of Conduct (**Appendix 1**)
- Complaints
- Attendance

\*These policies and guidance are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.carrickfergusgrammar.com](http://www.carrickfergusgrammar.com)

**Appendix 6** has some useful contact numbers and email addresses.

## **5. The Safeguarding & Child Protection Team at Carrickfergus Grammar School**

Chair of Governors:	Mr. M Smith
Principal:	Mr. K Mulvenna
Designated Governor for Child Protection	Mrs D. White
Designated Teacher for Child Protection:	Mrs. L Kane
Deputy Designated Teacher for Child Protection:	Mr. R Gorman
SENCo	Mrs. E. Bowen

## **6. Roles and Responsibilities**

### **6.1 The Designated Teacher**

The designated teacher must:

- Be responsible for promoting a Child Protection ethos within the school
- Avail of training so that they are aware of duties, responsibilities and role
- Be responsible for the training of all school / support staff
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

### **6.2 The Deputy Designated Teacher**

The deputy designated teacher must:

- Support and undertake the duties of the Designated Teacher for Child Protection as required.

### **6.3 The Principal**

The Principal must ensure:

- DENI 1999 / 10 guidance is implemented within the school
- He 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 & annual report are provided
- The school'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.

### **6.4 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 school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

### **6.5 The Chair of the Board of Governors**

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 school environment
  - Ensure that the school 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 School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

### **6.6 Other Members of School Staff**

Staff in school 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 (Child Protection and Safeguarding Record Sheet - **Appendix 3**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

#### **In addition, the member of staff / 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.

### **6.7 Parents**

Parents should play their part in safeguarding by:

- responding to the text sent on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- familiarising themselves with the School's Anti Bullying, Positive Behaviour, E-Safety and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they may have in relation to their child with the school
- updating their school contact information record should the need arise
- signing and returning acknowledgment of Child Protection information included in the September mail shot issued annually.

### **6.8 The Board of Governors**

The Board of Governors must ensure that the school 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

## 7. What is Child Abuse?

The following definition of child abuse is taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

### 7.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, 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. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

### 7.2 Categories of Child Abuse & Definitions

**Physical Abuse** is the deliberate physical injury to a child, or the willful 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.

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, including bullying, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

**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).

**Sexual Abuse** involves a man or woman forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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, 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.

A child may suffer 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.

## 8. Additional Issues

Carrickfergus Grammar School is also aware of and will support pupils and make use of child protection reporting procedures, when necessary and as appropriate, in relation to the following:

### 8.1 Domestic Violence

Domestic Violence 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, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member”.

*DHSSPS / NDOJNI Stopping Domestic and Sexual Violence and Abuse in Northern Ireland-A Seven Year Strategy (2016, p2).*

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display and which are indicators only include:

<ul style="list-style-type: none"> <li>• Nervousness</li> <li>• Low self-worth</li> <li>• Disturbed sleep patterns</li> <li>• Nightmares / flashbacks</li> <li>• Physiological – stress / nerves</li> <li>• Stomach pain</li> <li>• Bed wetting</li> </ul>	<ul style="list-style-type: none"> <li>• Immature / needy behaviour</li> <li>• Temper tantrums</li> <li>• Aggression</li> <li>• Internalising distress or withdrawal</li> <li>• Truancy</li> <li>• Alcohol and drugs</li> <li>• Bullying</li> </ul>
--	---

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive. 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.

## 8.2 Child Sexual Exploitation

'Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.' (SBNI 2014, adopted from CSE Knowledge Transfer Partnership NI)

An abuser may 'groom' a victim by giving or withholding rewards such as gifts or special attention.

They may use physical or psychological threats to ensure co-operation

The grooming process is often well planned and very effective, ensuring that parents and other adults trust the abuser and find it difficult to believe that abuse has taken place

## 8.3 Female Genital Mutilation

Female Genital Mutilation involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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. (Multi-agency Practice Guidelines: Female Genital Mutilation. DFP 2014). What to look out for:

- (Being a girl aged 5 - 8 within a community where FGM is practised)
- Prolonged return to country of origin for summer break – giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girls may disclose that she is to have a 'special procedure' or attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the child out of the country for a prolonged period

## 8.4 Forced Marriage

Forced Marriage is regarded as an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse. Possible indicators include the following:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Change in behaviour, performance or punctuality
- Being withdrawn from school for 'home schooling' and not receiving suitable education at home
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement

## 8.5 Self Harm

'It is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)' (*John Coleman 2004*)

Some young people engage in self harm in order to:

- To release tension caused by anxiety, grief or anger.
- As a means of communication, to tell themselves and others that they need help.
- To feel as though they have control over something in their lives.
- To make 'real' emotional pain they are unable to express.

Where staff become aware of a child in our school who is engaging in self-harm, we will work closely with parents and the child to develop a risk managed approach to supporting that child in school.

## 8.6 Sexual Identity

Any child requiring support regarding their sexual identity and orientation will be supported by the school. Staff will work closely with parents and any child in order to support the child's well-being and continuing education in school. Staff are aware of the following:

- Gender Variant/Transgender young people
- Transgender is a recognised medical condition known as Gender Dysphoria or Gender Identity Disorder
- Transgender is separate from LGB

## 8.7 Looked After Children

Carrickfergus Grammar School is committed to supporting children who are deemed 'Looked After' in order to ensure that this highly vulnerable group is able to get the best from a secure and safe educational setting such as ours. We will work closely with the child, parents and carers where appropriate to ensure the best educational outcomes for this group. Personal Education Plans (PEP's) will be completed where appropriate for children who are Looked After. Designated school staff will be actively involved in liaising with other key agencies in developing PEP's and attending regular reviews.

## 8.8 Children displaying Sexually Harmful Behaviour

Carrickfergus Grammar School will work with other agencies, parents and the child to develop risk managed strategies for supporting children who display sexually harmful behaviour in school where possible.

## 8.9 Children engaged in sexual activity below the age of consent

In instances where staff are made aware of children under 16 being engaged in sexual activity, parents will be contacted and advice sought from the Gateway team and/or CPSSS. Where children are over 16 years of age the school will regard the sexual activity of pupils who are engaged in full consensual relationships that are non-abusive as a private matter *2008 Sexual Offences (NI) Order*.

# 9. Identifying Abuse Signs and Symptoms of Abuse ~ Possible Indicators

## 9.1 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 e.g. 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 art work or stories



## 9.2 Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. 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.

## 9.3 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.

## 9.4 Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; 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.	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. 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 e.g. 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.

## 9.5 Exploitation

<b>Underlying vulnerabilities and risk indicators</b>	
<p>Misuse of alcohol or drugs. ; Expressions of despair and being disengaged from school; Use of the internet or a mobile phone that causes concern; Family history of domestic abuse, substance misuse or mental health difficulties; Low self-esteem; isolation from peers or social networks; Breakdown of family relationships and the lack of any substitute positive relationship; Relationships with controlling adults that may involve physical or emotional abuse; Abuse or neglect within the family; Unexplained amounts of money or expensive items; Entering or leaving vehicles driven by unknown adults</p>	<p>Looked After Children are recognised as a particularly vulnerable group. Experiences prior to entering care often make them vulnerable, but the experience of care, particularly residential care, can increase this vulnerability. They may meet other young people with a history of exploitation who introduce them to exploitative networks; Bereavement is also recognised as a potential vulnerability</p>

## 10. Bullying (including Cyber-Bullying)

Our school has the responsibility for the personal and social welfare of our pupils which includes ensuring that no child is bullied. Bullying can be defined as the wilful, conscious desire to hurt, threaten or frighten someone. Such behaviour hinders our aim to help each pupil to develop intellectually, morally, emotionally and spiritually. Bullying is a highly distressing and damaging form of abuse and it will not be tolerated in our school.

Any complaint made by a parent that alleges that their child is, or may be, being bullied, or any disclosure about bullying from a pupil, will be noted and will be fully investigated by the Head of Year/Head of Pastoral Care and action will be immediately taken to protect the victim.

The parents of the child who is carrying out bullying behaviour will be informed by a member of staff in charge of the investigation and will be told the sanctions which will take place for their child. These sanctions may include: careful monitoring and discussion with the offending child to develop more socialized skills such as empathy, loss of privileges, detention at break / lunchtime. The behaviour of this child will be carefully monitored until the staff are satisfied that the problem has been resolved. The interventions with a pupil who engages in bullying behaviour will depend on the nature, frequency, duration and perceptions of the young person experiencing the bullying behaviour. The aim of any intervention is to RESPOND to the bullying that is taking place, RESOLVE the main concern and RESTORE the well-being of all those involved.

If a pupil's bullying behaviour persists, measures will be taken in accordance with the School's Anti Bullying Policy.

## 11. Confidentiality

**All matters regarding Child Protection are dealt with in the strictest of confidence and as outlined in DENI Circular Pastoral Care in Schools 99/10**

The above circular advises that all staff in the school both teaching and support staff, have a 'responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Services and the Police)

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should however, be assured that the matter will be disclosed only to people who need to know about it.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **12. Procedures for Reporting Suspected (or Disclosed) Child Abuse**

**Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers.**

This procedure with names is shown in **Appendix 2**.

All school staff are aware of their responsibility to communicate immediately with the Designated Teacher/Deputy Designated Teacher if informed by a child, parent or other person, or if they have suspicions about any child or adult.

The purpose of the following procedures is to protect our pupils by ensuring that everyone who works in the school – teachers, non – teaching staff and volunteers, have clear guidance on the action which is required where neglect or abuse of a child is suspected.

All procedures are in keeping with those outlined in DENI 99/10 Pastoral Care in Schools Child Protection document. A flow chart outlining the procedure where a school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers is available in **Appendix 2**.

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 must act promptly**. He or she must inform Mrs. L Kane (DT Designated Teacher for Child Protection) or Mr R Gorman (DDT Deputy Designated Teacher).

**He/she should not investigate** – this is a matter for Social Services and/or the PSNI – but should report these concerns immediately to the DT, discuss the matter with her and make full notes using actual language used by the pupil where possible. Information regarding the concern **must** be recorded on a copy of the school's Child Protection and Safeguarding Record Sheet in **Appendix 3** by the member of staff on the same day. These notes or records must be a clear, precise, factual account of the observations, signed and dated. 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.

Additional copies of this form can be obtained from a Child Protection document folder in the Staff (T) Area.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. 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 parent will be informed immediately.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is of paramount importance.

The DT will ensure that a written record of decisions is maintained in the pupil's child protection file.

Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services/Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection & PSNI if necessary or advised. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway Team and a copy will be kept in the pupil's child protection file.

In the event of an **urgent** Child Protection issue arising and DT Mrs. L Kane or DDT Mr. R Gorman are **NOT** in the school building the person with the concerns should initially contact Mr. P McKittrick to seek advice. In the event of none of these teachers being available contact should be made with the Principal or Vice-Principal.

Failing that contact should be made with CPSSS. Failing that a call should be made directly to Social Services for advice on the matter. All staff must remember that the welfare of the child is of paramount importance. All relevant contact details are displayed in the school office.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

**13. Dealing with a Disclosure:**

If a pupil discloses that he or she has been abused in some way, the member of staff should:

**Receive** - Listen to what is being said without displaying shock or disbelief. Accept what is being said and allow the child to talk freely

**Reassure** - Stress that it was the right thing to tell. Reassure him or her that what has happened is not his or her fault. No promise of confidentiality can or should ever be made to a child or anyone giving information about possible abuse. In the interests of the child, staff may need to share this information with other professionals. **However, only those who need to know will be told.**

**Respond** - Listen, rather than ask direct questions. Explain your duty and what has to be done next and who has to be told.

**Record** –as soon after the disclosure as is practical document the disclosure (on a copy of the school’s Pastoral Care Report Form see appendix 4). The recording must be a clear, precise, factual account of the observations. Record the date, time, place, any noticeable non-verbal behaviour and the actual words used by the child. ***Original notes should not be destroyed.***

**Refer** – Pass all information directly and immediately to the DT / DDT.

ALL staff need to remember that is **not** their duty to investigate allegations of child abuse but to simply gather information by way of discrete preliminary clarification and share it with DT / DDT.

**Support for staff to whom disclosure has been made**

It is acknowledged that receiving a disclosure from a child or receiving information from Social Services about Child Abuse can be a stressful experience for any member of staff. Therefore, support will be offered to that member of staff within the school. Other sources of support may be accessed through the CPSSS. All staff are given the numbers of support services at each CP training.

**The following are guidelines for use by staff should a child disclose concerns of a child protection nature.**

<b>Do:</b>	<b>Do Not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions.</li> <li>❖ Put words into the child’s mouth.</li> <li>❖ Ignore the child’s behaviour.</li> <li>❖ Remove any clothing.</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ <b>Do Nothing</b></li> </ul>

**14. How a parent can raise a concern about the safeguarding of a child**

We trust parents will share and agree with our practice in the area of Child Protection and we take steps to make sure they are consulted. 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 regarding safeguarding of a child will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Head of Year or any member of the school’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. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 4.**

## **15. Where a complaint has been made about possible abuse by a member of the school's staff**

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

If a complaint is made against the Principal the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

If a member of staff receives a complaint concerning possible child abuse by a member of the Board of Governors, all aspects of the above procedures for complaints against a member of staff should be followed. The Principal should immediately inform the Chairperson unless he/she is the subject of the complaint, in which case the Chairperson's role should be exercised by the Vice Chairman.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately. Child protection procedures as outlined in **Appendix 5** will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 5**

## **16. Attendance at Child Protection Case Conferences and Core Group Meetings**

Particular attention will be paid to the attendance and development of any child who has been identified at risk or who has been placed on the Child Protection Register. 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 & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

## **17. 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 schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

## **18. Record Keeping**

All child protection records, information and confidential notes are kept in separate files in a locked safe. These records are kept separate from any other file that is held on the child or young person and are only accessible by Principal, Designated Teacher and Deputy Designated Teachers for child protection.

### **15.1 Transfer of Records and Information**

If a pupil who is known to be on the Child Protection Register changes school, the DT will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.

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

A copy of child protection records will be transferred from Carrickfergus Grammar School to the receiving school for the child. These files will contain information generated by Carrickfergus Grammar School, all other information will be destroyed.

### **15.2 Record Keeping in Relation to Staff**

Where an allegation is made against a member of staff and is pursued as a formal referral or under the school's disciplinary procedures, a summary is entered in a hard backed book 'Abuse Complaints Against Staff' which will be housed in the locked Child Protection cabinet. This entry will contain details of the complaint and will be made available to the Chair of the Board of Governors at least annually for formal signatory or as deemed necessary.

## **19. Staff Training**

Carrickfergus Grammar School is committed to annual 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 annually. 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 Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and given copies of the Procedures, Staff Code of Conduct and Social Networking Policy for Staff.

## **20. Vetting Procedures**

The school's vetting processes are compliant with practice advised in DE circulars 2006/06, 2006/07, 2006/08, 2006/09, 2008/03. Copies of these circulars are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk)

All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

## **21. 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. The code of conduct is known to all staff – permanent and non-permanent and volunteers. It reflects the safeguarding ethos of the school and is set out in **Appendix 1** and is displayed in the school staffroom and in the staff handbook. The school's code of conduct is available on request.

## **22. Learning Community, Extended school and off-site arrangements**

Where extended school activities are provided by and managed by our school, our own child protection policy and procedures apply. The Carrickfergus Learning Community have clear guidelines and procedures for child protection and this information has been agreed and shared by all schools involved. If other organisations provide services or activities on our site, we will ensure that they adhere to the appropriate child protection procedures in place in our school. There will be clear communication channels to ensure the Designated Teacher for CP is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will work in accordance with the Educational Authorities policy on Educational Visits and check that effective child protection arrangements are in place.

## **23. The Preventative Curriculum**

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Throughout the school year child protection issues are addressed through assemblies. There is a permanent child protection notice board in the entrance hall, which provides advice and displays child helpline numbers.
- A flow diagram of how a parent may make a complaint is also on display.
- A flow diagram for a teacher allegation is in staff room.
- There is a buddy box for pupils to write their worries or concerns. This is checked regularly by DT.
- All pupils have a mentoring session with their Class Tutor twice a year in which they have the chance to raise concerns or worries.
- Included in the curriculum are opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

## **24. Other Policies and Guidance**

### **24.1 Relationships and Sexuality**

Our policy on Relationships and Sexuality Education is set out in a separate document and states that we are committed to the education of children regardless of race, religion, gender or status. All pupils have a right to an education which adequately prepares them for adult life, and RSE plays an integral part in teaching pupils strategies on how to keep themselves safe and become responsible adults.

## **24.2 Health & Safety**

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. See NEELB Educational Visits: Best Practice 2009 for guidance.

Visitors to the school are directed by signage to Reception, asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in but are expected to report to the school office before entering. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **24.3 Data Protection**

Carrickfergus Grammar School recognises and accepts its responsibility as set out in the Data Protection Act 1998 and sub-legislation contained therein. The School, as a Data Controller, will take all reasonable steps to meet this responsibility and to promote good practice in the handling and use of personal information. In particular, the School will comply with the Data Protection Principles set out in the 1998 Act. Please refer to The Data Protection Policy.

## **24.4 E-Safety & Digital Technologies**

We have policies on E-Safety and acceptable use of mobile phones. They are informed by DE guidance and they are reviewed annually and updated as required. Pupils also have guidance in their planners about internet and device use during the school day.

Any allegation of inappropriate behaviour including sexting and online bullying will be investigated by Pastoral Staff along with the E-Safety Co-ordinator (Mr. P Irwin).

## **24.5 Photography & Images of Children**

Regarding the use of images parental permission is sought on joining the school. Parents have the responsibility to notify the school if there are any changes to this information throughout the year. To protect our pupils, we will:

- seek parental consent and their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

## **24.6 Intimate Care**

Parents / carers have a responsibility to advise the school of the intimate care needs of their child. In such cases a meeting will be held to discuss the policy and procedures to be followed. In the event of an accident or a child needing assistance regarding intimate care the procedures outlined in the school's intimate care policy will be followed.

## **25. Monitoring and Evaluation**

The Safeguarding Team in Carrickfergus Grammar School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually.

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. On-going evaluation will ensure the effectiveness of the Policy.

## **26. Appendices**

- Appendix 1** Code of Conduct for all Staff Paid or Unpaid
- Appendix 2** Flow Chart outlining the procedure where a school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers.
- Appendix 3** A copy of the school's Child Protection and Safeguarding Record Sheet
- Appendix 4** A flowchart outlining How a Parent can raise a concern about the Safeguarding of a child
- Appendix 5** Where a complaint has been made about possible abuse by a member of the school's staff
- Appendix 6** Useful Contact Numbers and Email Addresses



## **Carrickfergus Grammar School – Child Protection**



### **Staff Code of Conduct**

The code of conduct is not intended to detract from the enriching experiences young people gain from positive interaction with staff. It aims to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and offering guidance on prudent conduct.

#### General conduct and private meetings with pupils

- ✓ Staff will respect pupils at all times, seeking to model appropriate behaviour, dress and conversation.
- ✓ Staff will never abuse their role as responsible adults in their duty of care.
- ✓ Staff will consider the appropriateness of all teaching material, consulting the Principal where there is doubt.
- ✓ When meeting an individual pupil, staff should do so where they are visible and preferably in a busy location in the school.
- ✓ When this is not possible the nearest door should be open and another adult should be present or nearby.
- ✓ In an individual meeting staff should ensure they are not between the pupil and the exit to the room.
- ✓ All interviews should be conducted in a sympathetic, calm, professional manner.
- ✓ In particular circumstances, such as the use of a photographic darkroom, staff should draw up guidelines.
- ✓ Staff will record and refer instances of bullying or Child Protection disclosures according to school guidelines.

#### Physical Contact

- ✓ Staff are advised not to make unnecessary physical contact with their pupils.
- ✓ Any physical contact which could be misinterpreted by the pupil or any bystanders should be avoided. Following any incident where a member of staff feels their actions have been, or may be, misinterpreted they should speak to their line manager.
- ✓ Staff should never touch a child who has clearly indicated that he/she is uncomfortable with such contact, unless it is necessary to protect the child or others from harm.
- ✓ Staff who have to administer first aid should, where possible, do so in the presence of other children or another adult. However no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- ✓ Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

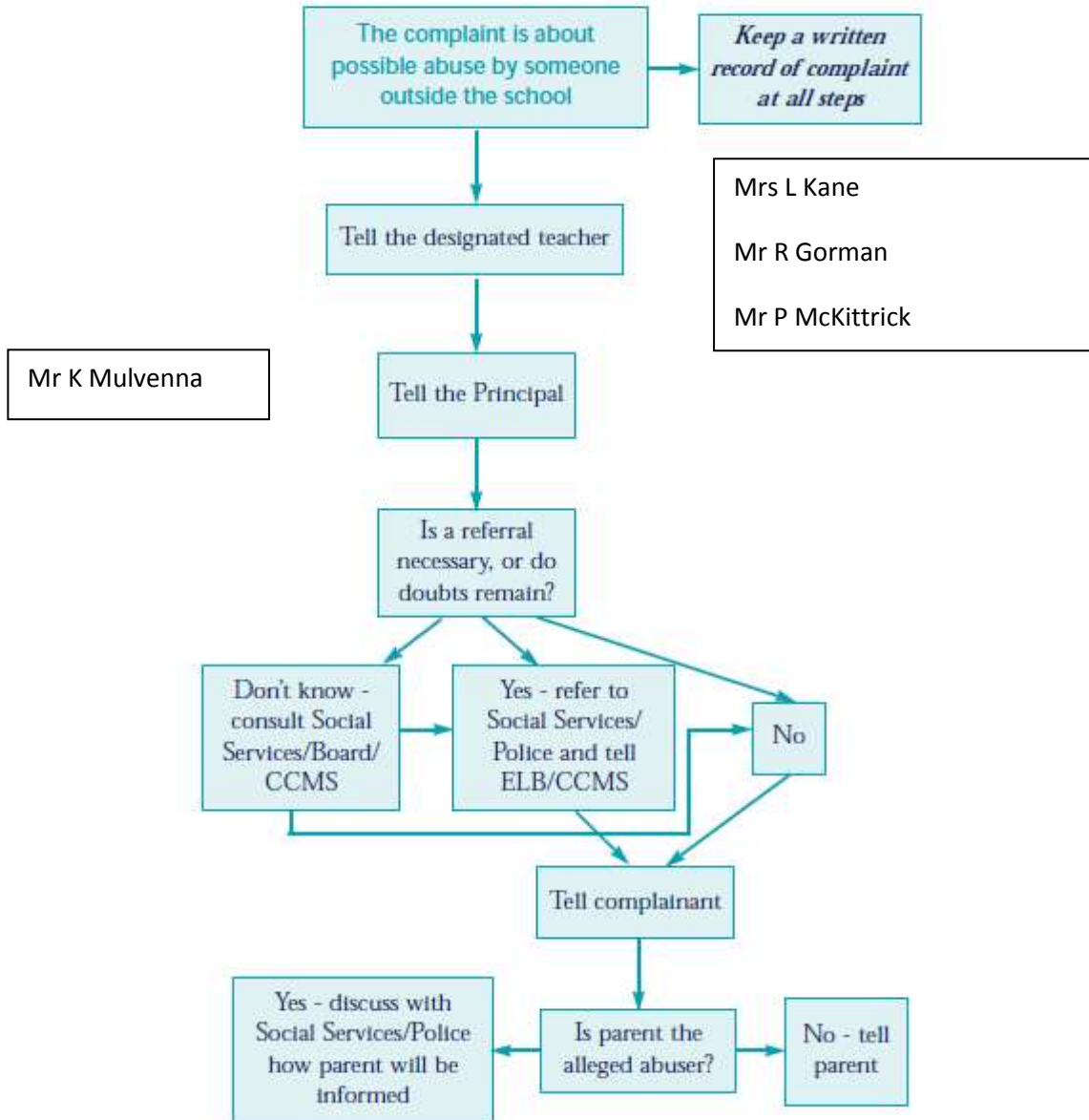
#### Relationships and Attitudes

- ✓ Inappropriate relationships or communications with pupils will be avoided at all times.
- ✓ 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 environment.
- ✓ Staff should not be in contact with pupils outside school hours, except on school/other authorised business.
- ✓ Staff are prohibited from using any form of communication to initiate or sustain friendships with pupils – technology will only be used to inform or educate pupils and only when such practice follows our Social Networking Policy.
- ✓ All visiting adults/helpers/professionals who have frequent and/or intensive pupil contact are formally vetted by Access NI. No unvetted adult should be left alone to supervise a school activity.
- ✓ Visitors should sign in and out and be supervised by a qualified member of staff.

Appendix 2: Procedure Where the School has Concerns

Figure 1

Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of the school's staff





## HOW A PARENT CAN RAISE A CONCERN ABOUT THE SAFEGUARDING OF A CHILD

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



I can talk to the Head of Year



If I am still concerned, I can talk to the designated teachers for child protection



If I am still concerned, I can talk to the Principal



If I am still concerned, I can talk/write to the Chairman of the Board of Governors

At any time, I can talk to the social services Gateway team or the Police Local Care Unit

Designated Child Protection Teachers

Mrs L Kane

Mr R Gorman

Mr K Mulvenna - Principal

Mr M Smith – Chairperson of the Board of Governors

Mrs D White – Designated Governor, Child Protection

Social Services/Gateway

0300 1234 333 / 028 94424459

Or

Out of Hours

028 90565444

**CARRICKFERGUS GRAMMAR SCHOOL  
SAFEGUARDING TEAM**

**Principal – Mr K Mulvenna**

**Designated Teacher – Mrs L Kane**

**Deputy Designated Teacher – Mr R Gorman**

**Chairperson of the Board of Governors – Mr M Smith**

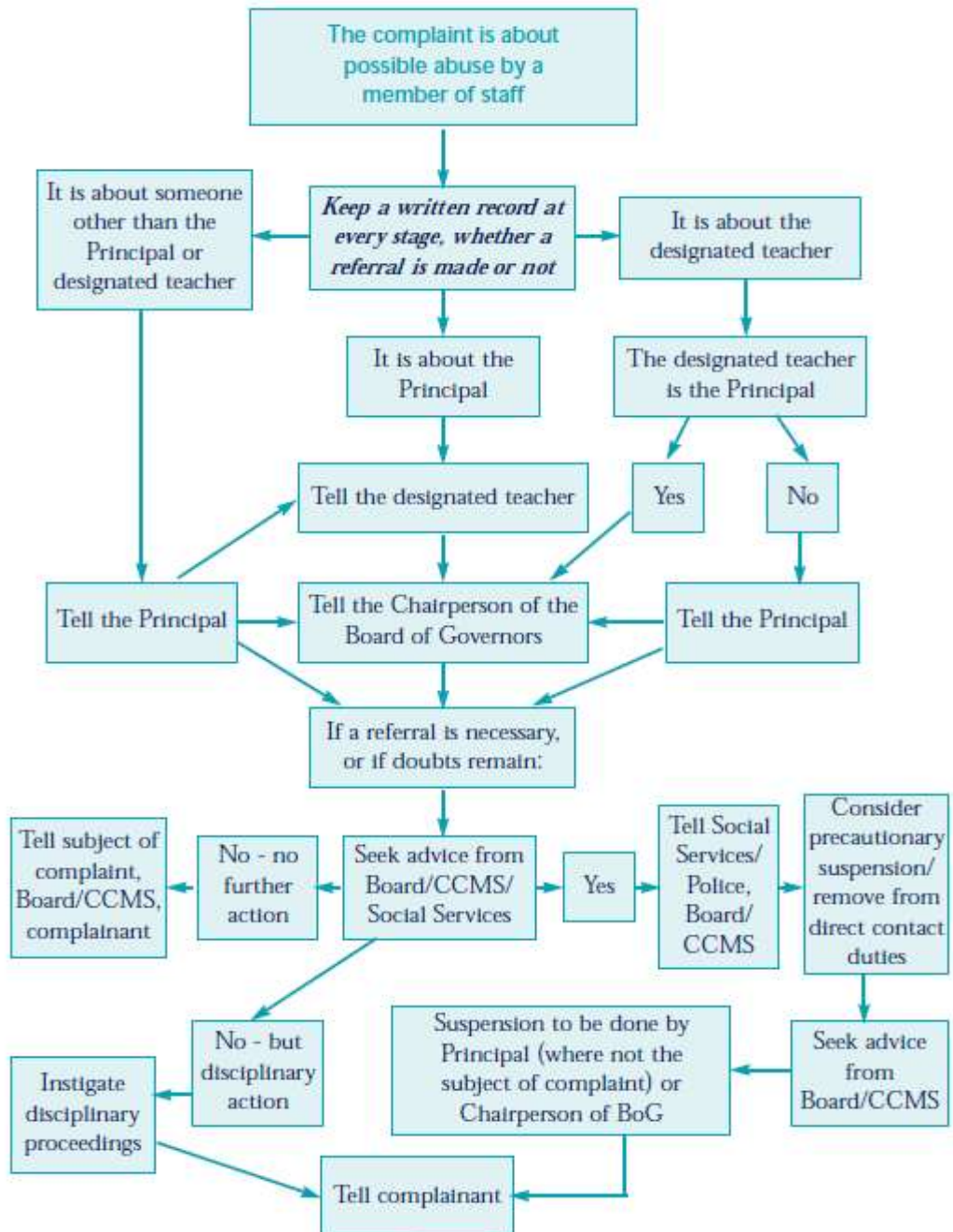
**Designated Governor for Child Protection - Mrs D White**

**SENCO – Mrs E Bowen**

Appendix 5 Procedure When a Complaint is Made About a Member of Staff

Figure 2

Procedure where a complaint has been made about possible abuse by a member of the school's staff



## **Appendix 6 - Useful Contact Numbers & Email Addresses**

Useful links can also be found on the school website

**Child Protection Support Service for Schools – CPSSS** (school hours) 028 94482223

### **Single Point of Entry**

The SPOE is a multi-agency response designed to make it easier for professionals and agencies to access early targeted intervention and support when they have concerns about a child, young person or their family that requires a single / multi-agency response. SPOE will act as the point of contact for all referrals to family and childcare fieldwork services. Referrals will be initially screened by this team who will make decisions about the type of intervention needed and then pass to the most appropriate service.

Single contact for Children’s Service referral:

Telephone 0300 1234 333 or 028 9442 4459

Email: [SPOE.Referrals@northerntrust.hscni.net](mailto:SPOE.Referrals@northerntrust.hscni.net)

Northern Trust Referral Gateway Team, Oriel House, 2-8 Castle Street, Antrim BT41 4JE

Out of hours emergency 028 90565444(after 5pm each evening at weekends, and public/bank holidays)

**PSNI Public Protection Unit** 02890 259299 OR 101 – ASK FOR EXT 30299

**NSPCC Child Protection Help Line** 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk)

**ChildLine** 08001111 [www.childline.org.uk](http://www.childline.org.uk)

**Family Support** [www.familysupportni.gov.uk](http://www.familysupportni.gov.uk)

**Action for Children** [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

**Think u Know** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)