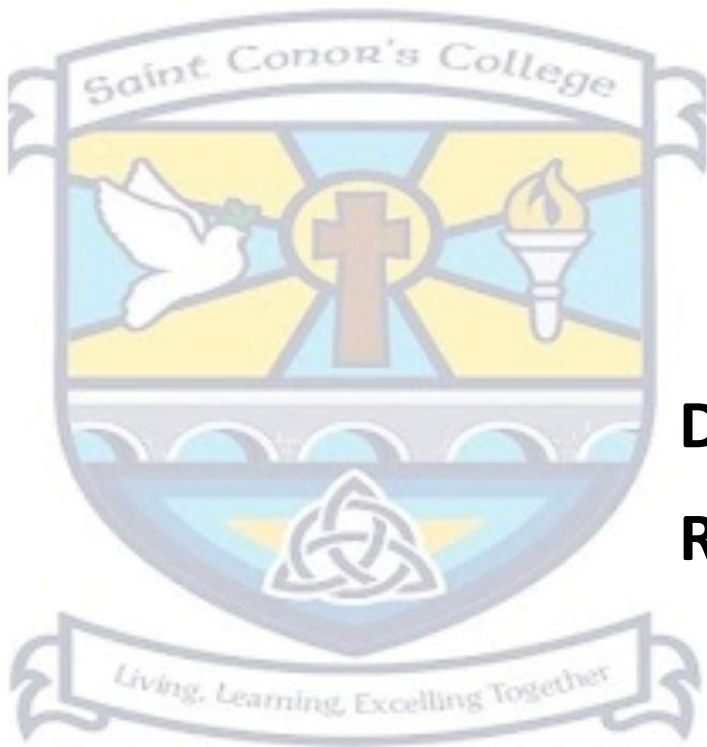


Saint Conor's College



Policy Name:

Child Protection Policy

Date of Issue: ___/___/___

Review Date: ___/___/___

Approved by Board of Governors: N/A

Date of Approval: December 2024

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Child Protection

Rationale

1. Aims

- To provide a comprehensive education based on Christian principles which will enable the pupils to develop their potential to the full and prepare them to become mature, responsible citizens.
- To use all its human and material resources to provide a broad and balanced curriculum to stimulate and help each individual pupil.
- To make sure that all pupils feel cared for and appreciated for what they are and to challenge all pupils to make the most of themselves.

Ethos

We in Saint Conor's 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 Education and Libraries (NI) Order 2003; the Safeguarding Board Act Northern Ireland (2011); the Department of Education (Northern Ireland) Safeguarding and Child Protection – a Guide for Schools 2017; Co- operating to Safeguard Children and Young People in Northern Ireland (2016) and the Safeguarding Board for Northern Ireland (SBNI) Procedures Manual November 2017.

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

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

- 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. The child protection therefore complements and supports a range of other school policies including:

- Attendance Policy
- Positive Discipline Policy
- Anti- Bullying Policy
- Relationships and Sexuality Education
- Wellbeing Policy
- Use of Reasonable Force/Safe Handling
- Confidentiality
- Special Educational Needs
- Educational Visits
- Eating Disorder
- Administration of Medicines
- Health and Safety Policy
- Intimate Care
- Self-Harm
- Use of Mobile Phones/Cameras
- E-Safety Policy
- Records Management Policy and Disposal Schedules

These policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website.

4. Roles And Responsibilities

4.1 The School Safeguarding Team

The following are members of the school's Safeguarding Team

Chair of the Board of Governors : Mr C Ross

Designated Governor for Child Protection:

- Principal: Mrs A Bradley
- Vic Principal: Mrs M Collins
- Designated Teacher: Mrs B Ferguson
- Deputy Designated Teachers: Mr P Bradley, Mrs D Harvey, Mrs G Mc Callion, Mrs A Quinn

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.

The roles and responsibilities of individual members of the Safeguarding team are summarised in **appendix 1**.

4.2 The Board of Governors

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings (this is a best practice recommendation)

- approving the school's child protection policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- receiving termly child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school
- attending relevant child protection/safeguarding training for Governors

4.3 School Staff

Teachers, Classroom Assistants, and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal. In addition, class teachers and Year Heads should also keep the Designated Teacher informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. A pro-forma for reporting a concern or disclosure is included at **appendix 2**

If member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

4.4 Parents

Parents can play their part in 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 well-being;

- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- familiarising themselves with the schools safeguarding policies e.g. Anti Bullying, Positive Behaviour, Internet, and Child Protection Policies.
- reporting to the school office when they visit the school
- sharing any concerns they may have in relation to their child with the school.

5. Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals

(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect; and
- Exploitation

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. The main types of abuse as well as their physical and behavioural indicators are included in **appendix 3**.

6. Dealing with Disclosures of Abuse

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

Receive – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure- ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond- respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report- refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

7. Procedures for Reporting Suspected or Disclosed Child Abuse.

7.1 How a Parent can make a Complaint

We aim to work closely with parents/guardians in supporting all aspects of their 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/Year Head, the Designated or Deputy Designated Teacher for child protection or the principal. If they are still concerned, they may talk to the Chair of the Board of Governors. 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 5**.

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 including volunteers

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate-** this is a matter for 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 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. He/she will discuss the matter with

the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's child protection file.

This procedure with names and contact numbers is shown in **appendix 6**.

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **appendix 7** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

Child Protection arrangements beyond the school day

Extra-curricular activities mean that students can be in school in the evenings and at the weekend. If a child makes a disclosure outside regular school hours about possible abuse, established Child Protection Procedures must be followed. Staff must immediately report concerns to the most senior member of staff on site. She/he will contact the

Principal/Designated Teacher as required. The emergency out of hours contact number for Social Services will be displayed in the main reception area in case of emergency.

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](#).

Risk assessments

Risk assessments will be conducted on all activities deemed to present a risk to students/staff. The risk assessment conducted will enable the Principal/SLT to make a reasoned judgement about the level of risk involved and determine the actions to be taken to reduce the risk to an acceptable level. Pupils will never be placed in situations which expose them to an unacceptable level of risk.

Risk assessments will -

- define the activity to be undertaken
- identify the hazards associated with the activity
- identify the people who may be at risk during the activity
- evaluate the potential risk of the activity
- establish additional safety and/or control measures to ensure the risk is managed
- identify actions to be taken in an emergency.
- Refer also to the College's Educational Trips Policy

8. Attendance at Child Protection Case Conferences and Other Social Services Meetings

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

9. Consent from Pupils and Parents

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

In circumstances where the consent of the parent/carer and/or the young person has been sought and 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.

10. 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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

11. Record Keeping/Transfer of Records

Files will be stored in the Kilrea site and any information or notes of concern files for KS4 and KS5 should be stored securely and brought to the junior site. These records should be kept in the confidential locked filing cabinet, accessible only by the Designated Teacher/ Deputy Designated Teachers and the Principal.

School child protection records are kept in accordance to DE Circular 2016/20 Child Protection: Record Keeping in Schools. All information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have

access to them. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

When a child moves to another school a copy of his/her child protection file if one exists will be transferred to the receiving school. This process will be undertaken by the Designated Teacher in the school of origin to the designated teacher in the receiving school

12. Safeguarding and the Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, 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. (2017/04). Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects.

Through the preventative curriculum we aim to build the confidence, self-esteem, and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations. Throughout the school year child protection issues are addressed in class and in assemblies.

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

13. Vetting Procedures

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

Vetting procedures within Saint Conor's College comply fully with DE Circulars 2006/07, 2006/08, 2006.09, 2006/25, 2008/03, 2012/19, 2013/01, 2017/04

Volunteers

All volunteers will be required to present an Enhanced Disclosure Certificate (EDC) from Access NI before working on the premises. (see DE Circular 2012/19 regarding the vetting requirements for school volunteers as part of the new Access NI Disclosure and Barring Arrangements).

Visitors to school

All visitors to the College will report to reception, sign in to the Visitors Book and be issued with a visitor's badge. They will be met by the member of staff who has invited them to the College and be supervised at all times during their visit. Visitors will sign out and return their visitor's badge to reception when they are leaving the premises.

14. 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.

All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which is included as **Appendix 2a**

15. Staff Training

When new staff or volunteers start at the school, they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. 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 child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

16. Monitoring and Evaluation

This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils, and staff. It will be implemented through the school's staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team.

Date of Next Review: _____

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities

1. Chair of the Board of Governors

- The Chair of the Board of Governors is responsible for:
- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Principal

The Principal is responsible for:

Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular "*Pastoral Care in Schools – Child Protection*" (1999) is implemented within the school

- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable

- Providing an annual report to the Governors on child protection activity

The Deputy Designated Teacher will deputise for them in their absence.

If a parent has a potential child protection concern they should consider:

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



I can talk to the class / Form teacher



If I am still concerned, I can talk to the Designated / Deputy Designated Teacher for
Child Protection

Designated Teacher :Mrs B Ferguson

Deputy Designated Teachers : Mr P Bradley Mrs D Harvey Mrs G Mc Callion Mrs A Quinn



If I am still concerned, I can talk to the principal Mrs A Bradley



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



If I am still concerned I can contact the N.I public services Ombudsman

tel. 0800343424



At any time I can talk to the local Children Services Gateway Team Central Referral Unit at
02890259299 or the PSNI Ballymena Care Unit 25653355

If a pupil has a potential child protection concern, they should consider:

I am worried about something that is happening to me or someone I know



I can talk to my Form Teacher or Head of Year



If I am still concerned, I can talk to Mrs Ferguson /Mr P Bradley/ Mrs Harvey /Mr P Bradley /
Mrs A Quinn



I can talk to any teacher



I can speak to the school counsellor

I can call: Childline 0800 1111
 NSPCC 0808 800 5000

Appendix 2

Note of Concern.

PROFORMA CONFIDENTIAL NOTE OF CONCERN CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of pupil
Class
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Circumstances of incident / disclosure:
Parties involved, including any witnesses to an event and what was said or done and by whom:

--

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher: Yes: No: If 'No' state reason: Date and time of report to the Designated Teacher: Written note
--

Date and time of report to the Designated Teacher:
--

Written note from staff member placed on pupil's Child Protection file Yes: No: If 'No' state reason:
--

Name of staff member making the report: _____ Signature of
Staff Member: _____ Date: _____ Signature of Designated
Teacher: _____ Date: _____

<http://www.eani.org.uk/schools/safeguarding-and-child-protection/#decirculars>

Appendix 2a

Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards children must be beyond reproach. Students gain a great deal from interactions with staff and these guidelines do not seek to detract from that, but rather to draw attention to areas of risk for staff and offer guidance on prudent conduct.

Private meetings with students

- Staff should be aware of the dangers, which may arise from private interviews with individual pupils. There will of course be occasions when confidential interviews must occur. As far as possible staff should conduct such interviews in a room with visual access or with the door open.
- If the above cannot apply, staff members are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but a sign prohibiting entry to the room should not be used.
- Where possible another adult should be present or nearby during the interview.
- Staff should keep careful records of all such interactions.

Physical contact with pupils

- Staff members are advised not to make unnecessary physical contact with pupils. Any physical contact that is likely to be misconstrued should be avoided.
- If providing first aid other pupils/adults should be present. However, emergency first aid should never be withheld simply because another person is not present.
- If any member of staff feels that their actions have been, or may be, misconstrued, they should actively remove themselves from the situation and submit a written report to the Principal immediately.

Teaching Materials

If dealing with sensitive subjects when teaching children, care must be taken in selecting teaching materials as their use may be criticised after the event. If in doubt the Principal/teacher tutor should be consulted. Use of Technology

- At no time should a pupil have access to your C2K account. If a child needs to print something, you must print it for them or log off from your account so that they can log on to their own C2K account.
- If your computer is left unattended, your C2K account should be locked. Press control, alt and delete to do this and select “lock workstation”.
- If a child gains access to your account, you should report this immediately to the Designated Teacher for Child Protection and fill in a behaviour report for their misdemeanour on SIMs.
- Any correspondence between staff and pupils should be done using the C2K email accounts for both staff and pupil. Staff should not text or email from their personal phones or internet accounts.
- No-one should take pictures of anyone in school, teachers or pupils unless they have written permission to do so (from the people they are photographing).

Use of school photographs

During the school year there are occasions when the successes/achievements of students are recognised by the use of images/photographs which are displayed in the school building, in school publications, in local newspapers, social media or on the school website. The use of pupil images by the College is intended to enhance pupil achievement and contribute to a positive school ethos.

However, respectful of the right to privacy, and in accordance with our Child Protection Policy and the U.N. Convention on the Rights of the Child, the College wishes to make parents aware that the consent of parents, and of pupils who have reached the age of sixteen, is required for the use of such images.

CODE OF CONDUCT FOR STAFF AT SAINT CONOR'S COLLEGE

Date Ratified by BOG: _____

Review Date: _____

(Circular 2107/04 Annex C)

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 of the school.

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

1. Setting an Example

1. 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.

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

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

1.4 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.

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

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 Mrs B Ferguson and the DDT's are Mrs M Watson, Mrs D Harvey, Mr P Bradley, Mrs A Quinn

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 relationships 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 at the end of this document.

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.

6. Conduct Outside of Work

6.1 All staff and volunteers must not engage in conduct outside work which could seriously 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. Staff should seek advice from the Principal when considering work outside the school.

7. E-Safety and Internet Use

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

7.2 Staff and volunteers must 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 every day 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.

8.4 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 a senior leader without delay.

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, revealing or sexually provocative.

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

Relationships with Students Outside of Work Declaration

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

Employee Name Student Name Relationship

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

If I am tutoring a student outside of school I am aware that the following must be adhered to: I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring. I emphasise to parents that this is done completely independently of the school. No monies come through the school at any point, informally

(eg via the child) or formally. No private tutoring is to take place on the school premises. I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____ Once completed, signed and dated, please return this form to the Principal.

Confirmation of Compliance I hereby confirm that I have read, understood and agree to comply with the school's code of conduct. Name

_____ Position/Post Held

_____ Signed

_____ Date _____ Once completed, signed and dated, please return this form to the Headteacher.

Appendix 3

Types of Abuse and Physical/Behavioural Indicators

What is child abuse?

A number of documents have been produced recently, both legislative and as guidance, in order to protect children from abuse. The main aim of THE CHILDREN'S (NORTHERN IRELAND) ORDER, 1995, is to promote the welfare of children. It identifies five key principles which are: PARAMOUNT, PREVENTION, PROTECTION, PARTNERSHIP and PARENTAL RESPONSIBILITY with the welfare of the child considered as being of paramount importance. The guidance produced subsequent to the Order has been aimed at protecting children and young people from abuse in all its forms: emotional, sexual, physical, exploitation and neglect and ensuring the welfare of children is paramount.

This legislation is supported by a broad range of international and domestic legislation relating to child welfare and protection. These include:

- The Education and Libraries (Northern Ireland) Order 2003
- The Sexual Offences (Northern Ireland) Order 2008
- Safeguarding Vulnerable Groups (Northern Ireland) Act 2011
- The Public Services Ombudsman (Northern Ireland) 2016
- The Addressing Bullying in Schools Act (Northern Ireland) 2016.

Other Government Policies and Strategies:

- Cooperating to Safeguard Children and Young People in Northern Ireland (March 2106)
- Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent Action Plans.
- Adult Safeguarding: Prevention and Prevention in Partnership.

CHILD ABUSE: A DEFINITION

Children may be abused by a parent, a sibling or other relatives, a carer an acquaintance, or a stranger who may be an adult or young person. The abuse may be the result of a deliberate act or failure on the part of a parent or carer to act or provide proper care or both. The abuse may take a number of forms. Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Exploitation
- Child Sexual Exploitation
- Domestic and Sexual Violence and Abuse
- Female Genital Mutilation.

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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2015)**

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;	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals;

poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	reports that there is no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.
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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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

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; aggression 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; coming to school early or staying last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse 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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

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 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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

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

	vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material
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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.

Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (**Co-operating To Safeguard Children and Young People in Northern Ireland 2016**)

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

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees’ Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

Child Sexual Exploitation

'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.' **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ OR ‘benefits’ such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

Acquisition of money, clothes, mobile phone etc without plausible explanation;

- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by 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 misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship the Designated Teacher has a duty to follow appropriate procedures and where necessary make a referral to Social Services.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Domestic Violence and Abuse

Is defined as 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.’ **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)**

Sexual Violence and Abuse

Is defines as ‘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. **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)**

A child may live in a family where there is domestic abuse, or a young person may be in a relationship where they become the subject of domestic abuse. In high-risk cases involving domestic abuse Social Services and/or the Education Authority’s Designated Officer for Child Protection will contact the school in order to help assess the child/young person’s needs and to ensure that he/she is receives appropriate support.

Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when

the mutilation is carried out and in later life. - **Multi-agency Practice Guidelines: Female Genital Mutilation. DFP 2014**

Schools should be aware of some of the following in identifying who could be at risk.

- Being a girl aged 5 - 8 within a community where FGM is practised
- Prolonged return to country of origin for summer break – giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girls may disclose that she is to have a ‘special procedure’ or attend a special occasion to ‘become a woman’
- Parents state that they or a relative will take the child out of the country for a prolonged period

Forced Marriage

Where we are made aware or have a reasonable suspicion that a child attending this school is being forced into marriage, we will report this on as appropriate to the relevant agencies.

We will be mindful of the following in relation to a child:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Change in behaviour, performance or punctuality
- Being withdrawn from school for ‘home schooling’ and not receiving suitable education at home
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement

We also recognise that there is a danger in involving the family of the child concerned and alerting them to the fact that the school and others are aware and will act to protect the

Self-Harm and Suicide

It is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)' - **John Coleman 2004**

Self-harm is often a means by which a child can release the tension caused by their anxiety, grief, or anger. It can also be seen as a means of communication, to tell themselves and others that they need help. It helps them feel they have a level of control over something in their lives – making 'real' the emotional pain they are unable to express.

It is our policy that in instances where a child expresses suicidal ideation or self-harm or discloses that he/she has self-harmed, we will contact the parents and ask them to take their child to their GP for assessment.

Other Safeguarding Issues

Gender Identity- Gender Variant/Transgender young people

The Gender Recognition Act 2004 allows people who have lived in their preferred gender for at least 2 years to apply for a gender recognition certificate (GRC) and, if a UK Citizen, a new birth certificate.

Being transgender is a recognised medical condition known as Gender Dysphoria or Gender Identity Disorder. Transgender is separate from LGB. This school will work collaboratively

with parents, other services and most important the young person him/her self to support him/her in progressing through their school life showing due regard to their needs.

Appendix 5

If a parent has a potential child protection concern they should consider:

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



I can talk to the class / Form teacher



If I am still concerned, I can talk to the Designated / Deputy Designated Teacher for
Child Protection

Designated Teacher :Mrs B Ferguson

Deputy Designated Teachers : Mr P Bradley ,Mrs D Harvey, Mrs G Mc Callion Mrs A Quinn



If I am still concerned, I can talk to the principal Mrs A Bradley



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



If I am still concerned I can contact the N.I public services Ombudsman

tel. 0800343424



At any time I can talk to the local Children Services Gateway Team Central Referral Unit at 02890259299 or the PSNI Ballymena Care Unit 25653355

If a pupil has a potential child protection concern they should consider:

I am worried about something that is happening to me or someone I know



I can talk to my Form Teacher or Head of Year



If I am still concerned, I can talk to Mrs Ferguson /Mr P Bradley/Mrs Harvey/ Mrs G Mc Callion /Mrs A Quinn



I can talk to any teacher



I can speak to the school counsellor

I can call: Childline 0800 1111
 NSPCC 0808 800 5000

Appendix 6

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

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2016/20 Child Protection Record Keeping in Schools.

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.

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

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

Child Protection referral is required

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

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

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

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

7 It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2016/20 Child Protection Record Keeping in Schools.

See:<https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf> page 5:10

Appendix 7

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

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



Guidance on next steps(5)
Lead Individual then: Establishes the facts; Seeks advice from the key agencies as appropriate, usually through informal discussion.

Possible Outcomes (7)

Following on from Establishing the facts, Seeking advice from Key Agencies (5) and discussion with the Chair and/or the BoG to agree way forward from the options below:

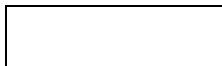


Precautionary
Suspension not
appropriate &
the matter
is concluded
7 (i))

Allegation
addressed
through relevant
Disciplinary
Procedures
7 (ii)

Precautionary
Suspension
under child
protection
imposed
7 (iii)

Alternatives to
Precautionary
Suspension
imposed
7 (iv)



See: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf> page 5:11

Appendix 8

Adult Safeguarding

Adults in need of protection – over 18 yrs

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway and ensuring a vulnerable adult is protected from harm. Consent will always be sought from the person for a referral to statutory agencies. If consent is withheld, then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent. In this case contact will be made with the local Adult Protection Gateway to seek further advice. An 'adult in need of protection' is defined as a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their: Personal Circumstances and/or life circumstances, and who is unable to protect their own well-being, property, assets, rights or other interests; and, where the action or inaction of another person or persons is causing or is likely to cause him/her to be harmed.

What to do if you identify an adult in need of protection?

If you suspect someone to be at risk of harm or abuse, contact the Northern Trust Adult Protection Safeguarding Team by phone or email.

Contacts

Adult Protection Safeguarding Team

Telephone: 028 9441 3659

Email: adultsafeguarding@northerntrust.hscni.net

Outside of normal working hours, contact the Emergency Social Work Service.

Emergency Social Work service

Telephone: 028 9054 9999

If someone is in immediate danger or has been harmed call 999.

The Northern Trust has a responsibility, together with other agencies, to investigate and keep the person safe. To make sure adults at risk of harm or in need of protection are supported to access the criminal justice system the Northern Trust works in partnership with the other health Trusts, Health and Social Care Board, Police Service of Northern Ireland (PSNI), Department of Health and the Regulation and Quality Improvement Authority (RQIA).

Useful Links

EA website Adult Safeguarding document

<https://www.eani.org.uk/sites/default/files/2018-11/Adult%20Safeguarding%20-%20Prevention%20and%20Protection%20in%20Partnership.%20DHSSPS%202015.pdf>

Adult Safeguarding

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case-by-case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met. The main forms of abuse are:

Physical abuse

Physical abuse is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

Sexual Violence and Abuse

Sexual abuse is any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping).

Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

Psychological/Emotional Abuse

Psychological/emotional abuse is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct.

This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, controlling, Intimidation and Coercion.

Financial Abuse

Financial abuse is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

Institutional Abuse

Institutional abuse is the mistreatment or neglect of an adult by a regime or individuals in settings which adults who may be at risk reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines which violate the dignity

and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

Neglect

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

Appendix 8a

Code of Conduct for parents and visitors to the school

In Saint Conor's College we value good relationships within the whole of our school community – that includes those with parents, staff and pupils.

We believe the key to a happy school is one where everyone feels respected and valued. To this end and in the interests of pupil safeguarding we ask parents, carers and visitors:

Follow the school's signing in and out procedures for visitors

Respect school staff and work in partnership to support students

Set a good example by behaving appropriately and not using inappropriate language

Have respectful conversations with school staff to gather all relevant information before reaching a conclusion

Discuss the importance of positive behaviour for learning and the 3Rs with their children

Ask the school for help if you need more information

In order to have a safe school environment – parents, carers and visitors can not be allowed to:

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