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PRIORY
INTEGRATED COLLEGE
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Policy Name:	SAFEGUARDING/CHILD PROTECTION POLICY
Review date:	May 2022
Date to be reviewed:	May 2023
Agreed by the BOG on:	December 2021
Policies which are linked to this policy:	<ul style="list-style-type: none">• Anti-Bullying Policy• Anti-Racist Policy• Attendance Policy• Discipline and Positive Behaviour Policy• Drugs /Substance Misuse Policy• Educational Visits• E-Safety Policy• First Aid and Administration of Medications• Health and Safety Policy• Internet Access and Use• Pastoral Care Policy• Relationships and Sexuality Education• School owned iPad acceptable Use Policy• Special Educational Needs Learning Support and Inclusion Policy• Staff Code of Conduct• Use of Reasonable Force/Safe Handling Policy• Visiting Speakers Policy

Integrated Education

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Our integrated ethos permeates everything we do and our warm community atmosphere reflects a culture of acceptance and belonging. This is coupled with the high expectations we have of all our pupils and together, creates an environment where pupils excel.

Integration is prioritised by school leadership and features as part of the school development plan. This is led by the Integration Coordinator and supported strategically and practically by the Principal and extended leadership team.

The four core principles of integrated education are equality, faith and values, parental involvement and social responsibility. Such core values are both taught and displayed. We seek to promote parity of esteem between all pupils and we celebrate difference in all its manifestations. Together – the word on our college crest – reflects our belief that we are stronger being an active part of the Priory family and together we achieve.

In accordance with Article 29, we actively plan for our pupils to develop their talents, skills and abilities so that they can achieve academically, grow holistically into kind and caring young people, and be able to succeed as global citizens in the world of work.

SAFEGUARDING/CHILD PROTECTION POLICY

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Priory wears its Integrated ethos and practice with pride, Integration is prioritised by school leadership and is led by the Principal, BOGs and a drive team, under the leadership of the newly appointed Integration Co-ordinator. The four core principles of integrated education - **equality, faith and values, parental involvement** and **social responsibility** are central in all we do. Integration and Inclusion remains high on the agenda of the college and we will endeavour to make sure that every child is welcomed and taught in a safe and nurturing Priory College.

College Mission Statement

Priory Integrated College welcomes children from all traditions, cultures and abilities. Together, we aim to empower every child to reach their full potential, in a nurturing, caring environment which upholds respect and excellence for all.

1. Introduction

In keeping with the aims of Priory Integrated College the college has a pastoral responsibility towards its students and will take steps to ensure their welfare and safety are protected and promoted.

2. Principles Concerning the Protection of Children

1. The general principles, which underpin our work, are those set out in the UN Convention on the rights of the Child.
Article 3: Best interest of the child
Article 4: Protection of rights
Article 12: Voice of the child

Article 19: Protection from all forms of violence

Article 20: Children deprived of family environment

Article 34 and 36: Exploitation

Article 39: Rehabilitation of child victims

3. Principles for the Safeguarding of Children

1. The child's welfare must always be paramount.
2. A balance must be struck between protecting children and respecting the rights and needs of parents/carers and families. Where there is a conflict the child's interest must remain paramount.
3. Children have a right to be heard and listened to and to be taken seriously.
4. The process of protecting the child from harm should be carried out with the parent/carer involvement wherever possible.
5. Information exchanged between the child, the parents/carers and all professional disciplines is of utmost importance.
6. Actions taken to protect a child should not in themselves be abusive or distressing.
7. At all times, the emphasis must be on a multi-disciplinary and a multi-agency approach.
8. Decisions should take into account the wishes of the child and the parents/carers.
9. Where it is necessary to protect the child from further harm, alternatives which do not involve relocating the child and which minimise disruption of a family should be explored.

4.

1. The Children (Northern Ireland) Order 1995
2. The Human Rights Act (1998)
3. The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
4. The Children's Service Cooperation Act (Northern Ireland) 2015
5. The Education and Libraries (Northern Ireland) Order 2003
www.legislation.gov.uk/nisi/2003/424/contents
6. The addressing Bullying in School Act (Northern Ireland) 2016
www.legislation.gov.uk/niu/2016/25/pdfs/niu
7. The Public Interest Disclosure (Northern Ireland) Order 1998
8. Criminal Law Act (Northern Ireland) 1967 – Section 5
9. Family Homes and Domestic Violence (Northern Ireland) Order 1998
10. Safeguarding Board Act (Northern Ireland) 2011
safeguardingni.org
11. The Public Services Ombudsman Act (Northern Ireland) 2010
www.legislation.gov.uk/niu/2016/4/schedule/1/paragraph/5
12. The Education (Northern Ireland) Order 1998 Article 4
www.legislation.gov.uk/nisi/1998/1759/article4
13. Regional Policy Framework on the use of Reasonable Force and Safeguarding May 2004
www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-force-safeguarding

10. Other Relevant Policies

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

- Anti-Bullying Policy
- Anti-Racist Policy

- Attendance Policy
- Discipline and Positive Behaviour Policy
- Drugs /Substance Misuse Policy
- Educational Visits
- E-Safety Policy
- First Aid and Administration of Medications
- Health and Safety Policy
- Internet Access and Use
- Pastoral Care Policy
- Relationships and Sexuality Education
- School owned iPad acceptable Use Policy
- Special Educational Needs Learning Support and Inclusion Policy
- Staff Code of Conduct
- Use of Reasonable Force/Safe Handling Policy
- Visiting Speakers Policy

These policies are available to parents/carers and any parent/carer requiring a copy should contact the College Principal or visit the college website at www.priorycollege.co.uk

11. College Safeguarding Team

The following are members of the College's Safeguarding Team:

- Designated Teacher: Ms H Ferguson
- Deputy Designated Teacher: Mrs S Stronge and Mr R Jackson
- Principal: Mrs N Wilson
- Designated Governor for Child Protection: Ms Claire Burnside
- Chair of the Board of Governors: Mr S Clarke

12. Roles and Responsibilities

i. The Designated Teacher for Child Protection

The role involves:

- The induction and training of all school staff including support staff
- Being available to discuss safeguarding or child protection concerns of any member of staff
- Responsibility for record keeping of all child protection concerns
- Maintaining a current awareness of early intervention support and other local services by Family Support Hubs
- Making referrals to Social Services or PSNI where appropriate
- Liaison with the Education Authority 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
- Completing written reports to the Board of Governors regarding Child protection

ii. Deputy Designated Teacher for Child Protection

The role involves:

- To work cooperatively with the Designated Teacher in fulfilling his/her responsibilities
- Works in partnership with the Designated Teacher
- Training by CPSS

iii. **The Principal**

The role involves:

- Assisting the Board of Governors to fulfil its safeguarding and child protection duties
- Keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection
- Ensuring any circulars and guidance from Department of Education are shared promptly
- Termly child protection activities on the Board of Governor meeting agenda
- Leads the managing of child protection concerns relating to staff

iv. **The Designated Governor for Child Protection**

The Designated Governor should avail of Child Protection Awareness training delivered by CPSSS and will take the lead in Child Protection issues in order to advise the governors on:

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

v. **The Chair of the Board of Governors**

The Chair of the Board of Governors should:

- Ensure that he/she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the college environment
- Ensure that the college has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment and selection training provided by the Child Protection Support Service for Schools, and the Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the College Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity
- Ensure child protection records are kept and for signing and dating the record of child abuse complaints annually even if there have been no entries

Other Members of College Staff

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

They should remember the 5 R's: **Receive, Reassure, Respond, Record, and Refer.** (Appendix 6).

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher for Child Protection
- Listen to what is being said without displaying shock or disbelief and support the child

- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child (Appendix 1 note of concern)
- Avail of whole college training and relevant other training regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

In addition, the Form Tutor should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents/carers and concerns relating to their child, concerns about student abuse or serious bullying, concerns about home conditions including disclosures of domestic violence
- We will take seriously any concerns which are raised about a pupil in our college who has self-harmed and/or has expressed suicidal thoughts
- The Designated/Deputy Designated teacher will immediately follow the college's child protection procedures

vi. Parents/Carers

Parents/Carers should play their part in Child Safeguarding by:

- Telephoning the college on the morning of their child's absence, or sending in a note on the child's return to college, so as the college is reassured as to the child's situation
- Informing the college whenever anyone, other than themselves, intends to pick up the child after college
- Letting the college know in advance if their child is going home to an address other than their own home
- Familiarising themselves with the College's Pastoral Care, Anti-Bullying, Discipline and Positive Behaviour, Drugs/Substance Misuse and Child Protection Policies
- Reporting to the office when they visit the college
- Raising concerns, they have in relation to their child with the college
- Keeping the college informed of any changes in the child's circumstances including the issuing of relevant court orders.

vii. The Board of Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Board of Governors to:

- Safeguard and promote the welfare of pupils
- Have a written child protection policy
- Specifically addresses the prevention of bullying in school behaviour management policies
- Should receive an element of safeguarding training as part of their induction with the chair and designated governor for child protection undertaking full CPSS training
- Should undertake refresher child protection training

The Board of Governors should ensure that:

- A Designated governor for child protection is appointed
- A designated and deputy designated teacher are appointed

- Have a full understanding of the roles of the designated teacher and deputy designated teachers for child protection
 - Safeguarding and child protection training is given to all staff and governors including refresher training
 - Safeguarding information is disseminated to all staff and governors
 - Child protection policy is reviewed annually and parents and pupils receive a copy every two years
 - School has an Anti-Bullying Policy renewed no more than four years, maintains a record of all incidents of bullying or alleged bullying
 - Safeguarding policies are reviewed at least every three years
 - There is a Code of Conduct for all adults working in the school
 - All school staff and volunteers are recruited and vetted in line with Department of Education circular 2012/19
 - Receive a full annual report on all child protection matters to include, details of the preventative curriculum, any initiatives or awareness raising for staff
- School maintains the following child protection records in line with Department of Education Circulars 2015/13 Dealing with Allegations of abuse against a member of staff and 2016/20 Child Protection: Record keeping in schools

13. What is Child Abuse?

i. A Definition of Child Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely by a stranger.

There are different types of abuse and a child may suffer more than one of them.

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other person with a duty of care towards a child.

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

ii. 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.

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 the 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 vice 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 many 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.

All the definitions are from cooperating to Safeguard Children and Young People in Northern Ireland (2017).

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

iii. Sexual Exploitation of Children and Young People

Child sexual exploitation 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. Child sexual exploitation doesn’t 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.

iv. Signs and Symptoms of Abuse – Possible Indicators

Physical Abuse

Physical 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 eg every

Behavioural Indicators

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 hid part of body: violent themes in

Emotional Abuse

Physical Indicators

Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities ie icy cold and swollen hands and feet;
Recurrent diarrhoea, wetting and soiling; sudden speech disorders;
Signs of self-mutilation;
Signs of solvent abuse (eg mouth sores, smell of glue, drowsiness);
Extremes of physical, mental and emotional development (eg anorexia, vomiting, stooping)

Behavioural Indicators

apathy and dejection;
inappropriate emotional responses to painful situations;
rocking/head banging;
inability to play;
indifference to separation from family indiscriminate attachment;
reluctance for parental liaison;
fear of new situation;
chronic runaway;
attention seeking/needing behaviour;
poor peer relationships

Neglect

Physical Indicators

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

Behavioural Indicators

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

v. Signs and Symptoms of Abuse – Possible Indicators
Sexual Abuse

Physical Indicators

bruises, scratches, bite marks or
other injuries to breasts, buttocks,
lower abdomen or thighs;
bruises or bleeding in genital or anal
areas;
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

Behavioural Indicators

What the child tells you withdrawn;
chronic depression; excessive sexual
precociousness; seductiveness;
Children having knowledge beyond
their usual frame of reference eg
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 eg
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

vi. Domestic Violence and Abuse

Domestic violence and abuse is:

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

DHSSPS/DOJ “Stopping domestic and sexual violence and abuse in NI, March 2016

Symptoms which pupils 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 behavior
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and/or drugs use
- Bullying

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

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see The Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022.

A child may suffer or be at risk of suffering from one of more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

vii. Grooming

The Sexual Offences (Northern Ireland) Order 2008 legislation

Grooming of a child or young person is always abusive and / or exploitative. Often involving the perpetrator(s) gaining trust of the child or young person, or in some cases, a family, friends or community.

The perpetrator may also make an emotional connection with the victim in order to facilitate abuse before the abuse begins for example, 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.

Note: 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.

The Education Authority CPSS can offer advice on all child protection issues.

viii. Child Sexual Exploitation Legislation

The Sexual Offences (Northern Ireland) Order 2008

The Children (Northern Ireland) Order 1995

The Child Abduction (Northern Ireland) Order 1985

Child Sexual Exploitation is a form of sexual abuse. It occurs where:

An individual or group takes advantage of an abundance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

Note: it does not always include physical contact; it can also occur through the use of technology.

Child Sexual Exploitation can be perpetrated by adults or by peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males

ix. Potential indicators:

- 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
- appearing distraught/dishevelled or under the influence of substances
- inappropriate sexualised behaviour for age
- physical symptoms eg bruising, bite marks
- collected from school by unknown adults or taxis
- new peer groups
- significantly older boyfriend or girlfriend

- increasing secretiveness around behaviours
- low self-esteem
- change in personal hygiene (greater attention or less)
- self-harm and other expressions of despair
- evidence or suspicion of substance abuse

Any staff suspecting that Child Sexual Exploitation is occurring should follow procedures and alert to the safeguarding team.

x. Female Genital Mutilation (FGM)

Legislation

The Female Genital Mutilation Act 2003 replaced the 1985 Act
Education and Libraries (Northern Ireland) Order 2003 – Article 17
Serious Crime Act 2015

A complex issue with both men and women from practising communities considering it to be normal to protect their cultural identity.

Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the safeguarding team and in turn the PSNI.

Contact:

Sexual Referral Unit
Telephone: 028 9025 9299

or

HSCT Gateway Team

xi. Students Who Display Harmful Sexualised Behaviour

Issues of concern, including inappropriate sexual behaviour, continual use of overtly sexualised language or producing or sharing inappropriate images, should be notified to the Designated Teacher for Child Protection. 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. However, if the behaviour is considered to be more serious, the Designated Teacher will contact the Education Authority's Child Protection Support Service for Schools (CPSSS) for support and advice on the appropriate action to take. The CPSSS will advise if additional advice from PSNI or Social Services is required.

Allegation of Peer on Peer Sexual Abuse

For the purpose of this policy a peer is defined as another student of the College.

In a situation where child sexual abuse is alleged to have been carried out by a peer, the College's Child Protection Procedures will be followed for **both** the victim and the alleged perpetrator. Depending on the nature of the allegation and circumstances, the College may implement an Action Plan to ensure the safety of both students or the alleged perpetrator may be suspended from the College while the allegation is being investigated.

The Designated Teacher will follow the Processes for Referral.

The College has a legal duty to notify Social Services as it is a child protection issue for both children.

14. The Teacher's Role – First Contact Responding to Student Disclosure (see Appendix 1)

No promise of confidentiality should ever be given where abuse is alleged. Teachers have a professional responsibility to share relevant information with other professionals. The following five 'R's provide a sensible and sensitive approach framework. While it is important and reassuring for a 'first contact' teacher to absorb concern and to respect trust, he/she may wish 'AT THE FIRST HINT OF DISCLOSURE OR SUSPICION', to refer the matter immediately to the designated teacher. However, some may feel that the disclosure or suspicion may be 'lost' in refusing at this stage to engage the student. The following framework will be most helpful.

i. Framework (Appendix 6)

Receive

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said with tact and understanding.
- Care must be taken in asking and interpreting children's responses.
- Do not ask leading questions or interrogate for full details.
- If a child reports physical marking.

UNDER NO CIRCUMSTANCES SHOULD ANY ARTICLE OF CLOTHING BE REMOVED OR EVEN PULLED ASIDE, NO SENSITIVE PART OF THE BODY SHOULD BE REVEALED, AND NO TOUCHING OF EVEN THE MOST INNOCENT AND CARING NATURE BE MADE.

Reassure

- Only as far as is honest and reliable eg do not make promises which may not be possible to honour
- Do not promise confidentiality, you have a moral, professional and legal duty to refer
- Reassure and alleviate guilt eg you're not to blame; you're not alone

Respond

- Explain that the incident will be referred to the colleges designated teacher
- Record (and retain) time, means and content of referral

Record

- Note the time, place, date and those present
- What was said at the time of disclosure
- Outwardly physical signs of physical injury should be observed and described in detail or sketched
- Notes should be retained and filed carefully

Refer

- The Designated or Deputy Designated Teacher will take appropriate action
- Make contact with outside agencies following advice from CPSS
- If required complete UNOCINI on advice from Gateway Services

Referring Suspicions of Abuse

If a teacher has any reason to suspect child abuse, either in terms of 'signs' as listed at (iv) above or through other means of deduction, he or should share such suspicions with the college's designated teacher, making and retaining notes, time, content and means of such referral.

Note: Any teacher or any other member of staff who complies with the college procedures in making a report of suspected child abuse, is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, he/she will receive the full support of the Board of Governors and will not be legally or financially liable.

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

Do:

- Listen to what the child says
- Assure the child they are not at fault
- Explain to the child that you cannot keep it a secret
- Document exactly what the child says using his/her exact words
- Remember not to promise the child confidentiality
- Stay calm
- Listen
- Accept
- Reassure
- Explain what you are going to do
- Keep the child informed as appropriate
- Record accurately

Do not:

- Ask leading questions
- Put words into the child's mouth
- Ignore the child's behavior
- Remove any clothing
- Photograph alleged injuries
- Panic
- Promise to keep secrets
- Ask leading questions
- Make the child repeat the story unnecessarily
- Delay
- Start to investigate
- Do nothing

16. Procedural Framework

- **All members of staff (teaching and nonteaching) should be aware of:**
 - Signs of possible child abuse
 - His or her part as 'first contact' agent in dealing with reported or suspected incidence of child abuse
 - College procedures for dealing with reported or suspected child abuse
- First contact procedures, may at the discretion of the teacher concerned be enacted either by him/herself or the designated teacher if child abuse has been reported or suspected
- Member of staff concerned must inform the designated teacher of the complaint or the suspicion immediately or if first contact procedures are enacted, immediately after their completion
- If designated teacher is unavailable contact must be made with the deputy designated teacher or in the event of his/her unavailability the Principal
- The designated teacher or deputy should ensure that all 'first contact' procedures had been enacted by the reporting to member of staff or if not totally done, that she or he should do so at this stage, ensuring that precise documentation is made. (Appendix 1 note of concern)
- The Principal or Vice Principal must be notified by the designated teacher
- If a decision is taken after discussion between the designated teacher and the Principal that there is reason for concern the former shall immediately contact both the local Social Services office and the Education Authority South Eastern and Belfast region Designated Officer's. Contact with the college's Education and Welfare Officer and the Chair of the Board of Governors might also be made at this point – but certainly at least within the succeeding 24 hours
- The designated teacher must maintain detailed records of every step taken in enabling procedures

- As time unfolds the Principal may be required to attend relevant meetings and case conferences with all necessary reports intact

Other Points

- It is NOT the responsibility of the college to contact parents/carers. Should contact be necessary it will be arranged only in consultation with Social Services.
- It is NOT the responsibility of college staff to undertake investigations or to make enquires of parents or carers and in some cases it could be counterproductive for them to do so. It is for Social Services departments to investigate suspected abuse and determine what action to take, including notifying the police.
- The college must NOT be involved in investigating the suspected abuse
- Allegations, especially regarding sexual misconduct made against members of staff, shall be referred immediately and in the first instance to the Education Authority CPSS Designated Officer for their considered guidance as to the correct means of procedure in what will be a highly sensitive and difficult situation.

17. Procedures for making complaints in relation to child abuse

- i. We aim to work closely with parents/carers in supporting all aspects of their child's development and well-being. Any concerns a parent/carer may have will be taken seriously and dealt with in a professional manner. If a parent/carer has a concern they can talk to the class teacher or any member of the colleges safeguarding team: the Principal, the Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent/carer may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in (Appendix 2 How a parent can make a complaint)
- ii. **Where the college has concerns or has been given information about possible abuse by someone other than a member of the college staff including volunteers.**
Where staff become aware of concerns or are 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 Designated Teacher and a note of concern should be completed. These notes of concern 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 college is obliged to make a referral. Unless there are concerns that a parent/carer may be the possible abuser, the parent/carer will be informed immediately.

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

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

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately and appropriate steps taken to address the alleged inappropriate/harmful behaviours of the volunteer.

In the event of a complaint being made by a student regarding inappropriate teaching content, inappropriate intrusive questioning or certain types of bullying behaviour, the Principal and/or the Designated Teacher will not interpret the allegation as a Child Protection issue, but instead as one warranting the execution of procedures under the college's Staff Code of Conduct.

This procedure with names and contact numbers is shown in (Appendix 3 Flow diagram)

iii. Where a complaint has been made about possible abuse by a member of the college's staff (Appendix 3a)

- 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 Chair of the Board of Governors who will ensure that necessary action is taken.
- The member of staff may be removed from duties involving direct contact with students 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. All complaints of abuse against a member of staff will be appropriately recorded in the Record of Child Abuse Complaints Against Staff book which is held by the Principal. Child protection procedures as outlined in (Appendix 4) will be followed in keeping with current Department of Education guidance. Refer to Circular 2015/13 Dealing with allegations of abuse against a member of staff.

18. Attendance at Child Protection Case Conferences and Core Group Meetings

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

19. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with college 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.

20. 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.

21. Vetting Procedures

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

Access Northern Ireland checks will be carried out in respect of:

- All newly appointed members of the college staff – teaching, ancillary, administration and clerical
- Peripatetic, supply and home tuition teachers
- Drivers and escorts
- Visiting speakers and guests meeting with students are vetted in line with the College's policy on visiting speakers
- Invigilators

Note: Parents/carers and other individuals not already vetted by their own organisations, or those action 'freelance', should not normally be in contact with children without the presence of a teacher. Where this is not the case, Access Northern Ireland checks should be sought.

22. 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 college's code of conduct is available on request.

23. Staff Training

Priory Integrated 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 roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

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

24. Good Practice and Guidelines for Self Protection

i. Private meetings with students

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognized that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. The use of 'engaged' signs or light is not advisable
- Where possible, another pupil or another adult should be present or nearby during the interview

ii. Physical contact with pupils

- As a general rule, staff are advised not to make unnecessary physical contact with their pupils
 - Physical contact which may be misconstrued by the pupil, parent/carer or other casual observer should be avoided. Such contact can include well intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual student, could be misconstrued, as well as more obvious and more intimate contact, which should never occur
 - **There may be occasions** when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent/carer would give. Staff should use their discretion in cases to ensure that what is, and what is seen by others present, to be normal and natural, does not become unnecessary and unjustified contact, particularly with the same child over a period of time
 - Some staff are likely to come into physical contact with their students from time to time in the course of their day, for example when showing a student how to use a piece of apparatus or equipment or while demonstrating a move or exercise during games or PE. Staff should be aware of the limits within which such contact should properly take place, and of the possibility of such contact being misinterpreted by the pupil
 - College staff who have to administer first-aid, should ensure wherever possible, that other children or another adult are present if they are in any doubt as to whether necessary physical contact in the circumstances might be misconstrued
 - If a pupil touches a member of staff or talks to him or her in a sexually inappropriate manner, they should record what happened and tell another adult. As it could be totally innocent, the student should not be made to feel like a 'criminal'. However, ignoring the action may place the teacher in a difficult situation. Neither is it a good idea for the student to be permitted to repeat the action, as the next adult might take advantage and claim that the child instigated it
 - Following any incident where a member of staff feels that his/her actions have been, or might be, misconstrued, a written report of the incident and if appropriate an accident report form should be submitted immediately to the Principal. This would apply especially in a case where a member of staff has been obliged to restrain a child physically or to prevent him/her from inflicting injury to others or to self.
- iii. Residential Settings**
- Staff should be particularly careful when supervising pupils in a residential setting such as a ski-trip, outdoor education camp, or extended visit away from home, where more informal relationships tend to be usual and where staff may be in proximity to students in circumstances very different from the normal college environment
 - Never, under ANY circumstances should they permit a pupil to be present in their bedroom, or 'staff only' area
 - If visiting the bedroom of pupil in order to take disciplinary action, a member of staff should ensure that another adult is in attendance, and that there is more than one student present in the room
- iv. Choice and use of teaching materials**
- Staff should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice
 - When using materials of a sensitive nature, staff should be aware of the danger that the application, either by pupil or by the staff member, might after the event, be criticised. It is advisable to inform parents/carers before using teaching materials of a sensitive nature
 - When sexual matters are being taught, it is best not to ask students to 'contribute' their experiences. Also matters regarding sexually inappropriate behaviour should be

dealt with in a highly sensitive manner. The behaviour in question may represent an imitation of the abuse which a student might be suffering on an on-going basis

v. Other situations

- In the event of injury to a child, staff should ensure that the relevant incident is recorded. If another adult is present, his or her name should be recorded as a witness
- Records of any false allegations a child makes against a member of staff should be recorded. Such might include – “You’re always picking on me”, to “You hit me”, or comments such as “Don’t touch me”. Records should include dates and times and the names of any other witnesses if possible
- Suspicions of abuse or inappropriate behaviour by a colleague should be shared with the Designated Teacher. Attempted or presumed cover-ups might in time, lead to implication by silence
- Staff should not go into the toilets along with children if at all possible
- If the situation arises where a member of staff including ancillary staff has to have a student as a passenger in their car, it is essential to ensure that they are sitting in the back and have a seat belt on. It is essential that the member has relevant car insurance to cover this eventuality
- Sexually suggestive comments about a child, even in jest, should never be made

vi. Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelates with students and where opportunities might occur for their conduct to be misconstrued. In all circumstances, the member of staff’s professional judgement should be exercised.

From time to time, however, it is wise for all staff to review their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of pupils or of their parents/carers.

25. The Preventative Curriculum

Throughout the college year child protection and safeguarding issues are addressed through year assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram on the procedure to follow if an allegation is made against a member of staff is in staff room, and on the child protection notice board and interview room 1.

26. Monitoring and Evaluation

The Safeguarding Team in Priory Integrated College will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

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

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER

Name of pupil : Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:

<p>Nature and description of concern:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Parties involved, including any witnesses to an event and what was said or done and by whom:</p> <p>.....</p> <p>.....</p>
<p>Action taken at the time:</p> <p>.....</p> <p>.....</p>
<p>Details of any advice sought, from whom and when:</p> <p>.....</p> <p>.....</p>

<p>Any further action taken:</p> <p>.....</p> <p>.....</p>
<p>Written report passed to Designated Teacher: Yes: No:</p> <p>If 'No' state reason:</p> <p>.....</p> <p>.....</p>
<p>Date and time of report to the Designated Teacher:</p> <p>.....</p>
<p>Written note from staff member placed on students's Child Protection file:</p> <p>Yes: No:</p> <p>If 'No 'state reason:</p> <p>.....</p> <p>.....</p> <p>.....</p>

HOW A PARENT CAN MAKE A COMPLAINT

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



I can talk to the class/form tutor



If I am still concerned, I can talk to the Designated Teacher for Child Protection
Ms H Ferguson
Deputy Designated Teacher for Child Protection
Mrs S Stronge
or the Principal
Mrs N Wilson

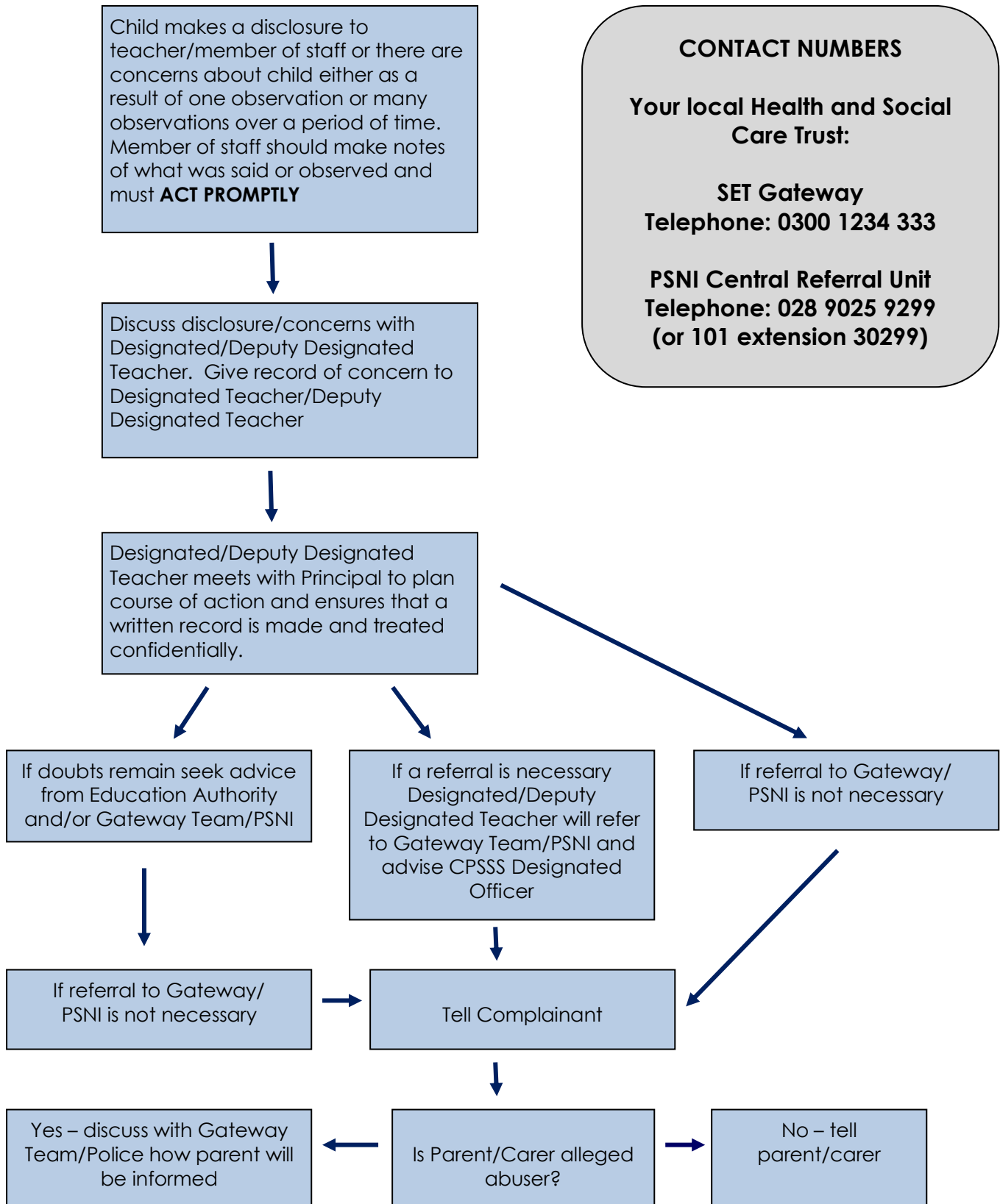


If I am still concerned, I can talk/write to the Chair of the Board of Governors
Mr S Clarke



At any time a parent/carer can talk to a Social Worker at the Gateway Team
Telephone: 0300 1000 300 (South Eastern Region)
Or can contact the PSNI Central Referral Unit
Telephone: 028 9025 9299 (or 101 extension 30299)

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



In the event of a complaint being made about possible abuse by a member of the college staff the following procedures must be followed:

Stage One

- a) The information must be passed to the designated teacher who will keep a written record of the complaint. If the designated teacher is the subject of the complaint then the information must be passed to the Principal, who will make a written statement.
- b) The designated teacher will inform the Principal of the complaint provided that they are not the subject of the complaint.
- c) The Principal must seek clarification from the person making the complaint.
- d) The Principal and or the designated teacher will consult the Chairman of the College's Board of Governors.

Stage Two – Alternative One

In the event that the Principal, designated teacher and Chairman of the Board of Governors being satisfied that it would have been impossible for the alleged event to have taken place that no further action will be taken.

In this case:

- a) The Principal must inform the member of staff of the complaint and that no further action is being taken.
- b) The Principal must inform the Designated Officer (Education Authority South Eastern and Belfast region) of the decision taken.
- c) The Principal must place a brief record of the complaint in the file of the student concerned.

Stage Two – Alternative Two

In the event that the Principal and/or designated teacher and the Chairman of the Board of Governors considers that it is possible for the alleged incident to have occurred, then formal referral procedures should be initiated:

- a) The Principal or designated teacher will inform Social Services.
- b) The Principal or designated teacher will inform the Police.
- c) The Principal or designated teacher will inform Education Authority South Eastern and Belfast region Designated Officer.

- d) In consultation with Education Authority South Eastern and Belfast region, the Chairman of the Board of Governors will decide if the member of staff concerned is to be suspended with pay as a precautionary measure.
- e) If so, the member of staff should be advised in writing of the reason for the precautionary suspension and also advised to seek professional advice before making a formal response.
- f) Irrespective of (d) and (e) the student making the complaint and the student's parents/carers must be informed in writing of the actions which are being taken.
- g) The Principal must keep detailed records of all stages of formal referral, sign and date all notes, countersigned by the designated teacher. Notes must be retained in files of both the staff member accused and the student making the complaint.
- h) If the allegation is later retracted or/and due process exonerates the member of staff, all notes and his or her file must be destroyed.

Stage Two – Alternative Three

In the event of a complaint being made by a student regarding inappropriate teaching content, inappropriate intrusive questioning or certain types of bullying behaviour, the Principal and/or the designated teacher will not interpret the allegation as a Child Protection issue, but instead as one warranting the execution of procedures under the college's Staff Disciplinary Policy.

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

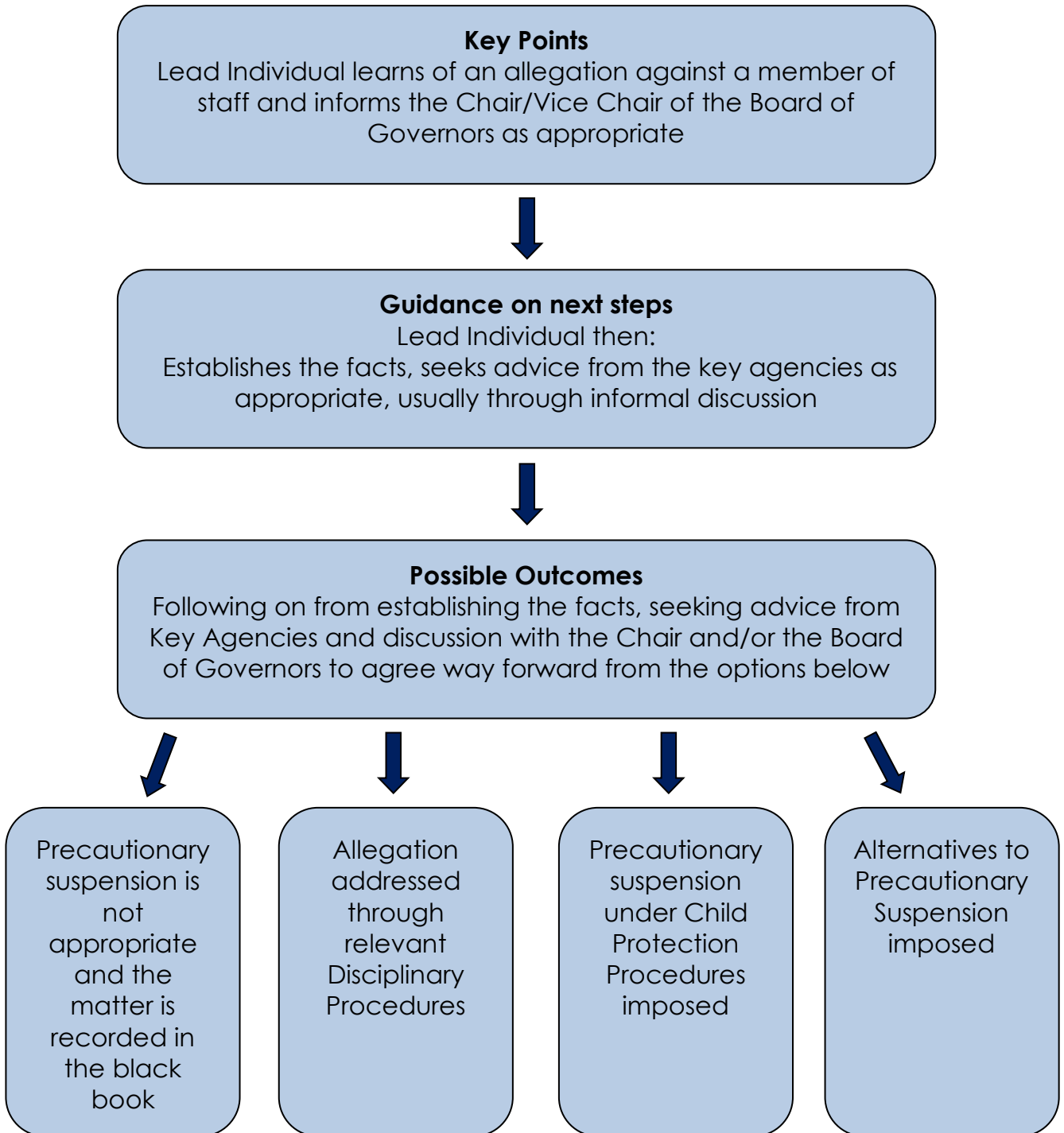
Do:

- Listen to what the child says.
- Assure the child they are not at fault.
- Explain to the child that you cannot keep it secret.
- Document exactly what the child says using his/her exact words.
- Remember not to promise the child confidentiality.

DO NOT:

- Ask leading questions.
- Put words into the child's mouth.
- Ignore the child's behaviour.
- Remove any clothing.
- Panic.
- Promise to keep secrets.
- Make the child repeat the story unnecessarily.

Dealing with Allegations of Abuse against a Member of Staff



Social Services Contacts –Gateway Teams

Belfast Health and Social Care Trust:

Gateway Team **028 9050 7000**

Care and Protection Team (18+) **028 9504 1744**

All **Child Protection** referrals should be sent in writing on UNOCINI template **within 24 hours** of the telephone referral.

All **Child in Need** referrals should be sent in writing on UNOCINI template **within 48 hours** of the concern arising.

The UNOCINI referral should be marked 'confidential' and addressed to the Senior Social Worker, Social Services Gateway Team, 110 Saintfield Road, Belfast, BT8 6HD.

North Eastern Region

Gateway Team **0300 1234333**

Southern Region

Gateway Team **0800 783 7745**

Armagh/Dungannon

Banbridge/Craigavon

Cookstown

Newry/Mourne

South Eastern Region

Gateway Team **0300 1000 300**

Address: South Eastern Health and Social Care Trust, Stewartstown Road Health Centre, 212 Stewartstown Road, Dunmurry BT17 0FB

Western ELB Region

Gateway Team **028 7031 4090**

Regional Emergency Social Work Service

028 9504 9999 (5pm – 8am Monday – Thursday, Friday 5pm – Monday 8am)

Women's Aid Gateway Team

All referrals to social services Gateway with a domestic violence element are assessed by senior social workers.

Where assessed at levels 1 or 2, either a social worker or health visitor (where pre-school child in the family) seeks consent from someone with parental responsibility for referral on to women's aid for support.

No parental consent at levels 1 and 2 means no onward referral.

Police Service of Northern Ireland

Telephone: 101 or 028 9065 0222

Public Protection Units (PPUs) consist of 4 teams

- Child Abuse Investigation Unit
- Domestic Abuse Unit
- Sex Offender Management Unit
- Missing and Vulnerable Person Unit

Each Child Abuse Investigation Unit is led by a Detective Sergeant.

To make contact: ring the Police Exchange and ask for the Child Abuse Investigation Unit in your area.

TEACHER'S ROLE NEVER PROMISE CONFIDENTIALITY!

Appendix 6

Receive

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said with tact and understanding
- Care must be taken in asking and interpreting children's responses
- Do not ask leading questions or interrogate for full details
- If a child reports physical marking



Reassure

- Only as far as is honest and reliable eg do not make promises which may not be possible to honour
- Do not promise confidentiality, you have a moral, professional and legal duty to refer
- Reassure and alleviate guilt eg you're not to blame; you're not alone



Respond

- Explain that the incident will be referred to the college's designated teacher
- Record (and retain) time, means and content of referral

Refer

- The Designated or Deputy Designated Teacher will take appropriate action
- Make contact with outside agencies following advice form CPSS
- If required completed UNOCINI on advice from Gateway/Social Services



Record

- Note the time, place, date and those present
- What was said at the time of disclosure
- Outwardly physical signs of physical injury should be observed and described in detail or sketched
- Notes should be retained and filed carefully



Ms H Ferguson
Designated Teacher
Mrs S Stronge
Mr R Jackson

Deputy Designated Teacher

