St Pius X College

Magherafelt

Supporting – Participating – eXcelling

Safeguarding & Child Protection Policy

(“**keeping safe message**”)

Students and parents/guardians are made aware of the existence of key policies through an information pack which all students receive in Term 1 of each academic year. This policy and other related policies can also either be found on our college website or can be requested from the main office. All staff can access all policies from within the Staff Folder and inform students accordingly of them.

Policies are reviewed regularly and may be amended in response to feedback from students, staff, parents and external organisations.

Updated: June 2021

CONTENTS

SECTION 1: Overview
- Introduction
- Purpose of this Policy
- Rationale
- Policy statement
- Aims
- Dissemination of policy

SECTION 2: Key Principles of Safeguarding and Child Protection
- Definition of Child
- Definition of Safeguarding
- Definition of Child Protection
- Principles underpinning Child Protection

SECTION 3: Legal and Policy Context
- Legislation and Guidance

SECTION 4: Managing Safeguarding and Child Protection
- The School Safeguarding Team
- Roles and Responsibilities
- Recruitment, Vetting and Induction of staff and volunteers
- AccessNI Clearance
- Code of Conduct for Staff
- Pupils on Work Experience
- Parents – Code of Conduct/Raising a concern

SECTION 5: Dealing with Child Protection Concerns
- What is Child Abuse?
- Definition of Child Abuse
- Types of abuse (Physical, Sexual, Emotional, 6 categories of Neglect, Exploitation)
- Potential Signs and symptoms of Possible Abuse
- Signs and Symptoms
- Confidentiality
- Staff procedures
- Responding to a Disclosure (Receive, Reassure, Respond, Record and Report)
- Process for Referrals
- Notifying Parents
- Dealing will allegations against a Staff Member

SECTION 6: Specific Types of Abuse
- Grooming
- Child Sexual Exploitation
- Domestic and Sexual Violence and Abuse
- Female Genital Mutilation
- Forced Marriage
- Children who Display Harmful Sexualised Behaviour
- Online Safety
- Sexting

SECTION 7: Dealing with Children with Increased Vulnerabilities
- Children with a Disability
- Children with limited fluency in English
- Gender Identity Issues/Sexual Orientation

SECTION 8: Preventative Curriculum
- Personal Development Curriculum
- Choice and Use of Teaching Materials

SECTION 9: Child Protection - Record Keeping
- Recording a Concern
- Maintaining Child Protection Records

SECTION 10: Other Policies

SECTION 11: Contacts

APPENDICES

SECTION 1: Overview

Introduction
This policy applies to all St Pius X College stakeholders - staff, Board of Governors, volunteers, agency staff, students and anyone acting on behalf of St Pius X College and is compatible with all other St Pius X College pastoral policies.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

Purpose of this policy
- To safeguard and protect children and young people in St Pius X College.
  - To provide all stakeholders with the overarching principles that guide our approach to safeguarding.
  - To ensure adults who come into contact with children are suitable.

Rationale
St Pius X College recognises that "*as well as its statutory responsibilities in relation to pupils' learning, it has a pastoral responsibility towards all pupils and accepts that all pupils in their charge have a fundamental right to be protected from harm*". *In particular, the college will do whatever is reasonable, to safeguard or promote pupils' safety and well-being.*

Policy Statement
The Board of Governors, Principal and staff of St Pius X College are committed to:
- promoting a safe and harmonious environment where each individual recognises that he/she has a duty to help protect children from abuse or risk of abuse.
- ensuring that arrangements are in place to take all appropriate actions to address concerns about the welfare of a child, or children.
- working to agreed local policies and procedures in full partnership with other local agencies.

Aims
The aims of the policy are:

- to provide guidance re safeguarding and Child Protection for all staff members in the college community
- to ensure we recognise our five main responsibilities in the area of safeguarding and Child Protection. **These are prevention, recognition, response, referral and confidentiality/record keeping.** We will take steps to reduce any potential for abuse to occur.
- to ensure all staff are aware of the procedures to be followed and are trained in safeguarding and child protection and will be alert to the signs and symptoms of possible abuse.
- to ensure pupils will be advised, as part of the curriculum, about actions they and staff can take to keep themselves safe and how to access help when needed.
- to ensure that procedures and training are in place so that parents can feel confident that their child is in a safe environment.

Dissemination of the Policy
The following channels are used to ensure that this policy is known by the college community:
- College publications: Prospectus/Homework Diary/Website/College Notice Boards/ Parents' Evenings/Leaflets/Assemblies /PSHE
- All staff trained
- CP evaluation conducted
- All stakeholders forwarded CP
- Database updated

Child Protection - Alternative languages information leaflet (DENI Document)
There is an additional information leaflet available for parents in English, Irish and other most frequently identified first languages in schools.

The link to this leaflet is https://www.education-ni.gov.uk/publications/child-protection-education.

This leaflet tells parents:
- The four ways in which harm and /or abuse is defined.
- Their responsibilities as a parent to protect their child and keep them safe from harm/abuse.
- A school's responsibilities to protect their child and keep them safe from harm/abuse.
- Who to contact for further information about child protection in schools.

SECTION 2: Key Principles of Safeguarding and Child Protection

Definition of Child
The term 'child' has the same meaning as in the Children (Northern Ireland) Order 1995 ie a person under the age of 18. In the case of a pupil with special educational needs the term 'child' should be interpreted as including any person who has not attained the age of 19 and is a registered pupil at the school. A person who attains age 19 during a school year shall be deemed not to have attained that age. While a school has responsibility for all registered pupils, referral pathways and processes may differ for a young person over the age of 18 (Education (NI) Order 1996).

Definition of Safeguarding
The welfare of children and young people must be promoted and they must be given every opportunity to develop to their full potential, free from harm through abuse, exploitation, and neglect.

Effective safeguarding activity will:
- Promote the welfare for the child and young person
- Prevent harm occurring through early identification of risk and appropriate, timely intervention:
- Protect children and young people from harm when this is required.

Definition of Child Protection
A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. 'Harm' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

Principles underpinning Safeguarding and Child Protection Policy
The following principles underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

- **The child or young person's welfare is paramount** - The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's1 rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety. **They apply to all children under the age of 18.**

- **The voice of the child or young person should be heard** - Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

- **Parents are supported to exercise parental responsibility and families helped to stay together** - Parents have responsibility for their children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.

- **Partnership** - Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

- **Prevention** - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.

- **Responses should be proportionate to the circumstances** - Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.

- **Protection** - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.

- **Evidence-based and informed decision making** - Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

SECTION 3: Legal and Policy Context

Legislation, guidance and procedures which inform this policy:

The United Nations Convention on the Rights of the Child
The United Kingdom agreed to be bound by the Convention in 1991. It sets out the rights which all children and young people up to the age of 18 should have.

The Children (Northern Ireland) Order 1995
The Children (Northern Ireland) Order 1995 is the principle statute governing the care, upbringing and protection of children in Northern Ireland. It applies to all those who work with and care for children, whether parents, paid carers or volunteers. It is the most comprehensive and far reaching child care legislation ever introduced to Northern Ireland. It clearly identifies five key principles which are Paramountcy, Prevention, Protection, Partnership and Parental Responsibility with the welfare of the child considered as being of paramount importance.

The Education and Libraries (Northern Ireland) Order 2003
Articles 17, 18 and 19 of the Education and Libraries (Northern Ireland) Order 2003 place a statutory duty on Boards of Governors (BoG) to safeguard and promote the welfare of its pupils and to determine the measures to be taken at the school with a view to protecting pupils from abuse (whether at school or elsewhere).

Sexual Offences (Northern Ireland) Order 2008
This legislation reduced the age of consent in NI (in line with other areas of the UK), and strengthened the legal safeguards for young people between the ages of 16 and 17. Significantly, it introduced the concepts of grooming (including online behaviours), and 'Abuse of a Position of Trust'.

Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 as amended by the Protection of Freedoms Act 2012 provides the legislative framework for the establishment of a Disclosure and Barring Service and requirements relating to individuals who work with children and vulnerable adults. This legislation, brought in to address concerns around the plethora of criminal justice legislation in recent years, defines 'regulated activity' with children and prevents persons on barred lists from engaging in regulated activity.
www.legislation.gov.uk/ukpga/2012/9/contents/enacted

The Safeguarding Board (Northern Ireland) Act 2011
This Act established the SBNI and places interagency co-operation on a statutory footing. The objective of the SBNI is to safeguard and promote the welfare of children and young people in Northern Ireland by co-ordinating and ensuring the effectiveness of what is done by each person or body represented on the board. The SBNI are also responsible for development of regional policies and procedures for safeguarding and promoting the welfare of children.
www.safeguardingni.org

The Public Services Ombudsman Act (NI) 2016
The Public Services Ombudsman Act (NI) 2016 gives a power to investigate education authorities in respect of complaints made by a member of the public (came into effect on1 April 2016). The power to investigate will extend to Boards of Governors of grant-maintained schools from 1 April 2017. This process of complaint must be referred to in the complaints policy.
www.legislation.gov.uk/nia/2016/4/schedule/1/paragraph/5

The Addressing Bullying in Schools Act (NI) 2016
The new provisions introduced by this Act came into operation Sep 2019.
In St Pius X College, we are committed to a society where children and young people can live free and safe from bullying. We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. Everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Bullying will not be tolerated. It will be regarded as a grave disciplinary matter and will result in a severe sanction and possible referral to external agencies.

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition of **"bullying"** which must be used. **All bullying concerns will be managed in accordance with the college's detailed Anti-Bullying Policy.**
The Act can be found at:
www.legislation.gov.uk/nia/2016/25/pdfs/nia_20160025_en.pdf

Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)
This policy replaces the 'Co-operating to Safeguard Children guidance issued in 2003 and provides the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community, voluntary and faith sectors. It outlines how communities, organisations and individuals must work both individually and in partnership to ensure children and young people are safeguarded as effectively as possible.
www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans
This Strategy highlights an overarching strategic vision for addressing domestic and sexual violence and abuse. The Department of Health (DoH), and the Department of Justice (DoJ) are the strategic lead departments in taking forward both the domestic violence and abuse and sexual violence and abuse agendas through improved effective, collaborative, and cohesive engagement within and across Northern Ireland.
The Stopping Domestic and Sexual Violence and Abuse Strategy can be found at:
www.health-ni.gov.uk/publications/stopping-domestic-and-sexual-violence-and-abuse-northern-ireland-strategy

Adult Safeguarding: Prevention and Prevention in Partnership
'Adult Safeguarding: Prevention and Protection in Partnership' was published by the former DHSSPS (now the Department of Health) and the Department of Justice, on behalf of the Northern Ireland Executive in July 2015 with the aim of improving safeguarding arrangements for adults who are at risk of harm from abuse, exploitation or neglect. A key objective is to reduce the incidence of harm from abuse, exploitation or neglect of adults who are at risk in Northern Ireland and to provide effective support and, where necessary, protective responses and access to justice for victims and their families. The publication is available at:
www.health-ni.gov.uk/sites/default/files/publications/dhssps/adult-safeguarding-policy.pdf

DENI Safeguarding and Child Protection in Schools – Guide for Schools (Updated September 2020)
https://www.education-ni.gov.uk/sites/default/files/publications/education/safeguarding-and-child-protection-in-schools-guide-pdf-for-website-%28september-2019%29.pdf
Child Protection Support Service (CPSS) offices will have contact details for Vulnerable Adult Safeguarding Teams.

SECTION 4: Managing Safeguarding and Child Protection

Everyone in education plays a part in keeping children and young people safe from harm and abuse.
All staff in a school, both teaching and non-teaching, have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

The School Safeguarding Team

Principal	Designated Teacher	Deputy Designated Teachers	Chair of Board of Governors	Designated Governor
Mr P Friel	Mrs E Toner	Mrs I McCann Mrs C Bell Mr J Mulholland	Ms C O'Hagan	Mr Martin Lee

Roles and Responsibilities

Chair of Board of Governors
The Chairperson of the BoG plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.
In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

Designated Governor for Child Protection
The BoG will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the DTs;
- 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.

The Principal
The Principal, as the Secretary to the BoG, will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of DT and DDT Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

The Pastoral Designated Teacher (DT)
Every school is required to have a DT and DDT with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

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

Deputy Designated Teacher for Child Protection
The role of the DDT is to work co-operatively with the DT in fulfilling his/her responsibilities.

It is important that the DDT works in partnership with the DT so that he/she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role.

Schools may have more than one DDT depending on their size, location, (eg split site schools) and the presence of an additional provision such as a nursery or speech and language unit, or boarding department.

Visitors to Schools
Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:
- Met/directed by school staff/representatives/Clearly identified with visitor/contractor passes.
- Signed in and out of the school by school staff.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

Recruitment, Vetting and Induction
Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.
Procedures for the recruitment of those who contribute to all aspects of college community will be followed in line with DENI and CCMS guidance.

AccessNI Clearance
DE Circular 2013/01 (updated September 2015) sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI **before** taking up post:

- All new **paid** teaching and non-teaching staff.
- Examination Invigilators.
- Private contracted transport providers - named drivers.

Code of Conduct for Staff
The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect in school through which the best interests of the children and young people entrusted to their care is paramount.
Naturally, implicit in this is the assumption that the conduct of school staff towards their pupil group must be above reproach. This holds true whatever the age, gender, or developmental maturity of the pupils, but clearly the younger the child, or the greater the degree of learning difficulties he/she has, the less likely it will be that he/she will be able to recognise and respond appropriately to an abuse by any member of staff or the trust that his/her position confers.

Refer to Staff Code of Conduct Policy which extends to staff, both teaching and non-teaching, and volunteers.

Pupils on Work Experience
Health and Social Care Programmes will require an Enhanced Disclosure Certificate for pupils on long term placement and may be required for pupils on work experience/ shadowing placements. Schools should apply through their AccessNI Registered Body in advance. (See DE Circular 2013/01 for more information).
Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes should apply.

Parents
The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.
It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies.

Refer to Code of Conduct for Parents, Carers and Visitors. **Appendix 1a**.

Parents/guardians should ensure that:

- their child adheres to the college's code of conduct
- their child behaves in non-violent and non-abusive ways towards both staff and other pupils. Parents/guardians will be informed if it was necessary to use minimal force, in line with the College's Reasonable Force Policy, to protect a pupil from injury or to prevent them harming others
- the college is informed of any injuries or changes in medical/health needs
- they inform the college of any changes in home circumstances that might lead to changes in their child's behaviour or overall wellbeing
- if they have any complaints about staff behaviour they should initiate the complaints procedure

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, the Designated Teacher for Child Protection, or the Principal if they are worried about a safeguarding or child protection concern. The process for a parent who has a potential safeguarding or child protection concern is set out in **Appendix 1b**.

SECTION 5: Dealing with Child Protection Concerns

What is Child Abuse
Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.
It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. **'Harm'** means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported **immediately** to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home.

The college's internal arrangements, with appropriate support and training, should enable all staff to carry out their duties effectively.

- **Definition of Child 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 policy 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 the child.

Types of Abuse
(Co-operating to Safeguard Children and Young People in Northern Ireland. DHSSPS March 2016/DENI Safeguarding and Child Protection in Schools Guide 2017)

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 or significant harm. Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Exploitation

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.

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.

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.

The 6 categories of neglect are:

1. **Physical Neglect or Deprivation of Needs Neglect**
   This type of neglect occurs when children's basic physical needs (e.g., food, shelter, and clothing) are not being met and often occurs in a persistent pattern. Examples of physical deprivation include being denied food and/or water and being left out in the elements.
2. **Medical Neglect**
   When medical neglect occurs, children are denied the medical care they need to treat a condition or prevent an illness from worsening. A child may be repeatedly refused medical care for an ongoing condition or may only be denied for a one-time instance of required medical care. Failing to secure medical attention for an injured child or withholding care with the intent to cause death are both examples of medical neglect.
3. **Supervisory Neglect**
   Supervisory neglect occurs when the adult responsible for a child either fails to supervise and keep the child from being harmed or fails to have someone else supervise the child and keep him or her from harm. This type of neglect can occur continually or only happen one time. Two examples of supervisory neglect include failing to supervise a child around weapons and other dangerous circumstances and leaving a child with an impaired caregiver.
4. **Environmental Neglect**
   The fourth type of neglect is related to both physical neglect and supervisory neglect, but it occurs when children's home environments are filthy. Rotting food may be left out, there may be infestations of rats or cockroaches, and children may regularly come to school in dirty clothing. Some professionals group environmental neglect with physical neglect.
5. **Educational Neglect**
   Educational neglect is when children are not given access to education. Examples of educational neglect include parents failing to register children for school or parents making children stay home from school to ensure that they don't report the abuse they experience at home.
6. **Emotional Neglect**
   Emotional neglect occurs when children are deprived of their emotional needs (forming secure, positive attachments with adults). Some researchers group emotional neglect with other types of neglect. Parents may struggle to meet children's emotional needs due to a variety of reasons, such as depression or drug and alcohol abuse. A few examples of emotional neglect include humiliating a child, rejecting a child, or giving bizarre forms of punishment.

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. Exploitation can be sexual in nature.

NOTE: 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.

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.

Significant Harm

A Young Person whose Behaviour places him at Risk of Significant Harm – a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of these Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind then the decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually.
The criminal aspects of the case will be dealt with by the PSNI.

Self-harm and suicidal thoughts
Self-harm is deemed to be any deliberate act by a person who causes actual physical harm to themselves. A young person may succumb to harming him/herself for a number of reasons, including poor mental health or a response to trauma or distress caused by environmental factors. Self-harm is not necessarily accompanied by suicidal thoughts, though may be a predictor that the young person is at increased risk of this. Suicidal thoughts can occur in the absence of actual self-harm.

- **Managing Self-harm**
  If there are concerns that a pupil has self-harmed or may be at risk of self-harm, the parents will normally be informed and advised to make an urgent appointment for the pupil with a General Practitioner (GP). If there are compelling reasons why the pupil should be allowed to attend a GP without informing a parent, evidence of attendance at the GP will be required by the Designated Teacher. If a referral is made by the GP to the Child and Adolescent Mental Health Service (CAMHS), contact may be sought with them, with parental consent, in the interests of supporting the pupil appropriately. The Designated Teacher will ensure that a written record is kept of all concerns. Members of staff of the P.E. Department will normally be informed so that sensitivity can be exercised regarding changing into or out of P.E. kit.

- **Managing Suicidal thoughts**
  If there are concerns that a pupil may be at risk of suicide, the Designated/Deputy Designated Teacher will attempt to negotiate with the pupil an agreed plan for the pupil's safety. The pupil's parent will be informed of the situation and the pupil will be placed in his/her care with the advice that the pupil should be taken urgently to a GP, or if the pupil is already being treated by CAMHS, the parent should consult them urgently.
  On return to School the pupil will be closely supported by the Form Teacher, Head of Year, the Designated/Deputy Designated Teacher for Child Protection and/or any member of staff to whom the child relates. The Designated Teacher will ensure that the pupil is aware of the people to whom he/she can speak if in distress while in School. The Designated Teacher will also draw the pupil's attention to an emergency helpline such as ChildLine, or Lifeline, whose numbers are available in the homework diary. The Designated Teacher will ensure that a written record is kept of events. If the pupil is not already receiving counselling and is not being treated by CAMHS, counselling will be offered, either through the School Counsellor or through an external agency.

Potential Signs and Symptoms of Possible Abuse

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the designated teacher. A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity.

- It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with pupils, staff members are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning patterns or development
- The recognition and identification of child abuse can be difficult and usually requires information from individual sources including detailed social and medical assessment. The final decision will be made at a Child Protection Case Conference, which will also decide if a child's name should be placed on the Child Protection Register and under what category of abuse.
- It is the responsibility of professionals, whether from statutory agencies or otherwise, to report concerns, not to decide whether it is, or is not, child abuse. No one individual can make the decision that a child has been, or will be harmed.
- Professional concerns about *'false allegations'* need to be set aside as the need to safeguard the child must be paramount.
- All professionals working with children and families need to be aware of the indicators of child abuse.
- No list of symptoms or signs can be exhaustive - the following list is for guidance only:

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

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 • over concerned for siblings; • poor self-esteem; self-devaluation; • lack of confidence; peer problems; • lack of involvement; • massive weight change; • suicide attempts (especially adolescents); • lack of emotional control; • sudden school difficulties

	• 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.

Emotional Abuse

Physical Indicators	Behavioural Indicators
• Well below average in height and weight; • 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, poor peer relationships • 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;

Neglect

Category	Indicator
• Physical	• Inadequate nutrition • Inadequate or unsuitable seasonal clothing • No uniform • Unreasonably unclean clothing • Inadequate hygiene • Exposure to chronically unhygienic, unsafe, • chaotic or cluttered environment
• Medical	• Delays in medical/health care • Parental/caregiver failure to seek health care • Parental/caregiver failure to seek therapy for • developmental delay • Head lice uncontrolled
• Emotional	• Deprivation of emotional nurturance • Emotional absence of parent/caregiver • Lack of concern for the child's feelings • Never giving praise • Lack of stimulation • No sense of belonging to the family • Erratic and unpredictable parenting
• Educational	• No lesson equipment or constantly lost • No PE kit • Indifference to child's performance • No response to requests for meetings or to return telephone calls • Regular unexplained and unauthorised absence • Little support to complete homework • Child missing school or unable to concentrate due to caring responsibilities at home
• Nutritional	• Regular inadequate/poor-quality packed lunch • Unhealthy diet • Complete absence of exercise • Concerns about child's weight

• Lack of Supervision and Guidance	• Few boundaries at home • Child out alone at times/in places inappropriate to their age • Repeated involvement of police • Expose to dangerous people • Encouraged into crime

Talking to Children where there are Concerns about Possible Abuse

What constitutes a concern?
A concern may be an observation about the behaviour or appearance of a pupil that initially does not seem to point to a child protection issue, but which someone feels should be reported and logged. Even without evidence, it is important that early concerns be put in writing, in accordance with the school's child protection policy.

Concerns about the welfare or safety of a child may initially be raised by:

- the pupil themselves
- a parent or carer
- a member of staff
- someone else connected to the school.

Confidentiality
The relationships between teachers, education professionals and staff in the education service have is based on trust, and often on confidentiality with regard to the children in their charge. Such relationships are an integral feature of a secure, caring environment which fosters learning and personal development. Staff has, however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse and/or neglect is suspected staff has a legal duty to report this. All staff should recognise, therefore, that, *in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests.*

If a child confides information in a member of staff which gives cause for concern about possible abuse, and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively, that he/she has a responsibility to refer cases of alleged abuse to the designated teacher for child protection. The designated teacher may need to contact other agencies. 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. **No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.**

Staff Procedures
Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff sees such signs, he/ she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher. In all cases where symptoms displayed by a child give rise to concerns about possible abuse or the welfare of a child, the college is alerted to possible abuse or a child makes a disclosure all staff should adhere to the following procedures:

- bring concerns immediately to one of the Designated Teacher (DT) or Deputy Designated Teacher (DTT)
- complete Incident Referral Form (Appendix 1)

DO NOT INVESTIGATE
(It is not the responsibility of the college staff to investigate.
The investigating agencies are social services and PSNI).
Where a disclosure is made the college is legally obliged to refer the matter immediately to Social Services or the PSNI.

Responding to a disclosure
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.
If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.
Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum.

Staff should:
- not unduly probe the child's situation but listen. Ensure care is taken in asking, and interpreting pupil's responses to questions about indications of abuse. (See procedures for managing a disclosure below)
- be aware that the way in which they talk to a child could have an effect on the evidence, which is put forward if there are subsequent criminal proceedings.

NOTE: No promise of confidentiality can or should ever be given where abuse is alleged.

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

Do:	**Do not:**
• Listen to what the child says • Assure the child they are not at fault • Explain to the child that you cannot keep it a secret • Document exactly what the child says using his/her exact words • Remember not to promise the child confidentiality • Stay calm • Listen • Accept • Reassure • Explain what you are going to do • Record accurately • Seek support for yourself	• Ask leading questions. • Put words into the child's mouth. • Ignore the child's behaviour. • Remove any clothing. • Panic • Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate • **Do Nothing**

Steps for managing a disclosure

RECEIVE
- stay calm
- no promise of confidentiality can or should be given were abuse is alleged
- tell the pupil that you want to help and may need to tell someone who can help
- if possible have another person present
- listen
- do not ask leading questions.
- do not suggest a reason for what has happened to them.
- take factual notes if possible or as soon as possible afterwards

REASSURE

- reassure the pupil that he/she has done the right thing to talk about it
- affirm feelings and explain the process

RESPOND

- Take action to ensure that the child is safe and secure

RECORD

Complete **NOTE OF CONCERN** Form using factual and neutral language. **Appendix 2**
See **Section 9** of this policy for further details.

REPORT

- **IMMEDIATELY AFTER DISCLOSURE OR AFTER YOU SUSPECT ABUSE HAS OCCURRED: Report it immediately** to one of the Designated Teachers/Principal
- **Give form to the Designated Teacher** to be filed in cabinet in Pastoral Vice Principal's Office.

Private meeting with pupils

Staff members should:

- be aware of the dangers, which arise from private interviews with individual pupils. Such interviews must be conducted in a room with visual access (**at all times ensure glass panels in doors are uncovered**) or with the door open, or in an area which is likely to be frequented by other people
- ensure that another adult knows that the interview is taking place
- where possible, another adult should be present or nearby during the interview.

Process for Referral

What happens immediately when there is cause for concern about a child? Appendix 3 for flowchart.

Designated Teacher Role:

Responsibility for referral of suspected abuse cases lies with the Designated Teacher who will find it helpful to establish a good working relationship with colleagues from the other agencies, especially the Social Services and the Police. These agencies have wide experience in dealing with such cases, and regular communication should help to build the understanding, trust and confidence which will help to secure effective co-operation in cases of actual or suspected abuse.

'Understanding the Needs of Children in Northern Ireland' (UNOCINI) is a framework to support professionals in assessment and planning to better meet the needs of children and their family.

The UNOCINI model is used to enable practitioners and their agencies to communicate their concerns about children using a common format, language and understanding of the levels of need, concern or risk for all children across Northern Ireland.

The UNOCINI assessment framework is intended to be used by all professionals working with children as a tool to help them identify the needs of children at an early stage. UNOCINI guidance includes information about when and how to refer a child to children's social services.

The supporting document 'Thresholds of Need Model' was developed to assist staff to describe the different levels of children's needs. Children's needs are categorised into four levels and assessments of need can take place both within each level and also across different levels.

More detailed guidance can be found at:
http://www.eani.org.uk/_resources/assets/attachment/full/0/41778.pdf

The UNOCINI referral form must be completed whenever staff wish to refer a child or young person to children's social services for support, safeguarding or a fuller assessment of a child's needs.

If you are concerned that a child may be suffering, or at risk of suffering, significant harm, then an **urgent** referral to children's social services through the local Gateway Service must be made. When making an urgent

referral by telephone, the Duty Social Worker will advise you that you will be required to confirm your referral in writing on a UNOCINI within 24 hours.

Further details regarding the UNOCINI threshold of need can be accessed via the following link:

https://www.proceduresonline.com/sbni/p_unocini.html

Prior to making a referral to Social Services the consent of the parent/carers and/ or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person, or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In instances where consent is sought but refused, a referral should be made and a record maintained of the reasons for that decision and the actions taken.

Non-urgent referrals ie child in need/family support referrals **must** have the consent of the parent/carers and/or the young person (if they are competent to give this) and should be made in writing using the UNOCINI referral form.

The welfare of the child is paramount and, if you are unable to contact the parent/ carers, you should not delay but progress the referral with Social Services.
The designated teacher will open a file for the named child and retain records forever in a locked cabinet.
For re-referrals use form **Appendix 4.**

The Key Stage Coordinators: (Deputy Designated Teachers)

- will consult with the designated teacher and principal and together they will agree subsequent action and who will undertake it
- will consult with members of the pastoral teams to monitor and support pupils for whom there is cause for concern
- will prepare a report, **Appendix 5** for and attend pre Case conference meetings/Case planning meetings and complete a meeting outcome report. **Appendix 6**
- will, in the absence of the Designated teacher, assume the role of a Deputy Designated teacher
- liaise with the principal, designated teacher, EWO and other agencies regarding children who there is cause for concern.

Notifying parents
The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and a member of the safeguarding team will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from external agencies including the PSNI.

Emergency contact arrangements
For concerns expressed on educational visits and/or beyond normal college hours

- Contact by telephone the secretarial staff indicating you need to speak to either one of the designated teachers or the principal regarding a child protection issue. Give a contact number

If you cannot contact any of the above and you are concerned the child is at risk, then contact Social Services.

Dealing with Allegations of Abuse made Against a Member of Staff
Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 should be followed:
http://www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuse-against-member-staff.
In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

Principals and Boards of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.
All allegations should be reported immediately, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection. Exceptions to the above, if the concern involves:

- the designated teacher, the matter should be reported directly to the Principal
- the Principal, the matter should be reported to the designated teacher who will contact the Chairperson of the Board of Governors
- a member of the Board of Governors the matter should be reported directly to the Principal/ Chairperson of the Board of Governors
- Chairperson of the Board of Governors the matter should be reported directly to the Principal/ Vice-Chairperson of the Board of Governors.

Dealing with allegations of abuse against a member of staff. **Appendix 7 for Flowchart.**

Procedures to be taken by Staff Members if accused or suspected of abuse:

1. Contact Union Representative/Headquarters immediately.
2. Do not provide a written statement to anyone.
3. Do not apologise to anyone (this is viewed as an admission of guilt in law).
4. Do not go to a PSNI without first contacting either your Union Representative/Headquarters, giving your details and the PSNI you are asked to attend.
5. If you are arrested, you are entitled to one phone call. Insist on speaking to a solicitor before you make a statement. You are entitled to the advice of a solicitor at a PSNI under the Legal Aid Scheme. You must avail yourself of this service to protect your interests in any further action.

SECTION 6: Specific Types of Abuse

Grooming
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.

Child Sexual Exploitation
CSE 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. CSE does not 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 and Sexual Violence and Abuse
The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:

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

Sexual Violence and Abuse - 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent. Any concerns about domestic violence and/or abuse will be referred to Social Services/PSNI.

Female Genital Mutilation (FGM)
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 and established school procedures.

Forced Marriage
A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should 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. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.
It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centered.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'.
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.
Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention

Online 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.

Sexting
Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. (Refer to Online Safety Policy)
Pupils must be made 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 local police on 101 should be contacted for advice and guidance.

More information is available from the leaflet - Sexting and the Law:
http://www.endbullying.org.uk/wp-content/uploads/2015/09/PD0864 15-Sexting-The-Law-Leaflet-Trifold.pdf

SECTION 7: Dealing with Children with Increased Vulnerabilities

Children with a Disability
Children and young people with disabilities (ie 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 individuals and organisations 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.

DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Section 7.3.10 gives further information on children and young people with disabilities and steps to be followed.

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.

Gender Identity Issues/Sexual Orientation
Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.
The Department of Education requires all grant-aided schools to develop their own policy on how they will address Relationships and Sexuality Education (RSE) within the curriculum. It is via this policy that schools are expected to cover issues relating to relationships and sexuality, including those affecting LGB&T children and young people. EA has published guidance on how schools can support transgender young people.
www.eani.org.uk/school-management/policies-and-guidance/supporting-transgender-young-people

SECTION 8: Preventative Curriculum

Throughout the school year safeguarding and child protection issues are addressed through class assemblies, PSHE classes and there are permanent child protection notices and relevant information displayed on college notice boards, website and pupil diaries which all provide advice and support. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of safeguarding and protection.
The school community will therefore:

- Establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to
- Ensure that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty

- Follow the curriculum for Personal Development and Pastoral Programmes- which equips all pupils with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

Choice and Use of Teaching Materials

When using teaching materials of a sensitive nature teachers should:

- be aware of the danger that their application, either by pupils or by their teacher, might after the event be criticised
- consult parents and Board of Governors in connection with the use of sensitive materials in certain curricular programmes ie: *Relationships & Sexuality Education Programme*
- ensure teaching such programmes should take place within a caring moral context.

Contribution of the Curriculum

The college plays a part in the prevention of child abuse through the curriculum. It considers that pupils need to be empowered to give them the strategies and knowledge they need to recognise and prevent dangers of abuse across a range of issues including bullying. A sensitive, informed approach is taken. This involves a process of raising awareness and is underpinned by the value of partnership between the college, home, community and agencies involved in child-care.

The programmes incorporated into the curriculum are based on the basic right of the pupil to safety and protection and the responsibility of adults to ensure this. The aim is to establish a network of support and have a channel of clear communication and co-operation between all those involved in the care of pupils. Communication is the key to protecting pupils. If they can talk about their feelings and experiences and know they will be listened to, their self-esteem is increased. Spiritual and moral development is encouraged through the opportunity to talk about experiences and build relationships with others.

With regard to preventing child abuse the curriculum contributes through a number of areas:

- developing an on-going programme of personal and social education including RSE, Health Education;
- enabling pupils to become aware of strategies which they may use to protect themselves from possibly abusive situations;
- enabling pupils to develop realistic and responsible attitudes towards the responsibilities of adult life;
- raising awareness of support available, within the college and community, to help pupils recognise and deal with potentially dangerous situations.

While it is important that those at risk are identified and interventions are put in place, it is equally important that children and young people are provided with information and skills in building healthy behaviours and relationships. Children should be provided with the opportunity to develop good mental health and emotional resilience to enable them to identify abuse and exercise prevention skills. See **Appendix 8 - Contacts for advice**.

SECTION 9: Child Protection: Record Keeping in Schools

Recording a concern

Schools must create and retain reliable records to demonstrate accountability for decisions and actions taken. Recording procedures should be fully explained to staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.

All records should:

- Clearly identify which pupil the record refers to, leaving no room for mistaken identity.
- State the name, designation and signature of the person completing the record.
- Give the date the record was written.
- Show the date(s) and time(s) of any incidents or when a concern was observed.
- Provide details of any witnesses to an incident.
- Distinguish between fact, opinion and hearsay.
- Describe the concern in sufficient detail.
- Recount anything the pupil has said in their own words. Swear words, insults, or intimate vocabulary should be written down verbatim.

- Be written free of jargon, and in a professional manner without stereotyping or discrimination.
- Cross-reference any siblings or extended family members, if relevant.
- Provide information as required for other agencies about the pupil's abilities, disability, ethnicity, culture, sexuality, preferred language, family background and culture.
- Include a completed body map if relevant to show any visible injuries.
- Indicate who the record has been given/sent to.

Where to record a concern
The recording of a concern creates a confidential record (**Appendix 2)** which should be kept secure in accordance with the school's data protection policy.
It is advisable that concerns, particularly for those that seem to indicate the possibility of abuse or neglect, be recorded on a standardised form. Such a form reminds staff of the essential information that should be recorded. It should be signed and dated by the member of staff completing it so there can be no doubt where the information came from, and reminds staff to pass the form onto the DT/DDT only.

A copy should *not* be kept by the completing member of staff.

Recording a disclosure/complaint/observation:
The Principal and Designated/deputy designated teachers should ensure that proper records of all complaints/concerns, dated and signed, are kept.

The person to whom the disclosure is made when writing the report should:
- use factual and neutral language (When? Where? Who? What?)
- if a child discloses, record the words the child used
- record observations
- report to the Designated Teacher.

The Principal and Designated/deputy designated teachers should supplement the records with additional details received when they
- clarify the situation
- discuss the situation and make a decision about referral using UNOCINI
- if referred; How? When? Where? And by whom
- inform parent where appropriate
- if not referred – Why not?
- sign and date record and advise relevant people.

Maintaining Child Protection records

Schools must create and retain reliable records to demonstrate accountability for decisions and actions taken. As part of developing child protection/safeguarding arrangements organisations must consider and develop clear guidelines for the recording, storage, sharing, retention and destruction of both manual and electronic records where they relate to child welfare concerns. (Appendix 9)

School staff are aware of the need to record and report child protection concerns. It is essential that an accurate record of all cases of child abuse, or possible abuse, is maintained detailing all actions taken. The school manages records in line with guidance outlined in DE Circular: Record Keeping in Schools. This **Circular 2020/07** provides a framework for managing child protection records in order to ensure that schools create and retain reliable records to demonstrate accountability for decisions and actions taken.

Additional Departmental Guidance

- DE Circular 2015/13 Dealing with allegations of abuse against a member of staff

SECTION 10: Other Policies

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

- Attendance Policy
- Behaviour Management and Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct

Physical Contact with Pupils/Safe Handling/Use of Reasonable Force

All staff have a responsibility to maintain confidence in their ability to safeguard the welfare and best interests of children and young people. Integral to this is a clear understanding of standards of behaviour expected and in particular the acceptable boundaries of physical contact with pupils. School staff must accept that all physical contact can be open to scrutiny and that even perfectly innocent actions can sometimes be misconstrued.

SECTION 11: Contacts

(1st point of contact for advice – Open Monday to Friday 9 am to 4.30 pm) Child Protection Support Service = 028 9598 5590

Referral Gateway Team SPOE (1st point of contact for referral)

All passed to NORTHERN (Antrim) Gateway = 0300 1234 333 /028 9442 4459

Gateway Emergency Out of hours = 0300 1234 333

Referral Gateway Team SPOE = spoe.referrals@northerntrust.hscni.net

Central Gateway Toome (2nd point of contact/link social worker known) = 028 7965 1020

Magherafelt Family Centre (Hospital Road) = 028 7936 5097

Magherafelt Family Centre (Fairhill) = 028 7930 1771

CAMHS (Fairhill) = 028 7930 2626

Social Services (Sperrin House) = 028 7936 6840

Magherafelt Family Support and Intervention Team Assessment/long term work (Sperrin House) = 028 7936 6840

UNOCINI - (Understanding the Needs of Children in Northern Ireland)

www.dhsspsni.gov.uk/unocini_forms.doc

PSNI

The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8 am to 9 pm and weekends and public holidays 9 am to 5 pm.

Education Welfare Officers

NEELB – Elaine Donald = 028 7086 8588/077 3997 6798; email = elaine.donald@neelb.org.uk
SELB = Caroline Campbell = 028 8772 8105/078 4639 4814; email = Caroline.Campbell@eani.org.uk

INTERPRETING SERVICE

Dial: 0333 344 9473.

Appendix 1a

Code of Conduct for Parents, Carers, Visitors

At our school – we want to build good relationships within the whole of our school community – that includes parents, staff and pupils. The key to a happy school is one where everyone feels respected and valued. To this end we have an agreed Code of Conduct for parents, carers and visitors.

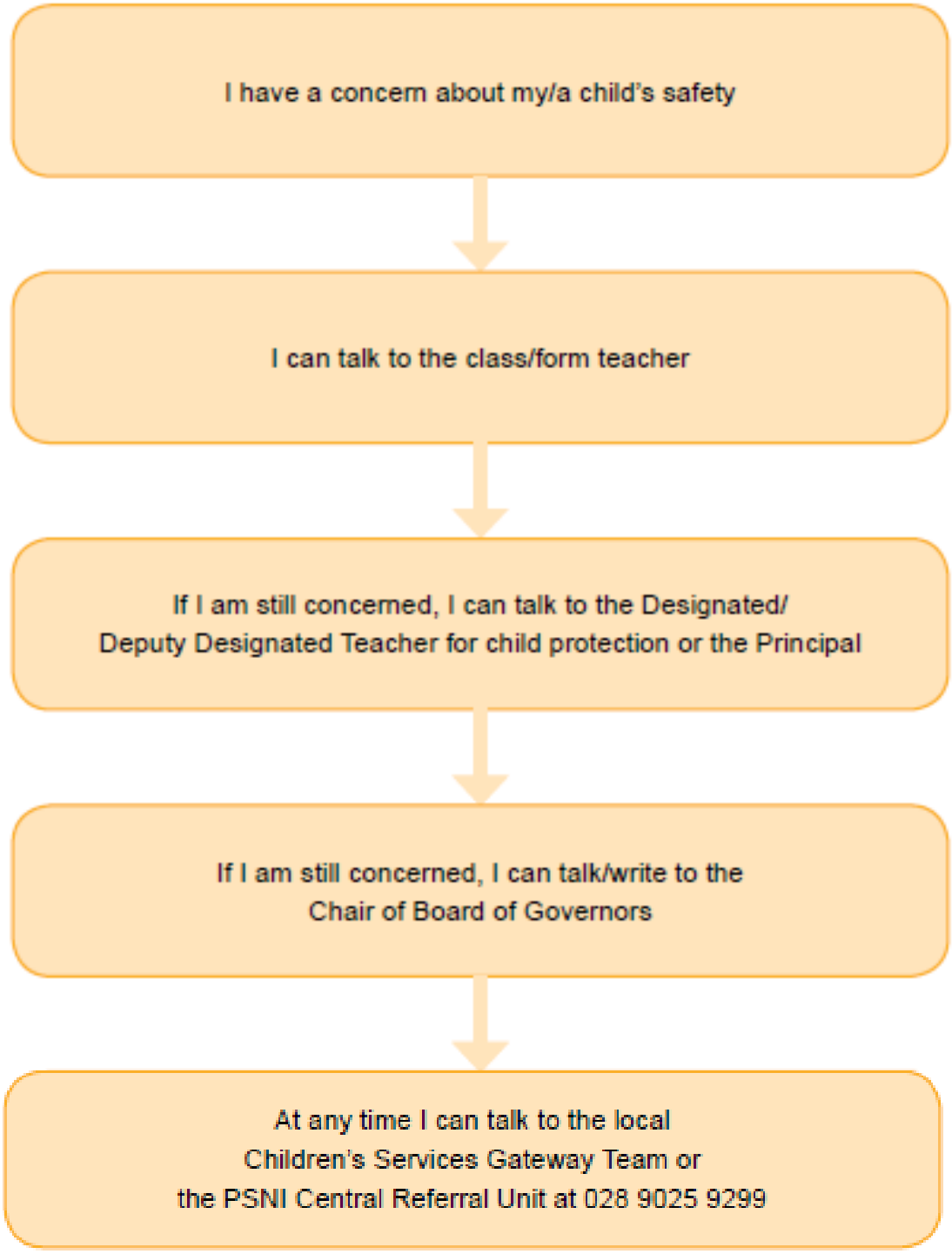
- Follow the school's signing in and out procedures for visitors
- Respect school staff and support them in the things they do to help children learn
- Set a good example by behaving appropriately and not using inappropriate language
- Ask the school about their view on incidents so that you can determine if it is the same as your child's view before taking things further
- Ensure that your child knows how to behave in school and towards others
- Ask the school for help if you need more information about something or do not understand something the school is doing

In order to have a peaceful and happy school environment – parents, carers and visitors must not:

- Disrupt classes or any area of the school
- Question decisions made by the school in front of the children
- Use loud or rude language; swear or show temper
- Threaten to hit/push staff, other parents or carers
- Deliberately damage or destroy school property
- Criticise school staff, pupil or other parents and carers – on school premises or on social media sites
- Send abusive or threatening emails or make abusive or threatening phone calls to the school
- Physical punish your child on school premises
- Go up to another child and ask them or tell them off for something that has happened to your child
- Smoke or consume alcohol at school events (other than as pre-agreed) or on school premises
- Spit on school premises or discard chewing gum on school premises

Appendix 1b

If a parent has a potential child protection concern:



If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

Appendix 2

CHILD PROTECTION – NOTE OF CONCERN FORM

CAUSE FOR CONCERN ABOUT A CHILD
(N.B. It is imperative that only factual and neutral information is recorded)

Name of Pupil: _____ Reg Group: _____

Details of the Incident/Concerns/Disclosure – day, date, time place, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child/young person's statements

_____

_____

_____

_____

Details of anyone else involved; conversations held with anyone else; witnesses e.g. parent, other staff member, designated teacher – day, date, time, place, factual content of conversation

_____

_____

_____

_____

Referral to which Designated Teacher in school who, when (date and time), how, place and advice given by the Designated Teacher

_____

_____

_____

_____

Signed by Reporting School Staff Member …… Date ……

Part 2 – To be completed by the Designated / Deputy Designated Teacher

Advice sought/conversation with – EA Board Officers for CP, CCMS Diocesan Officer, Social Services, PSNI (PPANI) and recording date, time, place, advice.

_____

_____

_____

_____

_____

Action as a result of advice – who spoken to, day, date, time, what was said and agreed etc.

_____

_____

_____

_____

_____

Decision not to refer and why. Other action plus type of feedback to all those involved – how, when

_____

_____

_____

_____

_____

Decision to refer and why. Other action plus type of feedback to all those involved – how, when

_____

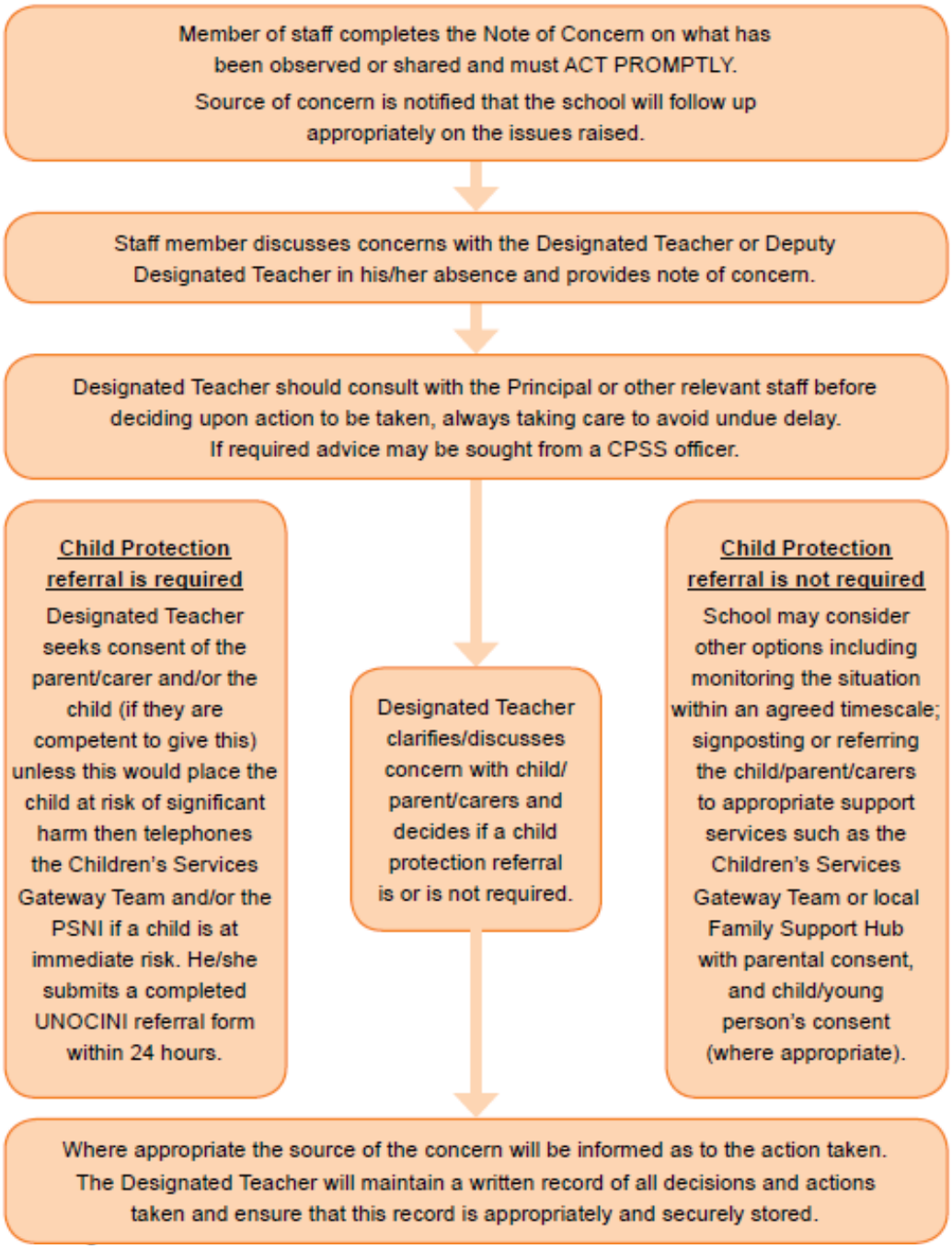
_____

_____

_____

Signed by Designated Teacher …….. Date ……

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff[7,8]



The office is open Monday to Friday 8 am to 9 pm and weekends and public holidays 9 am to 5 pm.

Telephone: 028 9025 9299

Appendix 4

Forward to Social Services, Child Protection NEELB, CCMS

Re-Referral Form - Restricted Information

Notification of Suspected/Admitted/Known Abuse of Child(ren) to Social Services

This form should be completed on the basis of information readily available and should not be delayed on the basis of incomplete information.

Child(ren)'s surname ……
Child(ren)'s forename(s) and date(s) of birth ……
……
Present Location ……
Parent/Guardian's Surname …… Forenames ……
Address ……
…… Tel No ……
GP's Name …… Tel No ……
Address ……
Professional agencies known to be involved with the family:
(contact name, address and telephone number)

Reason for referral:

Action already taken:

Referred in writing/by telephone to …… On ……
Parents advised of referral? Yes/No
Child/young person advised of referral? Yes/No

Signature of person referring ……
Position …… Date ……
Address ……
……

<u>Acknowledgement</u>

Child(ren)'s name(s) and date(s) of birth ……
……
Address ……
I acknowledge receipt of your notification in respect of the child(ren) named above.
Signature …… Designation …… Date ……
Address of Social Services Office ……

Appendix 5

St Pius X College

FAO:_____ Date_____

MEETING REPORT PROFORMA (Case Conference/Discussion/Review)

Strategy Meeting Preparation

A. Personal details (Attach Data Capture)

Pupil Name:---------- Class / Band:----------

B. Educational Performance
(Compiled from Subject Teacher Report)

C. Attendance (Attach Attendance Summary)

D. Form Teacher Comment (General / Attitude /Behaviour / Relationships)

Signature (Responsible for compilation of report):

Signature (Meeting Attendee):

Date:

(Please file in VP Pastoral Office)

Appendix 6

St Pius X College

MEETING OUTCOME REPORT

Meeting Type
Please Tick

Case:	Conference	Planning	Discussion	Other (Name)

A. Personal Details:
Pupil Name

B. Meeting Detail:
(Brief Summary)

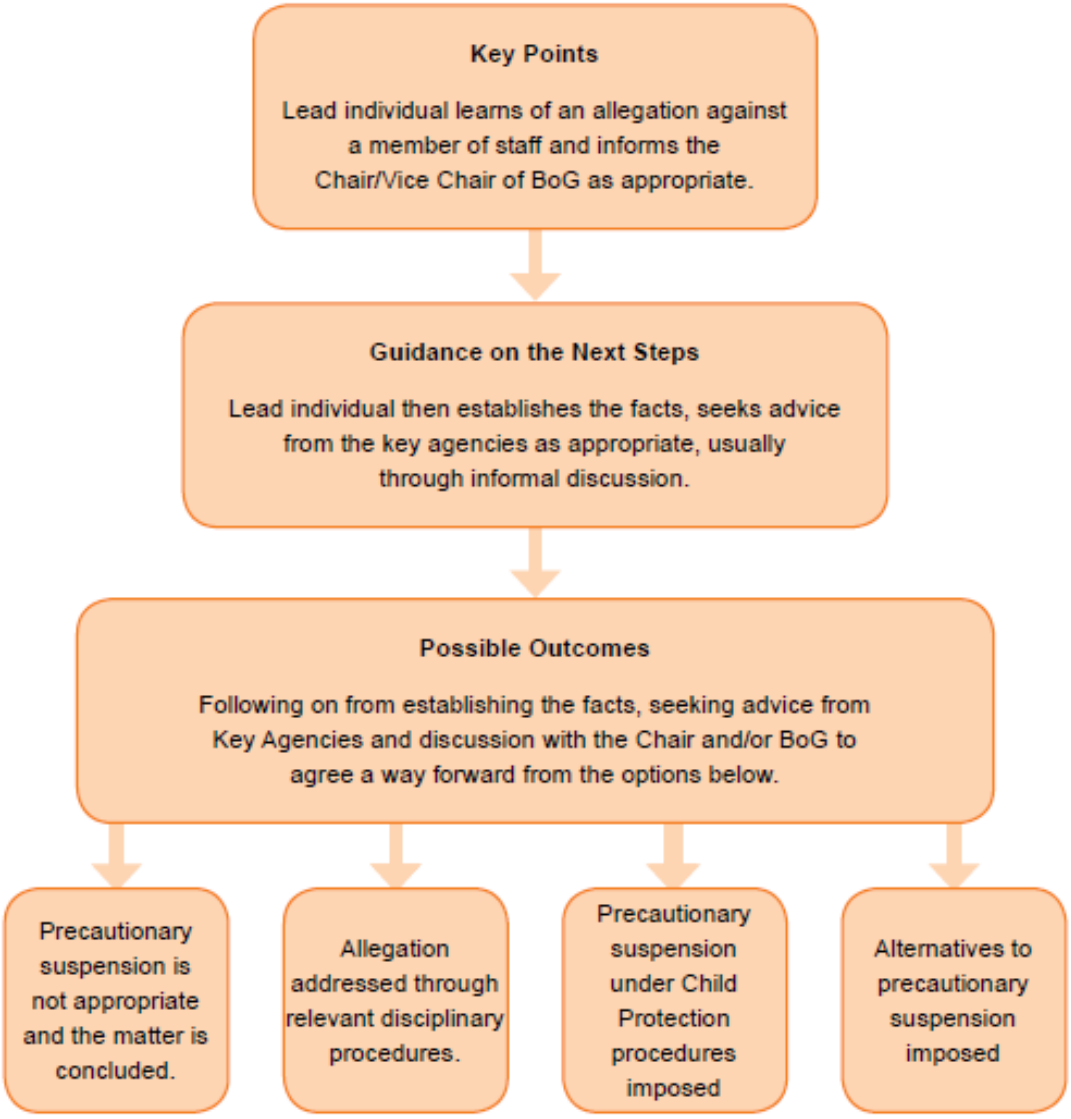
C. Outcomes:

Signature:

Date:

(Please file in VP Pastoral Office)

Dealing with Allegations of Abuse Against a Member of Staff[8,10]



Appendix 8

Contacts for Advice

More information is available at: www.nidirect.gov.uk/domestic-violence. You can also contact the 24 hour domestic and sexual violence helpline on:

Phone: 0808 802 1414 (Freephone)

Email: 24hrsupport@dvhelpline.org

Text: 'support' to 077 9780 5839

Children/young people seeking advice should contact the Childline Free Helpline at 0800 1111.

Organisations that can offer advice and support:

- Women's Aid Federation Northern Ireland - www.womensaidni.org/ - 028 9024 9041
- Men's Advisory Project (MAP) - www.mapni.co.uk/ - 028 9024 1929
- Men to Men - 028 9024 7027
- Mens Aid NI - www.mensaid.co.uk/ni.html - 077 0385 8130
- Cara Friend - www.cara-friend.org.uk/ - 028 9032 2023
- Rainbow Project - www.rainbow-project.org/ - 028 9031 9030

Other useful numbers:

- Rape Crisis and Sexual Abuse Centre - 028 9032 9002
- Nexus - 028 9032 6803
- Victim Support - 028 9024 3133
- Disability Action - 028 9029 7880
- Citizen's Advice Bureau - 0300 1233233
- Law Society (Legal and Local Solicitor Advice) - 028 9023 1614

Parents Helpline - 0808 8010 722

Appendix 9

Child Protection – Record Keeping in Schools Policy

The school manages records in line with the guidance outlined in DE circular2020/07 to establish and maintain a record system that supports effective child protection practice.

The Child Protection File contains:

- Chronology of events/ action taken;
- All records of concern;
- Any notes initially recorded which should be kept securely with the child protection file;
- Records of discussions and telephone calls (with colleagues, parents and children/young people and other agencies or services);
- Correspondence with other organisations - sent and received;
- Referral forms – both for support and/or specialist services (irrespective of outcome);
- Formal plans linked to the child e.g. child protection plan, child in need plan;
- Risk assessments;
- Risk Management Plans/ Individual Safety and Support Plans;
- School reports to interagency meetings and conferences;
- Minutes of interagency meetings e.g. child in need, strategy, child protection conference; and
- Any other relevant notes/ papers.

Allegations Against School Staff
Where an allegation is made about possible abuse by a member of staff of the school, the procedures set out in DE Circular 2015/13 should be followed.

Storage of Child Protection Information

The Child Protection File is separate to the Pupil's School File and is stored securely in a fireproof filing cabinet. The filing cabinet is only accessible to the Designated Teacher and the keys for the filing cabinet are not removed from the premises and are stored in a key safe. Child Protection Records are not removed from the school premises. In the exceptional situation when the information needs to be removed, such as following a court order, the information is transported securely and a record is kept of when it was removed, by whom, for what purpose, and when it was returned. The School also records Child Protection information electronically on the C2k system using the DTs private folder, which the Principal, Designated Teacher and Deputy Designated Teachers have the only access.

Sharing Information with Others

Access to child protection records is on a strict need-to-know basis. Relevant personal information, including Special Category personal data (sensitive and personal) can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental or emotional wellbeing. Where it is decided to share personal data within and/or with outside agencies, it must be done so for the purpose for which you are sharing it, in line with data protection principles: necessary; proportionate; relevant; adequate; accurate; timely and secure.

Retention Periods for Child Protection Records
It is recommended that, in general, child protection records should be retained by the school for the following periods:

Record	Retention Period
Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
Complaint against a member of staff Staff members file[5] Child's Child Protection File Record of Child Abuse Complaints	 Indefinitely* unless totally exonerated (see para. 4.21) D.O.B + 30 years Indefinitely*

Complaint to be pursued under the school's disciplinary procedures	
Staff members file	7 years
Child's Child Protection File	D.O.B + 30 years
Record of Child Abuse Complaints	Indefinitely*

**** As a general guide 'indefinitely' should be a minimum of 40 years.***

QUESTIONNAIRES

Child Protection - Staff Questionnaire

Statements refer to specific quality indicators. (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 All members of staff are committed to the well being of pupils. **QI 1**					
2 The welfare of pupils is a priority issue for the school. **QI 1**					
3 Child Protection is not a problem in our school. **QI 1**					
4 I have been consulted on and I am committed to the school's Child Protection policy. **QI 2**					
5 I believe that the pupils feel safe to report any concerns or worries they have to me. **QI 2**					
6 I know I have a legal responsibility to report any concerns I have about a pupil. **QI 2**					
7 Parents are regularly sent copies of the Child Protection policy. **QI 3**					
8 I am confident that I can recognise the signs & symptoms of abuse. **QI 4**					
9 I report all Child Protection concerns to the Designated Teacher. **QI 4**					
10 The school works to boost the self-esteem of all pupils. **QI 5**					
11 The pupils in this school are positive and confident. **QI 5**					
12 The school has in place a developmentally appropriate programme for keeping pupils safe from all forms of harm. **QI 5**					
13 Staff regularly communicate with the parents of the pupils. **QI 6**					
14 Parents are welcomed into the school to talk to staff. **QI 6**					
15 We have strong links with outside agencies involved with the school in the area of Child Protection. **QI 7**					
16 I am aware of the confidential nature of Child Protection issues. **QI 8**					
17 Child Protection issues/concerns are only disclosed to those who need to be made aware of the issues. **QI 8**					
18 I regularly have Child Protection training, (every 1 to 2 years) **QI 9**					
19 The Designated Teachers keep the staff up to date on Child Protection matters. **QI 10**					

Priorities for Improvement 1----------

2----------

Please note: All questionnaires are returned anonymously and treated confidentially.
Thank you for your co-operation.

Child Protection – Parent's Questionnaire

Statements refer to specific quality indicators. (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 The main focus of the school is to ensure that pupils are safe and protected. **QI 1**					
2 I am confident that the school look after the welfare of the pupils. **QI 1**					
3 I have been sent a copy of the schools Child Protection policy. **QI 2**					
4 I understand the policy and how it helps to protect the pupils. **QI 2**					
5 I know that the school has a statutory duty to report its concerns to relevant authorities. **QI 2**					
6 I would know who to speak to if I have a concern about a Child Protection issue in the school. **QI 3**					
7 My child learns how to deal with worrying or uncomfortable situations. **QI 5**					
8 The school promote my child's self-esteem and self-worth. **QI 5**					
9 There is good communication between the school and the parents. **QI 6**					
10 The school welcomes parents who wish to discuss concerns about their child. **QI 6**					
11 The school has helped me get in touch with other organisations when I needed help. **QI 7**					
12 I know that when I discuss a problem with the school it will remain confidential. **QI 8**					

Please add below any other comments about Child Protection Provision that in your opinion would lead to further improvement in this area.

1_____

2_____

3_____

Please note: Questionnaires are anonymous and are treated confidentially

Thank you for completing the questionnaire

Child Protection – Pupil's Questionnaire

It is considered best practice that pupil questionnaires be completed in school, preferably in the morning. Completion of questionnaires should follow on from a discussion on Child Protection that includes ensuring that the pupils understand the specific language and the questions asked.

Statements refer to specific quality indicators. (QI)	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Don't Know**
1 I feel safe and secure at school. **QI 1**					
2 The staff care about me and the other pupils. **QI 1**					
3 I know the names of the Designated Teachers in my school. **QI 2**					
4 If I am worried I am comfortable to talk to a member of staff. **QI 2**					
5 School teaches me what to do if I feel unsafe in any situation. **QI 5**					
6 Teachers focus on what I am good at and praise me when I do well. **QI 5**					
7 I am taught to always tell someone if I am feeling unhappy or unsafe about any situation. **QI 5**					
8 If I am worried about any other pupil I would talk to a member of staff. **QI 5**					
9 In school I am learning how to be more confident and believe in myself. **QI 5**					
10 Staff take time to listen to me when I have a problem. **QI 6**					
11 When I talk to a teacher about a worry I know that it will be in confidence unless they need to tell someone else. **QI 8**					

Three things I think would make Child Protection provision better in my college

1_____

2_____

3_____

Thank you for your help

Evaluation Proforma for Child Protection for : Staff / Parents / Pupils (Delete as Appropriate)

For Governors to be able to develop a sense of the college's current practices in a specific area it is recommended that the 3 sets of questionnaires are analysed separately and a consensus arrived at after discussion.
Only one box for each quality indicator should be ticked.

Quality Indicator	Major Strength (strongly Agree Answer)	Strength (Agree Answer)	Needs Developed (Disagree Answer)	Area of Concern (Strongly Disagree)	Don't Know
1 The well-being of the pupil is central to all aspects of school life and the welfare of the pupil is always paramount.					
2 The Child Protection policy is known and understood by the school community and includes clear procedures and reporting lines for dealing with child protection issues					
3 The parents are regularly sent copies of the school's Child Protection Policy, including the names of the Designated and Deputy Designated Teachers.					
4 All staff are aware of the signs of abuse or neglect and are confident to report concerns to the Designated Teacher.					
5 Integrated across the curriculum are strategies that develop positive self esteem, aid pupils' understanding about how to avoid harm and how to deal with uncomfortable or worrying situations.					
6 There is good communication between staff, parents and pupils.					
7 There are well-developed links with other statutory agencies who are involved in child protection matters.					
8 The school has in place safeguards to ensure that all child protection matters remain confidential, and are only shared on 'a need to know basis.'					
9 All staff and Governors are provided with regular opportunities for training in Child Protection organised by the Designated Teacher or other providers.					
10 Designated Teachers and Governors continually update their role specific training to ensure the best possible protection and support for pupils.					

SUMMATIVE EVALUATION PROFORMA

For Governors to be able to develop a sense of the college's current practices in Child Protection it is recommended that the 3 sets of questionnaires are analysed separately and a consensus arrived at after discussion.

Only one box for each quality indicator should be ticked.

Quality Indicator Number	**Major Strength (*Strongly agree)***	**Strength (*Agree)***	**Needs Developed (*Disagree)***	**Priority for Development (*Strongly disagree)***	**Don't Know**
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Using the above results complete the following **Overall Evaluation** of this

Overall Evaluation of _____ _____ on a scale of 1 – 10

……

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

Please list aspects of provision to be prioritised for action.

1

2

3

Lead responsibility should be identified and a review date agreed by Governor