

KJHS Safeguarding and Child Protection Policy

Sept 2016

Introduction

We, in KJHS have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we carry this duty through our pastoral care policy. The pastoral care policy aims to provide a caring, secure, supportive environment in which all members of the school community can interact and make a valued contribution. The unique talents and abilities our pupils have as individuals are valued and we promote caring, tolerant and responsible attitudes towards others in the community and the wider world. We want all of our young people to be able to learn and develop to their full potential.

Killicomaine fully recognises its specific responsibilities for child protection.

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- Children and young people have a fundamental right to be safeguarded from harm and with proper care given to their physical, emotional, spiritual well-being by those looking after them.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first

The aim of this policy is to take all reasonable steps to ensure that the welfare of our pupils is safeguarded, and that they are protected from harm.

The policy applies to all staff who work at KJHS- teachers, non teaching staff, governors and volunteers.

There are 4 main elements to our policy-

1. PREVENTION

2. RECOGNITION

3. RESPONSE

4. REFERRAL

1. PREVENTION AIMS -

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

How we aim to safeguard our children from harm?

- The School has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:
 - Behaviour Policy
 - Anti-Bullying
 - Use of Reasonable Force/Safe Handling
 - Special Educational Needs
 - Educational Visits
 - First Aid and the Administration of Medicines
 - Health and Safety Policy
 - Sex Education
 - Use of Mobile Phones/Cameras
 - ICT and access to the internet/cyber bullying

These policies are available to parents and any parent requiring a copy should contact the school office. Summaries can be located on the school website.

- Raise awareness of child protection issues through the school ethos and a preventative curriculum: KJHS will work towards creating and establishing a listening environment where children can feel secure, are encouraged to talk and are listened to. Pupils will be made aware that there are adults in the school whom they can approach if they are worried such as a class teacher, form tutor, year head, designated teacher, deputy designated teacher and school counsellor. Throughout the school year child protection issues are addressed through class assemblies. There is **a permanent pastoral display in the assembly hall and the school office**, which provides advice and displays child helpline numbers.

Information is provided in all classrooms. A flow diagram of how a parent may make a complaint is also on display.

An enlarged flow diagram for a teacher allegation IS in the staff room.

- Opportunities will also be included in the PD curriculum to equip pupils with the social skills needed to help them recognise abuse and keep them safe.

Other initiatives which address child protection and safety issues include:

- The NSPCC regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- PSNI assembly/safe internet/ Year 10 enrichment programme/CEOP assemblies
- Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Love for Life for Year 10 pupils.
- School Counselling Service, We have access to New Life counselling and we also have a resident school counsellor- Helen Woods

These are merely a sample of the activities we offer our pupils.

● **Vetting Procedures**

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

Staff recruitment procedures will be in accordance with current arrangements from EA and DENI guidelines. It will include vetting procedures to check the suitability of staff and volunteers who work with children to ensure that those appointed are fit to have access to children.

● **Code Of Conduct For all Staff Paid or Unpaid**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

The school's code of conduct is available on request.

The duty to safeguard and promote the welfare of pupils rests with ALL MEMBERS OF STAFF at KJHS, Teaching and non-teaching. Implicit in it is the assumption that the conduct of KJHS staff must be above reproach. The Board of Governors and

senior staff will ensure that the school has and follows A Code of Conduct drawn up for all members of staff, towards the children and young people attending KJHS. (available on request-contact office)

- **Staff Training**

Killicomaine is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training.

The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

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

2. RECOGNITION AIMS-

What is child abuse?

We recognise that the daily contact with pupils means all staff are well placed to observe the outward signs of different forms of abuse. So it is important that all KJHS staff be aware of and alert to all such possible signs of abuse, particularly if they appear in combination or are regularly repeated.

FORMS OF ABUSE - DEFINITIONS

NEGLECT

The actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health development, including non organic failure to thrive.

PHYSICAL INJURY

Actual or deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

DOMESTIC VIOLENCE

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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

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

SEXUAL ABUSE

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

When young people display harmful sexualised behaviour within the school setting the schools safeguarding team will follow the guidance as set out in DE Circular 2016/05.

EXPLOITATION

This 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, 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.

Sexual activity

When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns they are in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.

Sexting

The term 'sexting' is derived from texting and refers to the sending of sexually provocative material (including photos and videos) from modern communication devices such as mobile phones, tablets, email, social networking sites and instant messaging services.

Killicomaine deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of pupils. Sexting can result in humiliation, bullying and harassment of students.

The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about the dangers of sexting. At Killicomaine the PSNI and CEOP material are used to highlight the dangers.

Often, the first port of call for a student is a class teacher but Sexting incidents should follow KJHS Child Protection procedures ensuring that the Designated and/or Deputy Designated teacher is notified immediately.

There are many different types of sexting *and* it is likely that no two cases will be the same but there must be a consistent approach when dealing with any incident. It is essential to confiscate the device and store safely until it can be passed to the Designated Teacher. It should not be viewed until a member of the Safeguarding team is present.

The Designated teacher may need to involve Social Services and/or the PSNI if images are considered illegal regardless of the use of school equipment or personal equipment, both on and off the school premises.

Parents will always be informed and the necessary safeguards will be put in place for the student, e.g. they may need counselling support, immediate protection.

✓ Always

- Inform the school child protection officer (CPO)
- Record the incident
- Act in accordance with school safeguarding and child protection policies and procedures

✗ Never

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person **UNLESS** there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

EMOTIONAL ABUSE

Actual or likely persistent or significant emotional ill treatment or rejection resulting in severe adverse effects on the emotional, physical and or behavioural development of a child. All abuse involves some emotional ill treatment.

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.

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

| Physical Indicators | Behavioural Indicators |
|--|---|
| Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern 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 |

Emotional Abuse

| Physical Indicators | Behavioural Indicators |
|--|--|
| Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping). | Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships. |

Neglect

| Physical Indicators | Behavioural Indicators |
|--|---|
| <p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.</p> | <p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.</p> |

Sexual Abuse

| Physical Indicators | Behavioural Indicators |
|---|---|
| <p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; 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.</p> | <p>What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p> |

No list of symptoms can be exhaustive. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above. (E.g. bereavement, family problems)

BULLYING

Is a highly distressing and damaging form of abuse and is not tolerated at KJHS. All staff must be vigilant to the possibility of bullying occurring and will take steps to stop it happening- see BULLYING POLICY.

Non-teaching staff should also be alert to incidents of bullying and report to Form Teacher/Year Heads if they have a concern about a child.

In addition all members of staff should recognise that children and young people have a right to be treated with respect. They should be alert to the risk of emotional abuse caused by persistent sarcasm, verbal bullying or persistent negative comments or actions, particularly when directed consistently at a single pupil or small number of pupils in a class. Staff should reflect on every aspect of their contact with children which may give rise to perceptions or allegations of this form of abuse.

DOMESTIC VIOLENCE

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence includes psychological, physical, verbal, sexual, financial and isolation abuse. Symptoms which young people may display and which are indicators only include:

- **Nervousness**
- **Low self worth**
- **Disturbed sleep patterns**
- **Nightmares / flashbacks**
- **Physiological – stress / nerves**
- **Stomach pain**
- **Bed wetting**
- **Immature / needy behaviour**
- **Temper tantrums**
- **Aggression**
- **Internalising distress or withdrawal**
- **Truant**
- **Alcohol and drugs**
- **Bullying**

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

Where school staff become aware of a child living in a home where Domestic Abuse is evident, this must be passed to the Designated Teacher who has an obligation to pass this information to Social Services.

N.B. If in doubt speak to someone NOW

3. RESPONSE AIMS-

Killicomaine will follow the procedures set out by DENI Pastoral Care in School 1999. It will ensure that it has a named designated teacher and deputy designated teacher with responsibility for child protection who has received appropriate training and support. The designated teacher acts as a focal point for child protection within the school through providing advice and support and by liaising with outside agencies as appropriate.

Every member of staff, young person and parent will know the name of the Designated and Deputy Designated teacher. Regular in service training will maintain a working awareness among staff of child protection issues and procedures. This means they understand their responsibility in being alert to the signs of abuse and the procedures they need to follow. There will also be a nominated governor responsible for child protection.

KJHS SAFEGUARDING TEAM

| | | |
|-----------------------------|---------------|------------------|
| School Principal | Mr H McCarthy | |
| Designated Teacher | Mrs J Murphy | Room 2 |
| Deputy Designated Teacher | Mr McAleese | (Vice Principal) |
| | Miss McCollum | |
| Chair of Board of Governors | Mr Thompson | |
| Child Protection Governor | TBC | Sept 2016 |

Support for KJHS pupils who have been abused-

We recognise that children who are abused may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and even some sense of blame. School may be the only stable, secure part of their lives. We acknowledge that children in these situations may indeed have additional special educational needs due to the impact of their situation. Their behaviour may be challenging and defiant or they may be withdrawn.

As a school we will endeavour to support the pupil through this difficult time by developing effective links with outside agencies (social services, educational welfare and EA children order team, NSPCC Craigavon)

For reasons of respecting confidentiality for parents and children, the designated teacher and principal will only share information in the interests of the child.

Roles and Responsibilities of the Safeguarding Team

The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

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

The Deputy Designated Teacher.

Will assist the Designated Teacher and assume the full role in the absence of the Designated Teacher.

The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- He/she attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years

- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

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

The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the SELB Child Protection Support Service for Schools, the SELB Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive updates and a full written annual report in relation to child protection activity

The Board of Governors

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection training is kept up-to-date by at least one Governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

Members of School Staff

Q. What staff at KJHS will do in the event of a child approaching a member of staff with an allegation of child abuse?

Staff in school sees children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse

Follow the 4 R'S

RECEIVE

- Listen to the child, accept what is said. Do not investigate or attempt to cross examine the child or press for information. Do not ask leading questions that could later be construed as leading such as did they do x to you? Instead should use - tell me what happened. The key is to listen and not interrupt if the child is recalling events without displaying shock or disbelief and support the child

REASSURE

- Ensure the child is reassured that he/she will be safe. But do not promise to keep secret what the child has said. It must be explained to the child that it must be reported. **No promises of confidentiality can or should ever be given where abuse is alleged. Do Not** investigate

RECORD

- Record the details of the discussion immediately. Any physical injury should be described in detail or even sketched. (Appendix 1- new pro forma Sept 2016)

REPORT/REFER

- Immediately refer the information to the designated teacher Mrs Murphy or in her absence to the Deputy Designated Teacher, Mr McAleese. Staff should report verbally and in written format to the Designated Teacher. (Appendix 1 – new pro forma Sept 2016). **Do not investigate; this is a matter for social services.**

Staff Care Services are available to staff who have had to deal with disclosures from a child. Designated Teacher will pass on the relevant information to individual staff.

Q. What KJHS staff will do if abuse is suspected or where serious concerns exist about the welfare of a child?

They should as a first step seek some clarification from the child, with tact and understanding. Where a classroom assistant or auxiliary staff see such signs they should bring it to the attention of the class teacher.

The teacher should not investigate; this is a matter for social services. The designated teacher must always be informed even if abuse is merely suspected.

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

| Do: | Do not: |
|---|---|
| <ul style="list-style-type: none"> ❖ 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 ❖ Act promptly ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself ❖ REFER | <ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets- Not give children a guarantee of total confidentiality regarding their disclosures ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing |

The member of staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- Avail of whole school training and relevant other training regarding safeguarding children

In addition the Class and Form Teacher should:

Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

Parents

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

Q. What if a parent has a child protection concern?

We place a high value on the close working relationship we enjoy with the parents/carers of our pupils at KJHS. We would encourage any parent or carer to help us to identify any areas of concern as early as possible, so that any problems, or potential problems, can be dealt with quickly and effectively.

The school takes all complaints/concerns seriously and they will be treated with the utmost appropriate confidentiality. If you have a concern about a child's emotional, physical or sexual safety then follow the steps below which give advice on how to make such a complaint regarding child protection.

Q. If I have a concern about my / a child's safety-(Appendix 2)

- ➔ I can talk to the child's form teacher/ year head/ school counsellor
- ➔ If I am still concerned, I can talk to the Designated Teacher for Child Protection- Mrs J Murphy or Deputy Designated Teacher – Mr McAleese
- ➔ If I am still concerned I can talk to the Principal- Mr H McCarthy
- ➔ If I am still concerned, I can talk to the Chairman of the Board of Governors.

School Phone number 02838332021

At any stage you may wish to avail of any of the following external services-

Social Services Gateway Team Tel: 0800 783 77 45

Social Services Out of hours DUTY SOCIAL WORKER Tel: 028 95049999

New regional emergency service for out of hours i.e. 5pm to 9am and covers public holidays.

PSNI Public Protection Unit Tel: 101

4. REFERRAL-

Killicomaine aims to provide all pupils with a caring, supportive and safe environment. We seek to fulfil our duties in the protection of children from harm as stated in Child Protection legislation and in the guidance provided by DENI.

Parents should be aware that once informed of a complaint or allegation in regard to Child Protection, certain procedures must be followed by the school as part of the Duty of Care to its pupils. In light of this, we reserve the right to make a referral to an outside agency if concerns exist about the welfare of a child.

Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers (Appendix 3)

Where staff become aware of concerns or is approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

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

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

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

This procedure with names and contact numbers is shown in **Appendix 3**.

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

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

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

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 2** (School will follow the guidance as set out in DE Circular 2015/13)

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staffs have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis.

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

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.

Monitoring and Evaluation

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

The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed: _____

Signed:

_____ **(Designated Teacher**

_____ **(Principal)**

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

Appendix 1

**KJHS
Child Protection Incident Report**

Child's Name: _____ **DOB** _____ **Class** _____

Details of Incident/Disclosure*

Name of Person completing the report: _____

Designation: _____

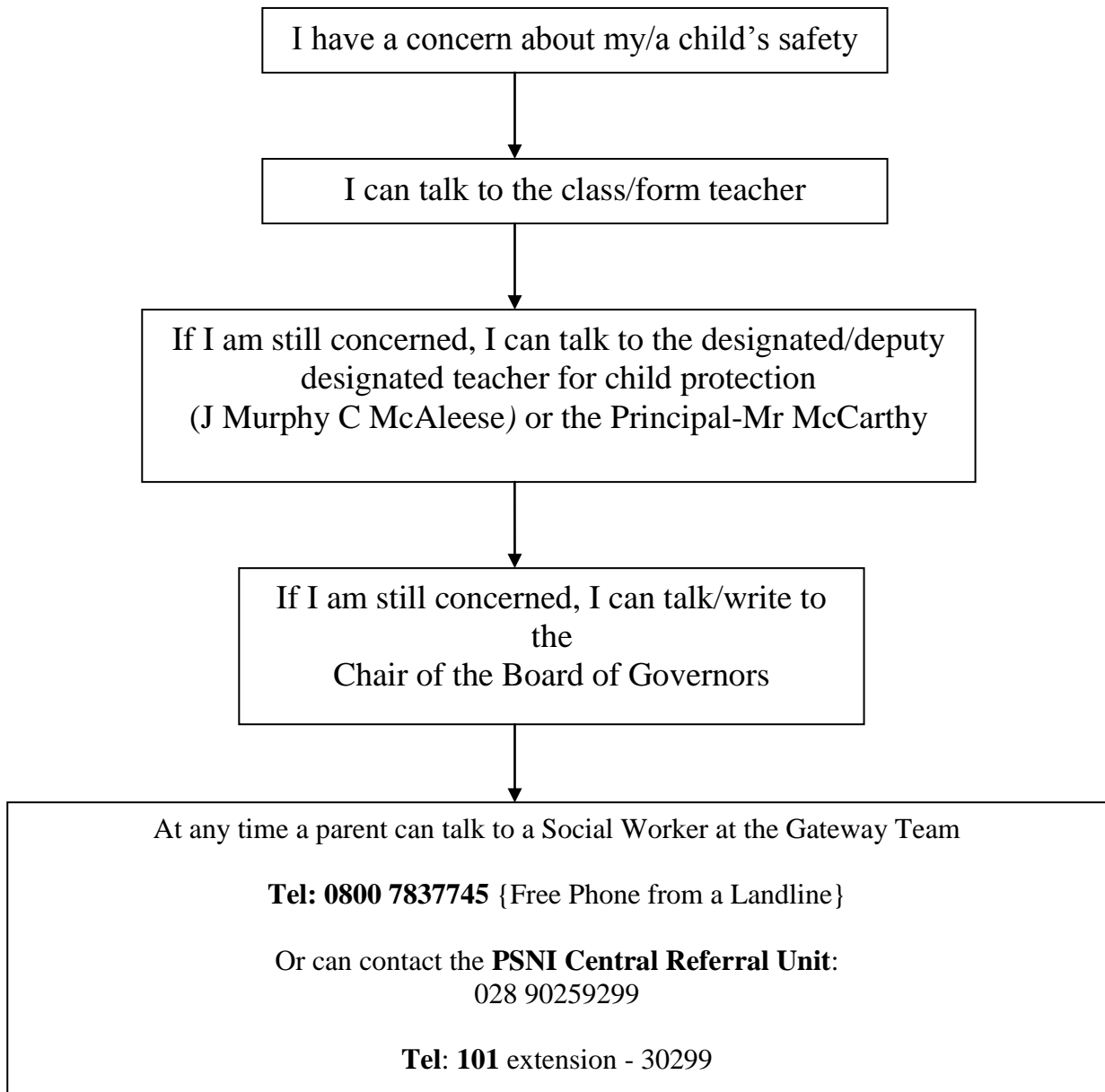
Signature: _____

Date: _____

*** Record actual words used by the child/young person**

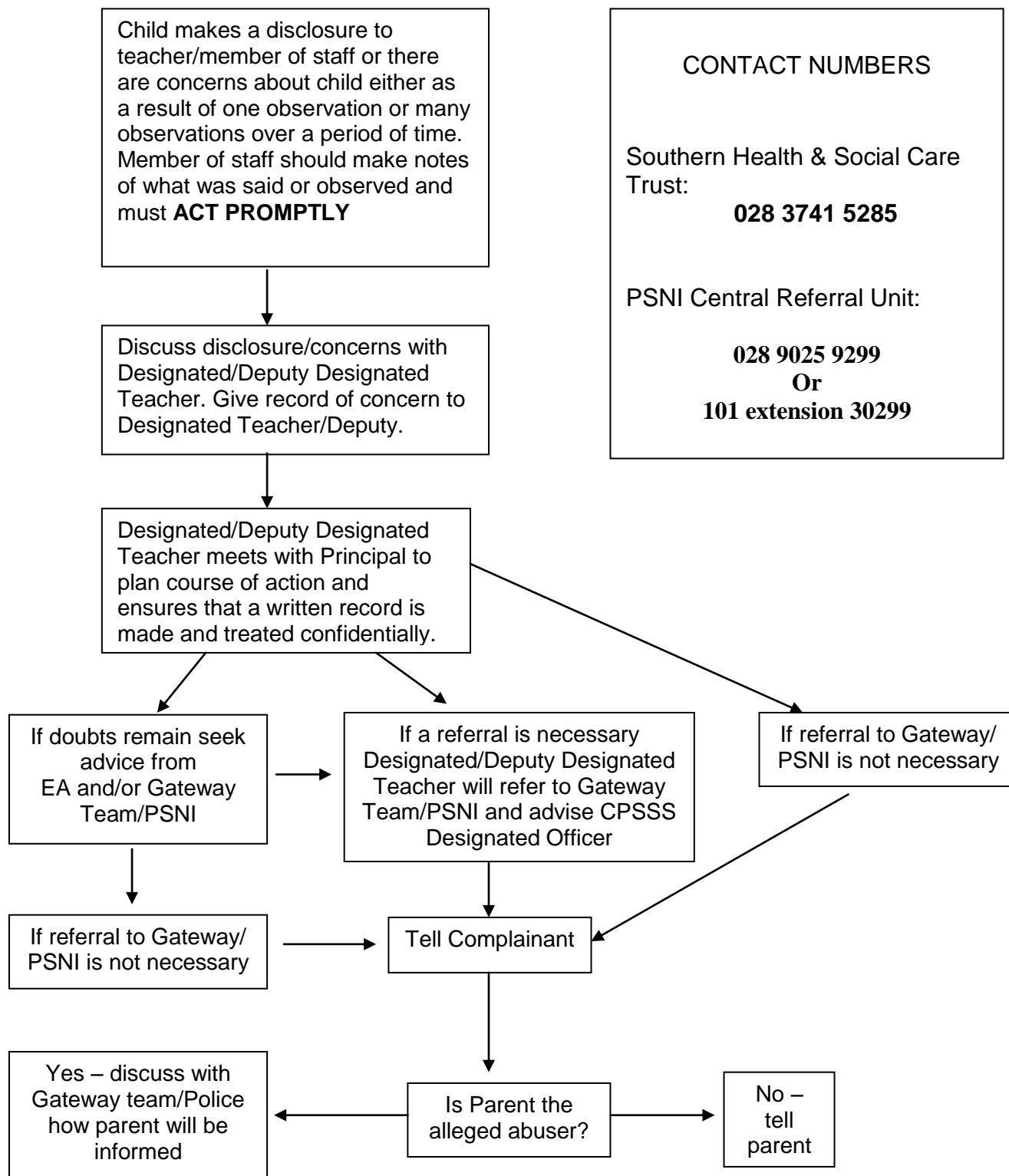
Appendix 2

Procedure for a parent



Appendix 3

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



Appendix 4

Dealing With Allegations of Abuse against a Member of Staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BOG as appropriate

Guidance on next steps

Lead Individual then:
Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion

Possible Outcomes

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

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection Procedures imposed

Alternatives to Precautionary Suspension imposed