Child Protection/Safeguarding Policy for Abbey Community College.

Other relevant policies:

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- E-Safety
- Parental Complaints Procedure
- Attendance
- Pastoral Care
- First Aid and Administration of Medicines
- Health and Safety Policy

Summary:

The purpose of this policy is to outline the principles of child protection/safeguarding. 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).

ADDITIONAL NOTES

Policy Number:

History:

Drafted: May 2018

By: Designated Person for Child Protection

Emailed to Board of Governors:

Discussed at Board of Governors: 11th June 2018

Circulated to staff: 25th May 2018

To be reviewed:

Annually

1. CHILD PROTECTION/SAFEGUARDING ETHOS

We in Abbey Community College have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

2. PRINCIPLES

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

The following principles form the basis of our Child protection/Safeguarding Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- 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.

3. OTHER RELEVANT POLICIES

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

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- E-Safety
- Parental Complaints Procedure
- Attendance
- Pastoral Care

- First Aid and Administration of Medicines
- Health and Safety Policy

These policies are available to parents and any parent wishing a copy should contact the School Principal or visit the school website at www.abbeycommunitycollege.co.uk

4. SCHOOL SAFEGUARDING TEAM

The following are members of the schools safeguarding team

- Designated Governors for Child protection/Safeguarding – Dr Hazel Edwards, Mrs A Douglas, Susan O'Connor
- Principal – Mrs M Quinn
- Designated Teacher - Mrs F Cromie
- Deputy Designated Teachers – Mr S Smith, Mr J Black

5. ROLES AND RESPONSIBILITIES

5.1 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/Safeguarding Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate Child protection/Safeguarding and recruitment & selection training provided by the EA Child protection/Safeguarding Support Service for Schools, the EA Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child protection/Safeguarding is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to Child protection/Safeguarding activity

5.2 The Designated Governor For Child protection/Safeguarding

The Designated Governor will provide the Child protection/Safeguarding lead in order to advise the Governors on:

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

5.3 The Board of Governors

Board of Governors must ensure:

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

5.4 The Principal

The Principal must ensure that:-

- DENI Circulars are implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive Child protection/Safeguarding training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and the Board of Governors) is kept informed
- That Child protection/Safeguarding activities feature on the agenda of the Board of Governors meetings (termly updates & annual report)
- That the school Child protection/Safeguarding policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount, information should only be passed to the entire Board of Governors on a need to know basis.

5.5 The Designated Teacher (And Deputy)

The designated teacher and deputy 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/Safeguarding Policy
- Act as a point of contact for staff (and parents)
- Assist in the drafting and issuing of the summary of our Child protection/Safeguarding arrangements for parents
- Make referrals to Social Services (Gateway team) or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority designated officers for Child protection/Safeguarding
- Maintain records of all Child protection/Safeguarding concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding Child protection/Safeguarding

5.6 Staff - The Class Teacher / Classroom Assistants / Ancillary Staff / Caretakers

Staff see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

The teacher must:

- refer concerns to the Designated/deputy teacher for Child protection/Safeguarding;
- listen to what is being said and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (appendix 5)
- Keep the Designated Teacher informed through the written "Record of Concern" proforma (appendix 5) 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
- Avail of whole school training and relevant other training regarding safeguarding children

NOT give children a guarantee of total confidentiality regarding their disclosures
NOT investigate

5.7 The Parents

Parents should play their part in Child protection/Safeguarding 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;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, E-Safety and Child protection/Safeguarding Policies;
- reporting to the office when they visit the school;
- raising concerns they have in relation to their child with the school.

6. WHAT IS CHILD ABUSE?

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

We use the following definitions:

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.

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 opportunities 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.

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.

Child Sexual Exploitation

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males.

While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home**.

Statutory Responsibilities

While CSE is not a specific criminal offence, it does encompass a range of sexual offences and other forms of serious criminal misconduct.

The Sexual Offences (NI) Order 2008 provides for a number of offences that between them could enable prosecution of all cases of CSE.

The Children (NI) Order 1995 and the Child Abduction (NI) Order 1985 can also be used in cases where children are going missing as part of the exploitation.

Domestic and Sexual Violence and Abuse

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

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).'*

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

Schools will receive relevant information to help safeguard students at risk from domestic abuse through MARAC. MARAC stands for Multi-Agency Risk Assessment Conference. It is a short focused meeting and the aim is to increase the safety and well-being of the adults and children who have been exposed to domestic abuse

Signs and symptoms of abuse – see Appendix 1

7. PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

7.1 How a parent can make a complaint

At Abbey Community College we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for Child protection/Safeguarding. If they are still concerned they may talk to the Chair of the Board of Governors or the Designated Governor. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the **flowchart in Appendix 2.**

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

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for the Social Services – but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes. These notes or records should be factual, objective in nature and include what was seen, said, heard or reported, the place and time of who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.

The designated teacher may need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. The designated teacher may also consult with the Education Authority's designated officer for Child protection/Safeguarding or Social Services

before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

The consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought prior to making a referral to Social Services. 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.

Where consent of the parent/carers and/or the young person is sought to make a referral to Social Services we will explain at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement to making the referral. In circumstances where the consent of the parent/carer and/or the young person is withheld we will consider and where possible respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will contact the Single Point of Entry. She will also notify the Education Authority's designated officer for Child protection/Safeguarding. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the single point of entry team with a copy sent to the EA designated officer for Child protection/Safeguarding.

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

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

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

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

Do's	Don'ts
Do listen to what the child says. Do assure the child they are not at fault. Do explain to the child that you cannot keep it a secret. Do **document exactly** what the child says, using his/her exact words. Do remember not to promise the child confidentiality.	Don't ask leading questions. Don't put words into the child's mouth. Don't ignore the child's behaviour. Don't remove any clothing.

7.3 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/Designated teacher (or the deputy designated teacher if she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated teacher)

If a complaint is made against the Principal/Designated teacher the Chairperson of The Board of Governors will be informed and he/she will ensure that necessary action is taken.

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

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the agreed disciplinary procedures for teacher's, a detailed record of the complaint, signed by the Principal, shall be retained on the child's file and the file of the member of staff concerned. An entry will also be made in the school's Record of Child Abuse Complaints.

If, on foot of a subsequent investigation by one of the investigating agencies, the member of staff concerned is totally exonerated, the record on the file of the member of staff concerned shall be expunged, and the entry in the school's Record of Child Abuse Complaints deleted or struck through.

However, where disciplinary investigation or action is undertaken in the context of Child protection/Safeguarding, all details relating to the complaint and disciplinary sanction shall be maintained on the teachers file for a period of 5 years. The record on the child's file should be noted accordingly, and should be maintained indefinitely in case there should be subsequent complaints. In all other cases, the record on both the child's file and the staff member's file should be maintained indefinitely

The school's record of Child Abuse complaints will be made available to the Board of Governors/Management Committee at least annually.

This procedure with names is shown in **Appendix 4**.

7.4 Where a complaint has been made about possible abuse by a volunteer

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as complaints against a person who is on the school's staff, and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer should be terminated immediately.

8. ATTENDANCE AT CHILD PROTECTION/SAFEGUARDING CASE CONFERENCES AND CORE GROUP MEETINGS

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an Initial and/or Review Child protection/Safeguarding Case Conference or Core Group meeting convened by the Trust and where possible a school representative will be in attendance. A written report will be provided for these meetings and will be compiled after discussion 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/Safeguarding Register will be monitored in line with what has been agreed in each child's protection plan;

9. CONFIDENTIALITY AND INFORMATION SHARING

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies and where physical or sexual abuse is suspected, a legal duty to report this. However, only those who need to know will be told.

10. RECORD KEEPING

All Child protection/Safeguarding 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.

If a complaint about possible child abuse is received by the school and is not referred to Social Services – or if it is referred and Social Services do not place the child's name on the Child protection/Safeguarding Register – a record on the child's file will be permanently preserved and a confidential copy will be sent to any school to which the child subsequently transfers.

If the Social Services inform the school that a child's name has been placed on the Child protection/Safeguarding Register, a record of this fact and associated documentation from the Social Services will be maintained on the child's file while he or she continues to attend our school.

When the child's name is removed from the Child protection/Safeguarding Register then all Social Services records will be destroyed and only the school records retained for permanent preservation. Should a child transfer to another school whilst their name is on the Child protection/Safeguarding Register then we will inform the receiving school that his/her name is on the Register and the name of the child's Social Worker will be forwarded as well. All Social Services records held by us in relation to the child will then be destroyed. The schools own Child protection/Safeguarding records in relation to the child will be held in secure and confidential storage for permanent preservation.

Appendix 5(a) and 5(b) – Examples of Record-keeping Proformas

11 VETTING PROCEDURES

All staff including volunteers who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance. DE Circular 2013/01 and DE Circular 2012/10

11.1 Access NI Clearance

The following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI **before** taking up post:

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

11.2 Volunteers

Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to obtain an EDC, however, it must be ensured that they are supervised at ALL times.

ALL volunteers, eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

11.3 Visitors to Schools

Visitors to school, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be:

- Met/directed by school staff/representatives.
- Signed in and out of the school by school staff.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.

Access to pupils restricted to the purpose of their visit. If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons

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

The Staff Code of Conduct is included as Appendix 6.

13. STAFF TRAINING

Abbey Community College is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their role and responsibilities. All staff will receive basic Child protection/Safeguarding 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/Safeguarding will also attend relevant Child protection/Safeguarding training courses.

When new staff or volunteers start at the school they are briefed on the school Child protection/Safeguarding Policy and code of conduct and given a copy of the policy which includes what to do if you are worried that a child is being abused.

14. THE PREVENTATIVE CURRICULUM

Throughout the school year Child protection/Safeguarding issues are addressed through class assemblies and there is **a permanent Child protection/Safeguarding notice board in the main corridor and relevant information in each resource area**, which provides advice and displays child helpline numbers (Appendix 7). A flow diagram of how a parent may make a complaint is also on display.

Abbey Community College is committed to the pupils' emotional wellbeing providing guidance through the preventative curriculum on issues such as health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

The use of "keeping safe messages" are widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

With the preventative curriculum pupils have the opportunity to:

Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries and gender issues in relationships.

Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss.

Develop strategies to promote personal safety, for example, responding appropriately to different forms of bullying, abuse, physical violence, developing safe practice in relation to the internet, getting home, understanding and managing risk, the place of rules and boundaries.

Outside agencies are often used to deal with controversial issues in a sensitive manner.

15. MONITORING AND EVALUATION

Abbey Community College will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

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

Date Policy Reviewed:

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

Appendix 1

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

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.

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.

Sexual Abuse

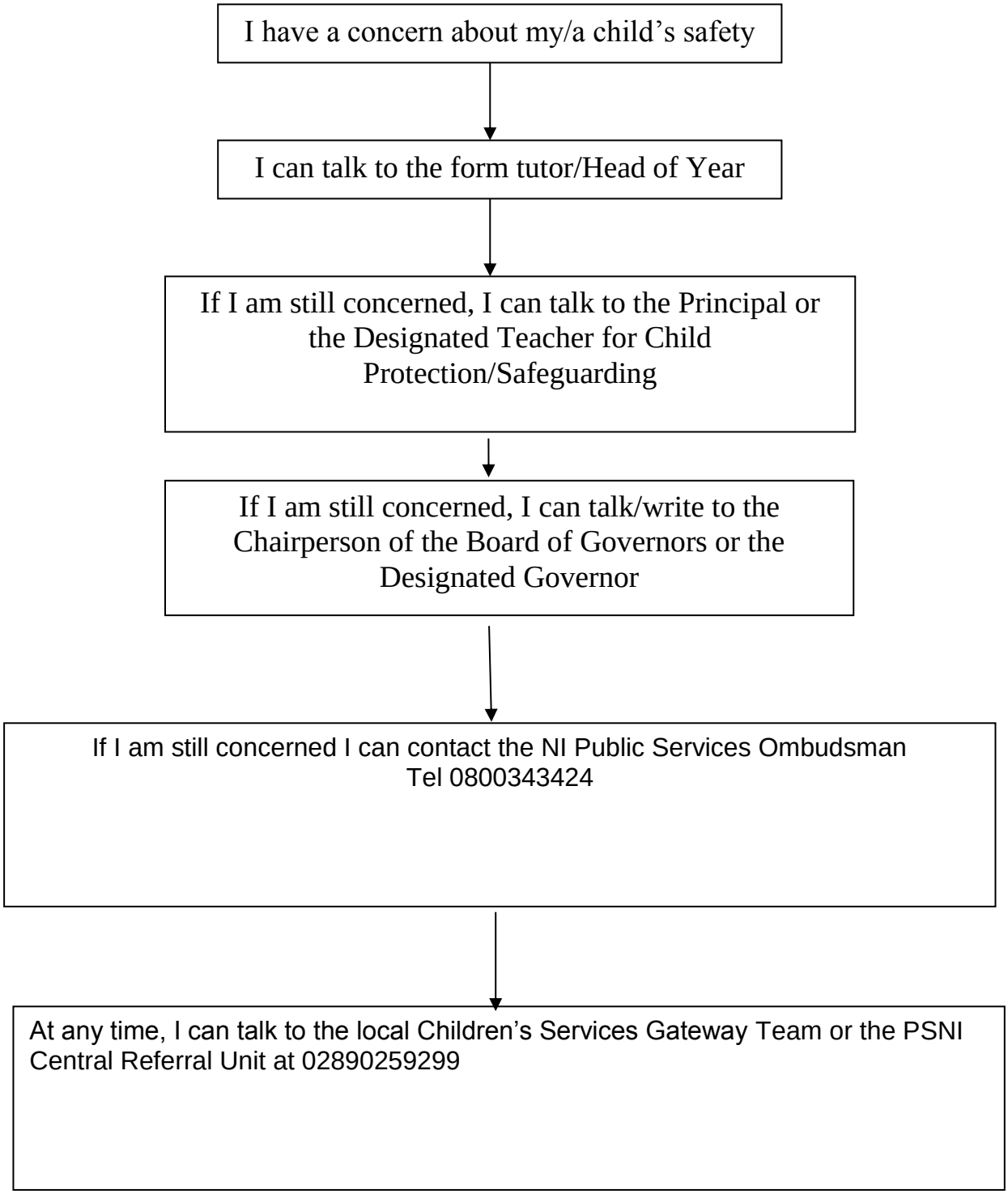
Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify 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.

Child Sexual Exploitation (CSE)

Physical Indicators	**Behavioural Indicators**
Bruising Bite marks Change in personal hygiene Self-harm	Acquisition of money, clothes, mobile phones etc without plausible explanation. Truanting/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. Collected from school by unknown adults or taxis. New peer groups. Significantly older boyfriend or girlfriend. Increasing secretiveness around behaviours. Low self-esteem.

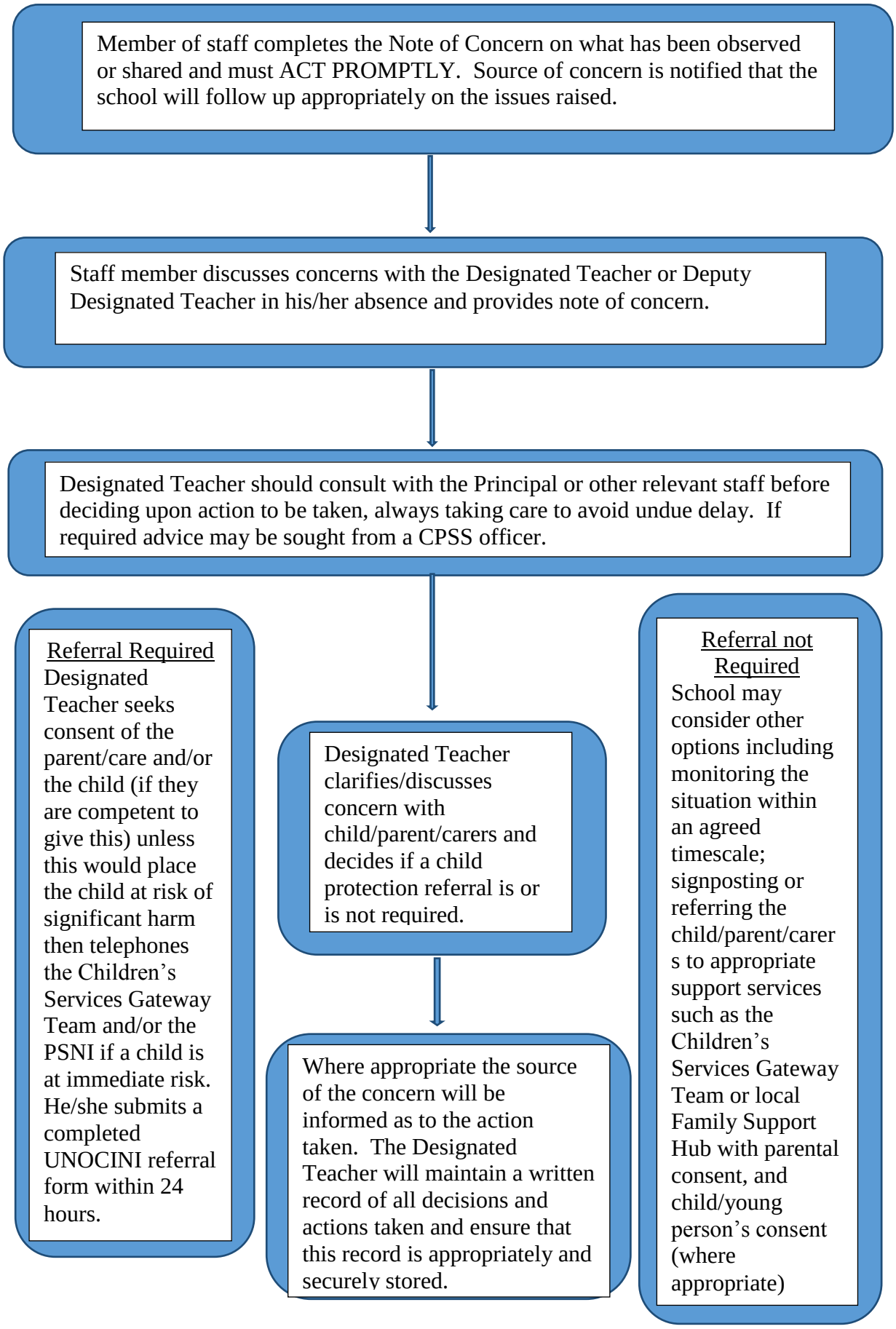
Appendix 2

How a parent can make a complaint



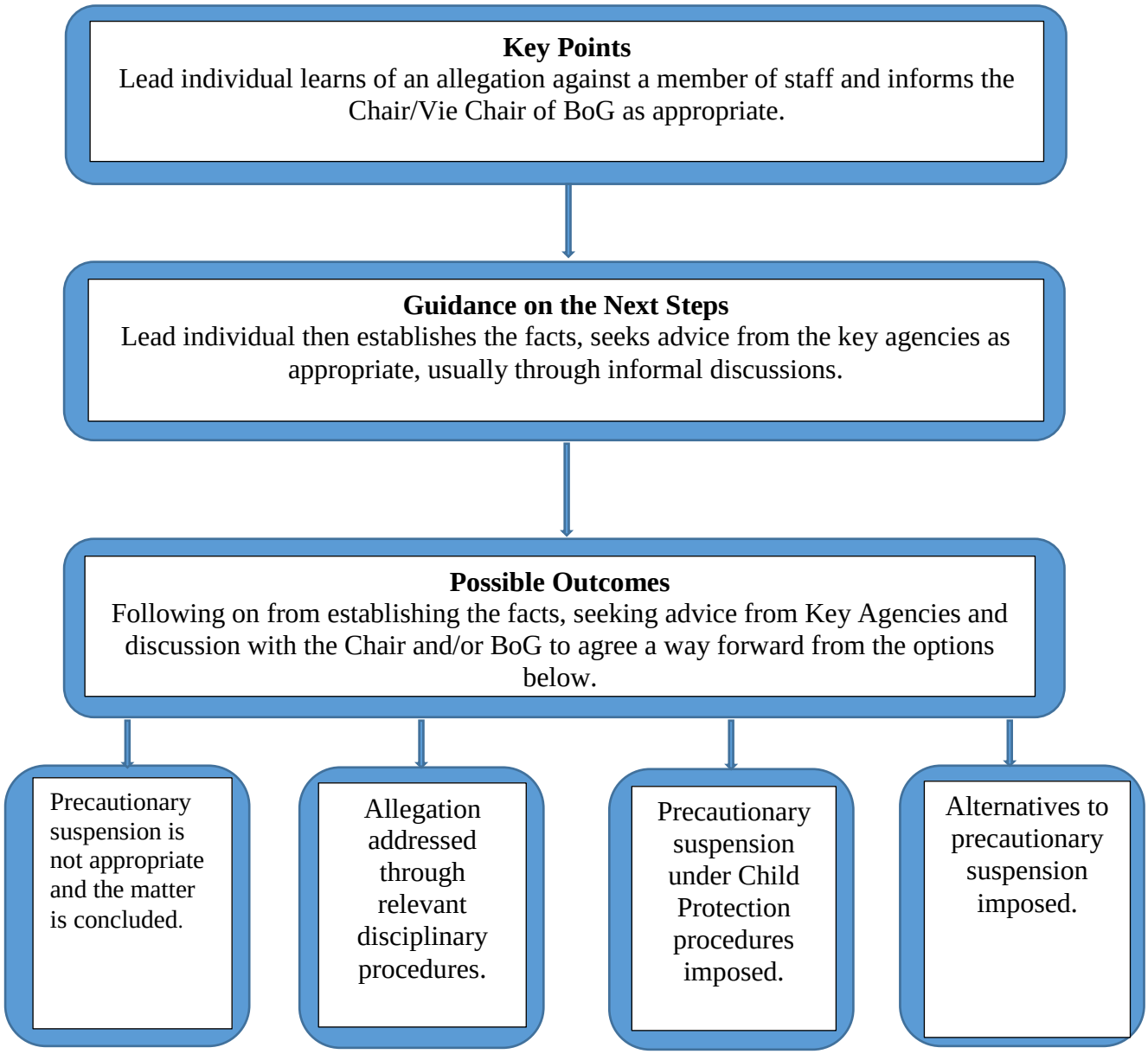
Appendix 3

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



Appendix 4

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



Appendix 5

Confidential Note of Concern

CHILD PROTECTION RECORD TO DESIGNATED TEACHER

Child's Name_____ DOB_____ Class____

Date/time of incident/disclosure–

Nature and Description of Concern:

Staff member completing the report _____

Signature of Staff member_____ Date _____

Designated Teacher

Signature_____ Date_____

Action Taken

Appendix 6

Code of Conduct for Staff and Volunteers in Schools

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers in the school.

This Code of Conduct does not form part of any employees' contract of employment.

1. Setting an Example

1.1 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.

1.2 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

1.3 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.4 All staff and volunteers must, therefore, demonstrate high standards of conduct within school in order to encourage our pupils/students to do the same.

1.5 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

2. Safeguarding Pupils/Students

2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.

2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).

2.3 The school's DT is Fiona Cromie and the DDT is Simon Smyth.

2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies eg e-Safety and Acceptable Use Policy.

2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.

2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

3.1 All staff and volunteers must declare any contact that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document and should be passed onto the Principal.

3.2 Relationships with students must be professional at all times. Sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.

4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

5. Honesty and Integrity

5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of “one off” token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. An exception to this may be essential items that a student requires being supplied by a member of staff but this should not be done without consultation with the designated teacher.

6. Conduct Outside of Work

6.1 All staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.

6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.

6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual’s work performance in the school.

7. E-Safety and Internet Use

7.1 Staff should exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the school’s E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

7.2 Staff and volunteers should not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by ‘liking’ certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8. Confidentiality

8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to the Principal, Deputy Principal or Designated Teacher as appropriate.

9. Dress and Appearance

9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

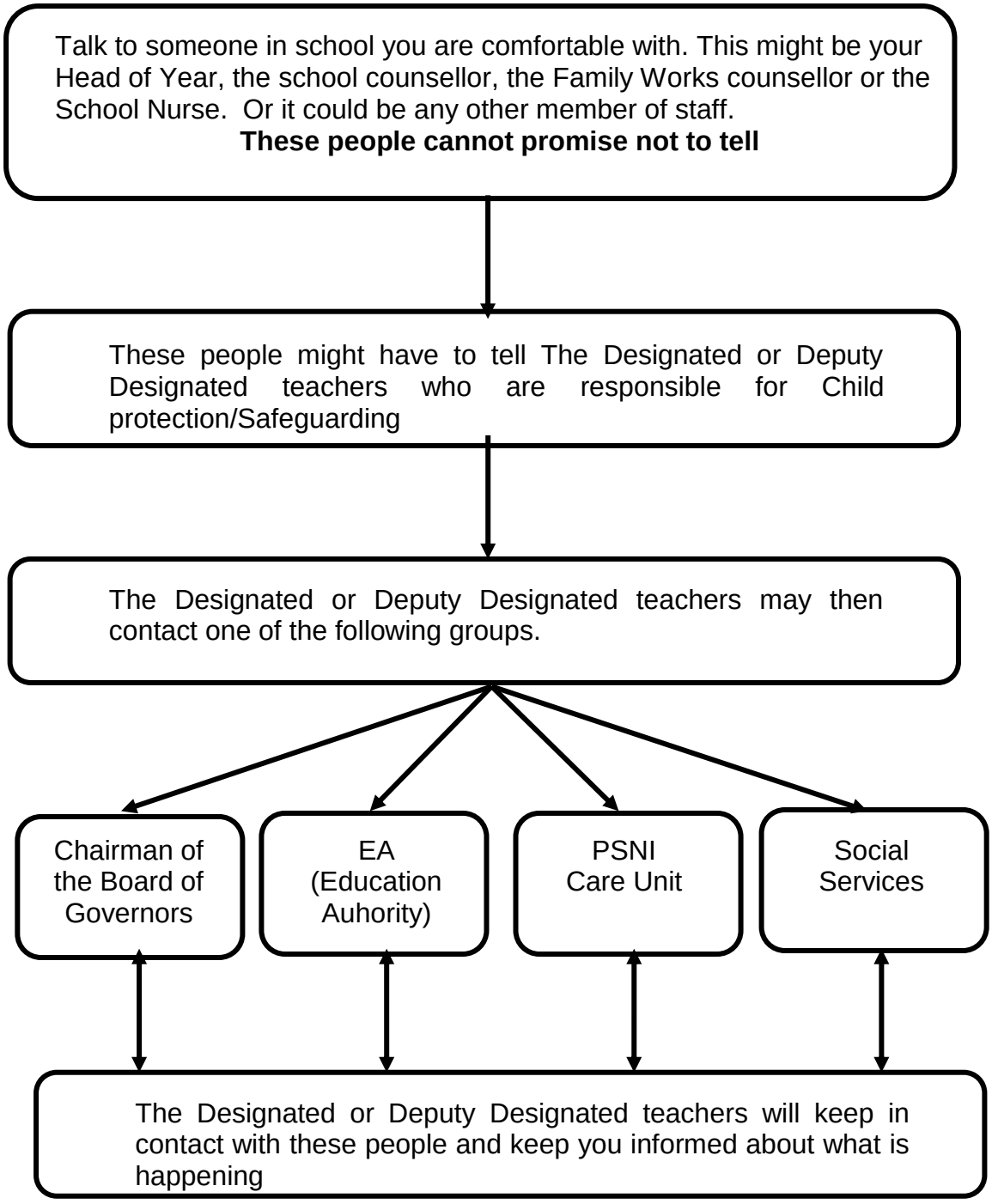
9.2 Staff and volunteers should dress in a manner that is not offensive or revealing.

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans and images

Appendix 7

A Pupil's Guide to Child protection/Safeguarding Procedures

This is what to do if you are worried or want to talk to someone about child abuse



You may prefer instead to contact childline 0800 11 11

Section 1: Child or Young Person's Details		
Surname: **Forename:**	**ID No.**	
Known As:	**HCN:**	
Address: **Postcode:** **Telephone No:**	**Previous Address:** **Previous Postcode:**	
Mobile No:	**Locality:**	
Date of Birth:	**Gender**	
GP Name: **GP Address:** **GP Postcode:**	**GP Tel No:** **GP Email Address:**	
School Name: **School Address:**	**School Tel No:** **School Postcode:**	
Does the Child have a Disability? Yes ☐ No ☐	**If Yes, What Disability:** (& source of diagnosis)	**Other Special Needs:**
Nationality:	**Ethnic Origin:**	
Religion:	**Country of Origin:**	
Language Spoken:	**Communication Support:** Yes ☐ No ☐	
Interpreter ☐ **Signer** ☐	**Document Translator** ☐	

Appendix 8

Section 2a: Referrer's Details	
Name of Referrer:	**Designation:**
Address:	**Date of Referral:** Click here to enter a date.
Postcode:	**Contact Details:**
Section 2b: Reason for Referral	
Section 2c: Immediate Actions	
Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)?	Yes ☐ No ☐

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	**Member 2**	**Member 3**	**Member 4**
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	**Other 2**	**Other 3**	**Other 4**
Last Name:				
Alternative Last Name:				
First Name:				
Address: **Postcode:**				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details

Section 4a: Summary of Referrer's Previous Involvement

Section 4b: Referral Consent

Child(ren) / Young Person(s)	
Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?	Yes ☐ No ☐
Does the Child(ren) / Young Person(s) consent to the Referral?	Yes ☐ No ☐
If NO, please explain	

Parent/ Carer	
Is the Parents/ Carers aware that Referral has been made?	Yes ☐ No ☐
Do they consent to the Referral?	Yes ☐ No ☐
If NO, please explain	

Section 5: Additional Information: Agencies Currently Working with Child or Young Person
Agency and Contact Details
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**

Appendix 9

Section 1: Expectant Mothers Details			
Surname: **Forename:**		**EDC (if known):**	**ID No.**
Known As:		**HCN:** **Referral Code 96**	
Address: **Postcode:** **Telephone No:** **Mobile No:**		**Previous Address:** **Previous Postcode:** **Locality:**	
Date of Birth:		**Gender**	
GP Name: **GP Address:** **GP Postcode:**		**GP Tel No:** **GP Email Address:**	
Does the Expectant mother have a Disability?	**If Yes, What Disability:** (& source of diagnosis)		**Other Special Needs:**
Nationality:		**Ethnic Origin:**	
Religion:		**Country of Origin:**	
Language Spoken:		**Communication Support:**	
Interpreter ☐	**Signer** ☐	**Document Translator** ☐	

Section 2a: Referrer's Details	
Name of Referrer:	**Designation:**
Address:	**Date of Referral:**
Postcode:	**Contact Details:**

Section 2b: Reason for Referral

Section 2c: Immediate Actions
Are Immediate /Actions necessary?

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	**Member 2**	**Member 3**	**Member 4**
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Expectant mother:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the expectant mothers household)				
	Other 1	**Other 2**	**Other 3**	**Other 4**
Last Name:				
Alternative Last Name:				
First Name:				
Address: **Postcode:**				
Mobile No:				
Date of Birth:				
Relationship to Expectant Mother:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details

Section 4a: Summary of Referrer's Previous Involvement

Section 4b: Referral Consent

Is the expectant mother aware the referral is being made?	Yes ☐ No ☐
Does the expectant mother consent to the referral?	Yes ☐ No ☐

If NO, please explain

Section 5: Additional Information: Agencies Currently Working with the Expectant Mother
Agency and Contact Details
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**
Name: **Role:** **Tel No:** **Email:**