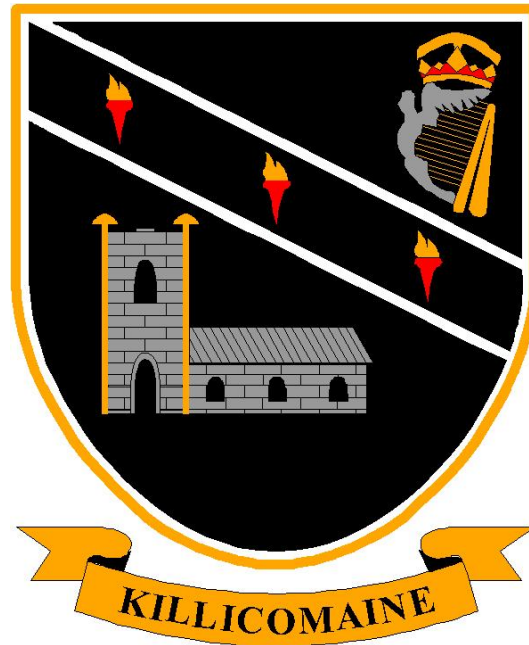


KJHS Safeguarding and Child Protection Policy



KJHS Mission

“Working together for excellence in a caring community”

Introduction

- School Mission Statement
- Principles of Child Protection at KJHS
- Members of KJHS Safeguarding Team and summary of roles
- PREVENTION
- RECOGNITION Categories of Abuse

Bullying

- RESPONSE

Procedures for reporting suspected (or disclosed) child abuse

Procedures for Parents

- REFERRAL

Procedures if a member of staff is allegedly involved

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 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. As a school we acknowledge that 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. It is a guiding principle of the policy that the protection and welfare of the child must be the paramount consideration.

Principles of Child Protection at KJHS

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) Safeguarding and Child Protection in Schools 2017/04 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.

KJHS SAFEGUARDING TEAM

School Principal	Mr McAleese
Designated Teacher	Mrs J Murphy Room 5
Deputy Designated Teacher	Mrs Gardiner Miss McCollum Mrs Maxwell (SEN)
Chair of Board of Governors	Mr Thompson
Child Protection Governor	Mrs D Kilner

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should have a Safeguarding Team. This team should include the Chair of the Board of Governors, the Designated Governor for Child Protection, the Principal (as Chair), the Designated Teacher and the Deputy Designated Teacher. This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

Roles and Responsibilities of the Safeguarding Team

The Designated Teacher and Deputy Designated Teacher

The Designated teacher and Deputy Designated Teacher must:

- 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 e.g. Family Support Hubs4.
- 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 Board of Governors regarding child protection. All reports **must be anonymised** in keeping with the principle of confidentiality.

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: -

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties by-
keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection ensuring any circulars and guidance from the Department of Education is 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 Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

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:

The Chairperson of the Board of Governors 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.

The Board of Governors

Board of Governors must ensure that:

- The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BoG) to:
- Safeguard and promote the welfare of pupils.
- Have a written child protection policy.

Specifically address the prevention of bullying in school behaviour management policies. The Addressing Bullying in Schools Act (NI) 2016, when enacted, will place a statutory duty on Boards of Governors to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school.

To fulfil their responsibilities BoGs are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DoH).

All Governors should have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

- Boards of Governors must ensure that:
- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years (see Section 4.3 for more details).
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school (see Section 4.8 for more details).
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 (see Section 4.4 for more details).
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:

There are 4 main elements to our policy at KJHS

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
 - Relationships and Sexuality
 - 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 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 Family Works 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 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 specialists training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training in line with DENI guidance.

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.

When training is completed the name of the new staff member will be placed on the Register of Safeguarding Training (updated annually).

Substitute Teachers

a) Substitute teachers will meet with the **Vice Principal or SMT member** after arrival at school to receive details on assigned cover for that particular day(s). On their first day in an academic year the substitute teacher should be made familiar with the Sub Cover handbook and safeguarding guidelines within.

b) It is the responsibility of the substitute teacher to read through the guidelines after the training has taken place to ensure all aspects and procedures are understood. The Designated or Deputy Designated teacher will address any issues or questions raised.

c) Where it is planned that the substitute teacher will be employed in the school for a more prolonged period of time, the substitute teacher should follow the procedures for new staff.

Visitors to School are expected to report to the School Office, sign the register, and receive a name tag and a copy of Code of Conduct.

What Is Child Abuse?

The following definitions of child abuse are taken from Co-operating to Safeguard Children and Young People in NI (2016).

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, KJHS 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. More detail on the concept of harm and significant harm can be found in Section 2.4 of Co-operating

Staff should be alert to all types of abuse and to their legal obligations including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

RECOGNITION AIMS-

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.

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;
- Emotional abuse;
- Neglect;
- Sexual abuse;
- 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.

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 the opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

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.

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.

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.

Safeguarding in Specific Circumstances:

Domestic Violence

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows: -

Domestic Violence and Abuse:

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

Sexual Violence and Abuse

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

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

Psychological Physical Sexual Financial Emotional

If it comes to the attention of KJHS 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

If you are a victim of domestic violence support can be gained by contacting the Domestic Violence Helpline on **0800 9171414**.

Child Sexual Exploitation

Sexual exploitation is a form of sexual abuse.

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.

Good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, staff at KJHS will be alert to the likelihood of CSE. Any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures and report to the Designated Teacher.

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.

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

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

KJHS will be alert to signs that may indicate grooming, and take early action in line with KJHS child protection and safeguarding policies and procedures.

Female Genital Mutilation

(FGM) is a form of child abuse and within education falls within the responsibility of the school's Safeguarding Team to recognise warning signs and respond appropriately. Incidents of FGM may occur in within specific ethnic groups and responses to such occurrences will require multi-agency support. Any member of staff suspecting that FGM is occurring should follow the school child protection policy and procedures and report to the Designated Teacher.

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.

Any member of staff suspecting that Forced Marriage is occurring should follow the school child protection policy and procedures and report to the Designated Teacher. Knowledge or suspicion of a forced marriage in relation to a child or young person must be reported to the PSNI immediately.

Bullying

Not all bullying is a Child Protection issue and the majority of cases will be dealt with in accordance with the school's Anti-Bullying Policy.

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. KJHS has a full and detailed anti-bullying policy.

All KJHS staff are vigilant at all times to the possibility of bullying occurring this includes cyber bullying. Immediate steps to stop it happening, to protect and reassure the pupil/s experiencing bullying and to ensure the person responsible for the bullying behaviour stops such damaging behaviour. An appropriate intervention/strategy will be determined by the staff involved.

Parents of both those experiencing bullying and those who engage in bullying behaviour may be contacted when bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the child's Form Teacher and/or Year Head and action will be taken to help the person experiencing bullying.

A parent making a complaint about bullying will have a personal response, as soon as possible, indicating the investigation which has been carried out and the action being taken. The Designated Teacher for Child Protection will be notified. The sanctions taken against a pupil who bullies will depend on the seriousness of the case. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, further action will be taken and in some cases this may be to instigate the child protection procedures described below.

Children in Need

Children in need are children who:

- Are considered to be failing at school;
- Have offended;
- Are experiencing behavioural difficulties;
- Have limited English
- Are in need of protection;
- Are experiencing ill health, either physical or psychological;
- Are having difficulty accessing services;
- Are homeless;

- Are unaccompanied and seeking asylum;
- Are suffering family breakdown;
- Are exposed to domestic violence;
- Are misusing substances;
- Are teenage parents;
- Are carers;
- Are disabled.

Staff at KJHS are committed to supporting any pupil who is a child in need by working closely with a range of agencies and the child's family and within the scope of this policy, to ensure the pupil's needs are met and that they are protected.

Young Carers

Young carers are pupils who may have caring responsibilities at home. They may fulfil this role well but may struggle with keeping up with school work. Depending on the specific scenario, they or other siblings may be at risk. Young carers are defined as children in need. Additional support can be arranged for such pupils at KJHS. Parents should inform the school if their child has such responsibilities.

Self-harm

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. We will expect parents to involve GP services and evidence to that effect must be provided to the school.

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.

Sexual activity

When we become aware of young people below the age of consent (16) 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.

Sexually Harmful 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. KJHS aims to support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. 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, KJHS will seek advice from the EA CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

Harmful sexualised behaviour will always require intervention and school staff at KJHS should follow procedures outlined in our child protection policy

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.
- Harmful sexualised behaviour can include:
 - Using age inappropriate sexually explicit words and phrases.
 - Inappropriate touching.
 - Using sexual violence or threats.

Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

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 school's positive behaviour policy but it is important to always apply principles that remain child centred.

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

KJHS pupils avail of PSNI visits through the preventative curriculum. They are 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).

It is an offence under the Criminal Justice and Courts Act 2015 to share an inappropriate image of another person without the individual's consent.

Any member of staff suspecting or being made aware that sexting has occurred should follow the school child protection policy and procedures and report to the Designated Teacher.

While offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively. 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**

Signs and symptoms of abuse ~ Possible Indicators “

Physical Abuse

Physical Indicators	Behavioural Indicators
<p>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</p>	<p>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</p>

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>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).</p>	<p>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.</p>

Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

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.

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.

CHILD SEXUAL EXPLOITATION

Indicators

- Acquisition of money, clothes, mobile phones etc. without plausible explanation.
- Truancing/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms e.g. bruising; bite marks.
- Collected from school by unknown adults or taxis.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- New peer groups.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self-harm and other expressions of despair.
- evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

FORCED MARRIAGE

Possible indicators

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

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)

RESPONSE AIMS-

Killicomaine will follow the procedures set out by DENI 2017/04. 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.

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.

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

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

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. Do **NOT** destroy original notes; record date, time, place and noticeable non-verbal behaviour and the actual words the child used;; note down when the suspicions were reported and to whom. sign and date all notes. (Appendix 1- new pro forma NOTE OF CONCERN Sept 2017)

REPORT/REFER

- Immediately refer the information to the Designated Teacher Mrs Murphy or in her absence to the Deputy Designated Teacher, Miss McCollum. Staff should report verbally and in written format to the Designated Teacher. (Appendix 1 – new pro forma Sept 2017). **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?

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.

Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).

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. Again staff should report verbally and in written format to the Designated Teacher.

All members 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

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.

The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team. The staff member should also inform the designated teacher responsible for child protection matters in the school who will refer, if necessary to the appropriate statutory authorities.

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.

Role of Parents

Parents should play their part in Child Protection by:

- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- 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.
- Informing the school of important changes in home circumstances- divorce, bereavement, illness
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.

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 a parent has a concern about a child's safety- (Appendix 2)

- I can talk to the child's form teacher/ year head/ school counsellor **School Phone number 02838 332021**
- If I am still concerned, I can talk to the Designated Teacher for Child Protection- Mrs J Murphy or Deputy Designated Teacher – Miss McCollum or the Principal- Mr McAleese
- If I am still concerned, I can talk or write to the Chairman of the Board of Governors.
- If I am still concerned I can contact the NI Public Services Ombudsman Tel: 0800 343 424

At any stage you may wish to avail of any of the following external services-
Social Services Gateway Team Tel: 02837 415285

Procedures in case of emergency.

If you have serious concerns about a child after school hours, please contact the following:

- Regional Out of Hours Emergency Social Services: 02895 049999
- The PSNI: 101

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. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed within 24 hours 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.

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.

The welfare of the child is paramount and if we are unable to contact the parent/ carers of pupil/s this should not delay but progress the referral with Social Services.

Non-urgent referrals i.e. 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.

Issues of consent (including when consent is not forthcoming) WILL always be clearly recorded.

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

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.

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 4** (School will follow the guidance as set out in DE Circular 2015/13)

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

Attendance at Child Protection Case Conferences and Core Group Meetings

The outcomes of a Social Services investigation may include the Principal/DT/DDT being invited by Social Services to attend a child protection case conference to participate in the decision making process regarding Child Protection registration. 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 at KJHS will update this policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

Protocols for Safeguarding Training (Child Protection Training)

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: August 2018

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)



KJHS NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:

Year Group :

Date, time of incident / disclosure:

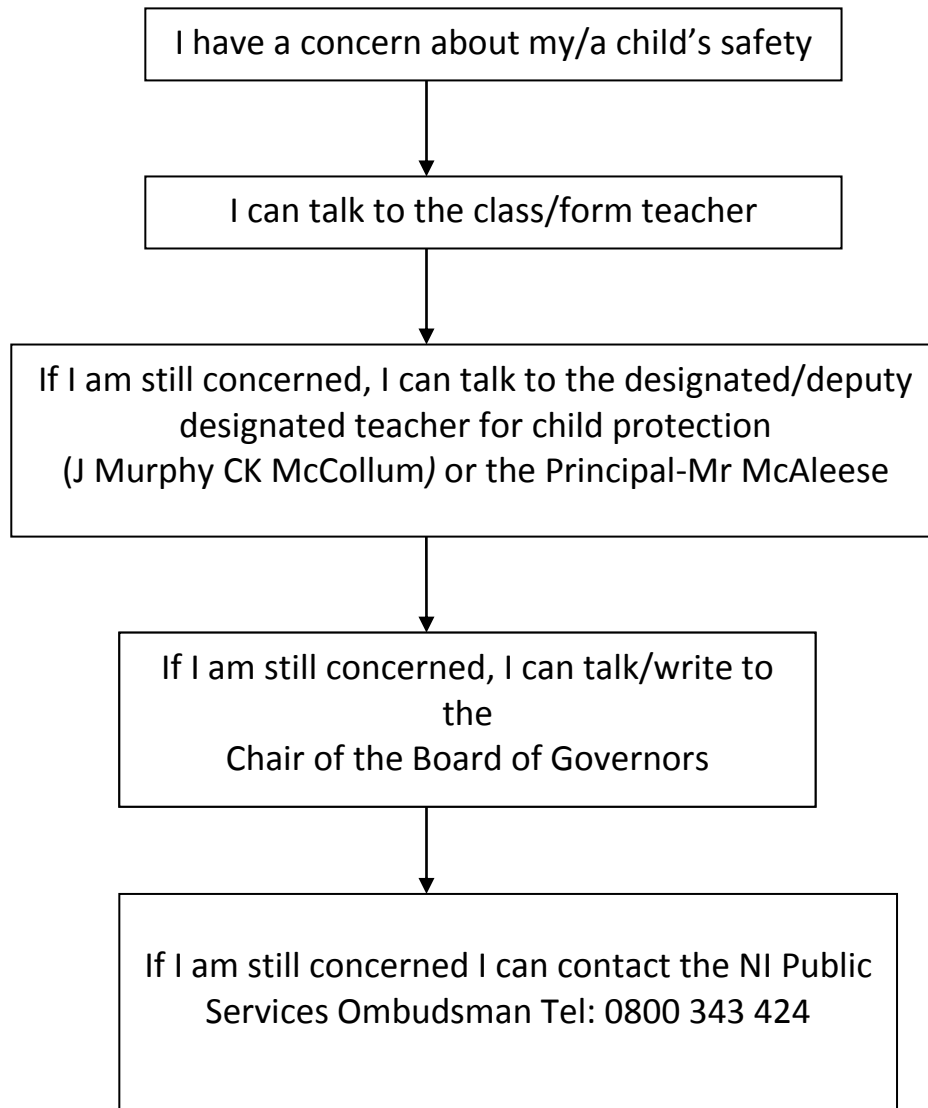
Circumstances of incident / disclosure:

Nature and description of concern: (Where concern relates to possible abuse - please give a brief description of these. N.B. Under no circumstances should a child's clothing be removed.)

Parties involved, including any witnesses to an event and what was said or done and by whom		
Action taken at the time:		
Details of any advice sought, from whom and when:		
Any further action taken:		
Written report passed to Designated Teacher: If 'No' state reason:	Yes:	No:
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file If NO state reason	Yes:	No:
Name of staff member making the report: _____		
Signature of Staff Member: _____ Date: _____		
Signature of Designated Teacher: _____ Date: _____		

Appendix 2- The process for a parent who has a potential safeguarding or child protection concern is set out below.

Procedure for a parent



A parent can talk to a Social Worker at the Gateway Team at any time

Tel: 0800 7837745 {Free Phone from a Landline}

Or can contact the **PSNI Central Referral Unit:**
028 90259299

Appendix 3 Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff

Child makes a disclosure to teacher /member of staff
or staff member has concerns,
or has been given information, about possible abuse over a period of time.
Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.
Source of concern is notified that the school will follow up appropriately on the issues raised.

CONTACT NUMBERS

Southern Health & Social Care Trust:
028 3741 5285

PSNI Central Referral Unit:
028 9025 9299
Or
101 extension 30299

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern...

Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.

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

Child Protection referral is required
Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Child Protection referral is not required
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

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

Lead individual will usually be the Principal

Student Support Service Summary

Reminder:

Killicomaine JHS has 2 School Counsellors, Sheena on Tuesday, Helen on a Wednesday.
The main ways for students to access the service are:

- Self-referral
- Referral by a member of school staff
- Referral by parent/carers

Students who self-refer are encouraged to let their parents/carers know, but if they are not yet ready to do this, we will respect their confidentiality.

Last year both counsellors regularly had a full client list. In this instance a waiting list operates, Mrs Murphy is responsible for this.



Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee name: _____ Role at KJHS _____

Student Name	Relationship

Continue overleaf if required.

If there are large numbers for example a youth club, then state clearly the name of e.g. club/team/ with KJHS pupils and fill in below

Name of club/team/organisation	Number of KJHS pupils you have contact with through the organisation opposite.

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school, I am aware that the following must be adhered to:

I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.

I emphasise to parents that this is done completely independently of the school.

No monies come through the school at any point, informally (eg via the child) or formally.

No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Print name _____ Signed _____ Date _____

Once completed, signed and dated, please return this form to the school office, for attention of Principal

