

Kilronan School

Safeguarding and Child Protection Policy

February 2017

Designated Teacher for Child Protection:	Miss L Brown
Deputy Designated Teacher for Child Protection:	Miss Young
	Mrs Deehan
Designated Governor for Child Protection Governance:	Mr M O'Loane
Chair of Governors	Mr J Chapman

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INTRODUCTION

"Children have the right to be protected from all forms of violence, they must be kept safe from harm, and they must be given proper care by those looking after them", (U.N. Convention on the Rights of the Child, Article 19)

"When adults or organisations make decisions, which affect children, they must always think first about what would be the best for the child". (U.N. Convention on the Rights of the Child, Article 3)

Kilronan School considers the safeguarding and protection of pupils to be the major part of our pastoral role. Therefore, it is essential that all members of staff understand clearly the procedures to be followed within School. It is also important that all relevant agencies involved in this sensitive area co-operate fully. Partnership between home and Kilronan School is, as always, a high priority, but in the case of suspected child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some circumstances.

We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm. All staff endeavour to ensure that children keep safe, remain healthy and are able, where possible to protect themselves. Suspected cases, when reported, must be left to the appropriate agencies for any further investigation.

This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection (1999) and the Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005)

The Children (Northern Ireland) Order 1995 states that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child - *the best interests of the child shall be of primary consideration*. The 'paramountcy' of the safety of the child underpins our Safeguarding and Child Protection policy procedures.

Our policy applies to all staff, governors and volunteers working in the School. The purpose of the policy and procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in the School - staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. This issue of child abuse will not be ignored by anyone who works in our School. All procedures will be followed and relevant agencies informed, as appropriate.

Through the effective implementation of this policy, we will:

1. Establish a safe environment in which children can play, learn and develop.
2. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
3. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
4. Raise awareness of child protection issues and equip pupils with the skills needed to keep them safe.
5. Support pupils who have been abused in accordance with his/her agreed child protection plan.

THE SAFEGUARDING TEAM AT KILRONAN SCHOOL

Chair of Governors:	Mr J Chapman
Designated Governor for Child Protection Governance:	Mr M O'Loane
Principal:	Mrs A Millar
Designated Teacher for Child Protection:	Miss L Brown
Deputy Designated Teacher for Child Protection:	Miss M Young
	Mrs S Deehan

WHAT IS CHILD ABUSE?

Child abuse occurs when '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.' (ACPC, 2005)

Staff therefore, will be concerned about safeguarding each pupil from physical injury, emotional or sexual abuse, neglect or bullying.

All staff, having day to day knowledge of pupils in their care, are in a unique position to identify abuse and deal appropriately with each case. In addition they should be alert to the many varied signs of child abuse and follow the agreed procedures.

Types of abuse

Physical Abuse - is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriate giving of drugs to control behaviour. (ACPC, 2005)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

(See appendix 1a - Signs of Accidental Injury, Appendix 1b - Signs of Non-Accidental Injury and 1c - Body Outline to record observations)

Emotional Abuse - is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child through actual or online interaction. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. (ACPC, 2005)

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming/ maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

Sexual Abuse - involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways (ACPC, 2005).

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficult in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

Neglect - is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from

physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/ inappropriate clothing
- Constant tiredness
- Exposed to danger/ lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/ begging

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

Bullying - DE Circular 1999/2010 publication 'Pastoral Care in School: Child Protection' defines bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/her self."

Bullying behaviour of any kind by any member(s) of our School community to any member(s) of our School community is completely unacceptable and will have serious consequences. Bullying can also take place online. Sometimes called cyberbullying, it can happen through social networking websites or on mobile phones. Because it can occur 24 hours a day, seven days a week, it may feel as if there is no escape.

Staff are vigilant at all times and to date bullying has not been an issue in our School. If it occurs, staff will take immediate steps to stop it happening and to protect and reassure the victim. Parents of those involved will be personally contacted and the issue will be dealt with as a matter of urgency in accordance with School policy and procedures.

(Reference: Anti-Bullying Policy)

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The Designated Teacher for Child Protection (DT) is Miss Lisa Brown . In her absence the Deputy Designated teacher for Child Protection (DDT) Miss Marlene Young or Mrs S Deehan will assume responsibility for child protection. On the rare occasion that neither the DT nor DDT is available the Principal, Mrs Alison Millar, will assume responsibility for child protection.

If a child makes a disclosure to a teacher or another 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 DT, discuss the matter with him/her, make full notes (signing and dating them), and hand the note to the DT.

(See Appendix 3 - Record of Concerns)

The DT will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record of decisions is made.

The DT, in consultation with the Principal, will decide whether, in the best interests of the child, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the School is obliged to make a referral to social services.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service for Schools (CPSSS) - Designated Officer for Child Protection at the EA North Eastern Region, or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. **The safety of the child is our first priority.**

Where there are concerns about possible abuse, the DT will inform:

- Social Services
- EA North Eastern Region Designated Officer for Child Protection

(This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION').

If a complaint about possible child abuse is made against a member of staff, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher or the Principal). Where the matter is referred to social services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

If a complaint about possible child abuse is made against the Principal, the DT must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk with the DT.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be informed.

ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

The DT:

- To provide training to all staff including support staff
- Being available to discuss the child protection concerns of any member of staff
- Responsibility for recordkeeping of all child protection concerns
- Making referrals to Social Services using UNOCINI or PSNI Public Protection Units
- Contacting parents as appropriate re school concerns and/or referral by school to Social Services or Gateway
- Liaising with EA North Eastern Region Designated Officers for Child Protection
- Keeping the School Principal informed.
- The lead responsibility for the development and updating of the School's Safeguarding and Child Protection policy.
- Ensures parents get a copy of the Safeguarding and Child Protection Policy every 2 years which alerts them to the fact that referrals may be made to Social Services and the role of the School regarding this.
- Promotion of a child protection ethos in the School.
- Written reports to the Board of Governors regarding Child Protection.
- Maintains all records pertaining to child protection in a secure location (accessed only by the Designated Teacher and the School Principal as appropriate)

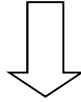
DDT:

To support and undertake the duties of the Designated Teacher for Child Protection as required.

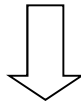
PROCEDURE FOR PARENTAL COMPLAINTS

How a parent can make a complaint

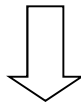
I have a concern about my/a child's safety



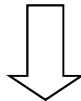
I can talk to the class teacher



If I am still concerned, I can talk to Miss Brown
(Designated Teacher for Child Protection) or Miss Young
/ Mrs Deehan (Deputy Designated teacher for Child
Protection)



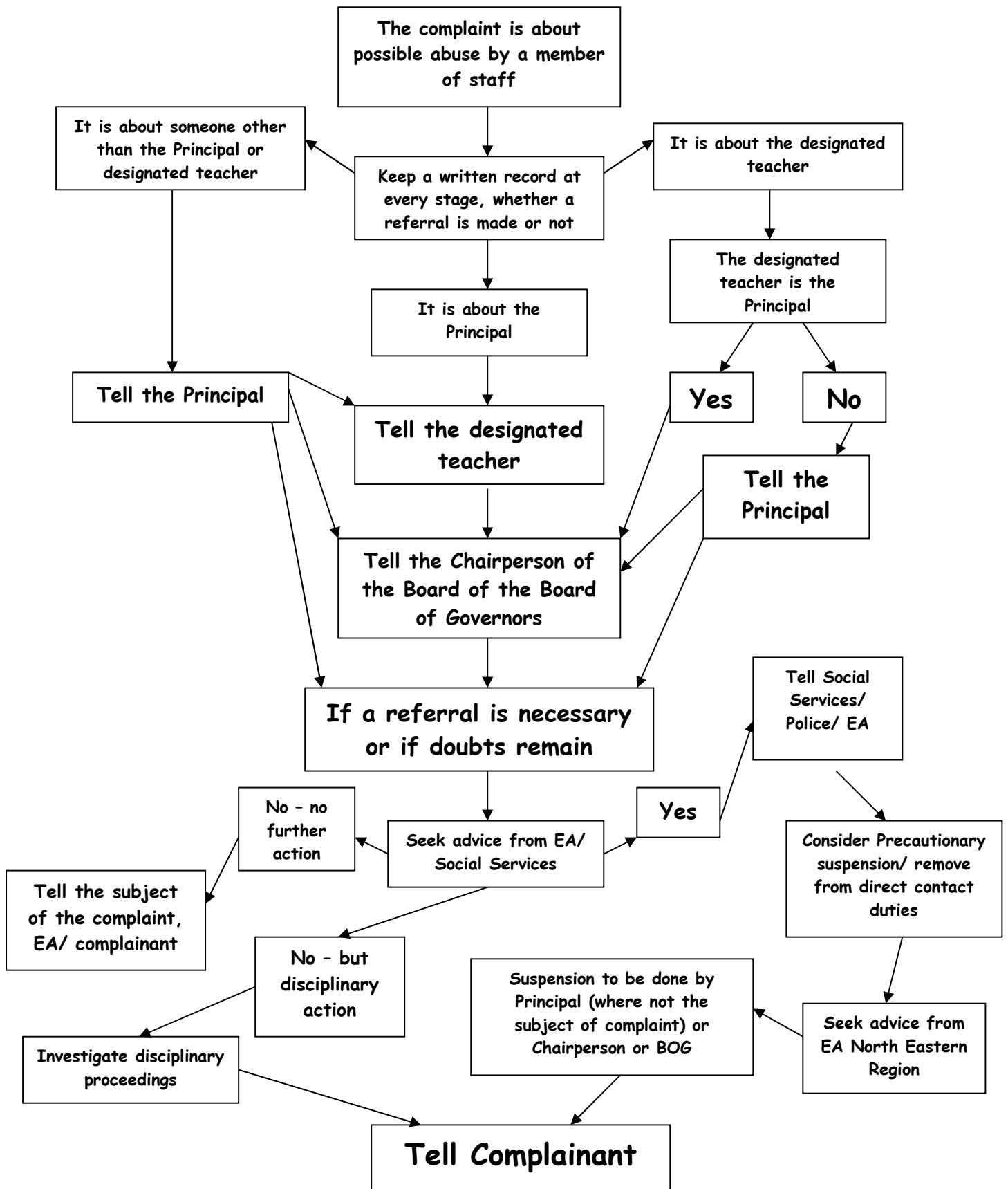
If I am still concerned, I can talk to the Principal.



If I am still concerned, I can talk or write to Mr
Jack Chapman, Chairman of the Board of Governors.

**At any time, I can talk to a Social Worker, Tel: 028 79301700
Or the PSNI CARE Unit, 028 70822721**

PROCEDURE FOR COMPLAINTS AGAINST STAFF



VETTING PROCEDURES

The School vetting procedures are compliant with practice advised in DE circulars 2006/6, 2006/7, 2006/8, 2006/9, and 2008/3, 2012/19, 2013/01. Copies of these circulars are available on the DE website: www.deni.gov.uk

All staff and students* must have completed an application form, attended an interview and hold a current Access NI Enhanced Disclosure Certificate.

All staff and students must attend an Induction prior to commencement of the work/placement.

* Students still attending secondary education do not require an Access NI Enhanced Disclosure Certificate for their placement. **At no time should these students on placement be left alone with a pupil.**

GUIDELINES AND PROCEDURES FOR SAFEGUARDING AND PROTECTION

It is vital that any suspicion that a member of staff/pupil has been involved in the abuse of a child should be reported to the Designated Teacher immediately. It is understood that on some occasions a spontaneous show of affection may occur naturally, such will be regarded as acceptable.

Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the children and young people in their charge must be above reproach. The code of conduct is known to all staff - permanent and non-permanent and volunteers. It reflects the safeguarding ethos of the School and is set out in **Appendix 3 - Code of Conduct**.

Staff should also adhere to the guidelines set out in the following appendices:

- Appendix 4 'Guidelines for Pupil Safeguarding and Protection'**
- Appendix 5 'Guidelines for Staff Safeguarding and Protection'**
- Appendix 6 'Guidelines for Intimate Care Procedures'**

THE CURRICULUM

Safeguarding and child protection is approached through the Personal Development & Mutual Understanding curriculum in Junior school and the Personal Development and Relationships and Sexuality curriculum at key Stage 3, 4 & 5. Underpinning this, it is essential to maintain and promote a caring and trusting environment in which our pupils feel able to communicate and share their thoughts and feelings.

SUPPORT ARRANGEMENTS

The staff of Kilronan School recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging or they may be withdrawn.

Kilronan School staff will endeavour to support the pupils who are exposed to risk of harm through supporting these pupils in accordance with his/her protection plan.

Support for all pupils in School in developing skills in self protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal, Social and Emotional Development.
- The School ethos which promotes a positive supportive and secure environment and gives pupils a sense of being valued.
- The Kilronan School 'Promoting and Sustaining Positive Behaviour' policy which is aimed at supporting vulnerable pupils in the School. The School will provide opportunities for pupils to develop an understanding of acceptable and unacceptable behaviours towards themselves and others.
- Liaison with other agencies that support the pupils such as Social Services, Education Welfare Service, School Counsellor, Educational Psychology, PSNI and the School Nurse.

PHYSICAL RESTRAINT

Our policy on physical restraint by staff is set out in a separate policy - **"Policy for Safe Handling and the use of Reasonable Force"** in accordance with guidelines from EA North Eastern Region. It acknowledges that staff must only use physical intervention as a last resort, and at all times it must be the minimum force necessary to prevent injury to another person. This is in line with the Team Teach training staff have received through the EA North Eastern Region.

THE INTERNET AND DIGITAL TECHNOLOGIES

Our policy on the Internet and digital technologies is set out in a separate document (E-Safety policy) and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically it addresses safeguarding issues that may arise in the use of the internet and digital technologies.

The internet poses new risks to children and presents new challenges for those working to protect them. For example:

- cyber bullying
- online grooming leading to sexual abuse and exploitation
- children sexually abused in order to share images of child sexual abuse online.

Staff actively explore opportunities to teach pupils the safe use of ICT in an effective manner.

Risk factors

Virtual identities

Social networking sites enable people greater control of how they present themselves. This can be used to manipulate and influence people they are in contact with online.

For example, adults can pose as young people in order to build up relationships with children. Over time these relationships can be used to groom and sexually exploit young people.

Unsupervised contact

As children can access the internet via their mobile phones, parents and professionals often have little or no knowledge of children and young people's online lives.

Online communities

Online communication makes it easier to find, contact and interact with other people. This makes it easier for abusive adults to find, and build up relationships with vulnerable children and young people online.

Ease of sharing information

Images of children, including self-generated pictures taken by young people, are easily shared with others online. Once a picture has been sent or posted, the sender has no control over who else it is shared with.

PHOTOGRAPHY AND DIGITAL IMAGES OF CHILDREN

Parental consent must be obtained before photographs/videos of pupils are taken. Visitors / volunteers must not take photographs or videos of pupils for their own use. The use of staff or pupil personal photographic/video technology is not permitted.

While we appreciate that parents are exceptionally proud of their children with special needs, we must emphasise the dangers of publishing video or photographs online. These become public property and parents must be aware that they may be liable for any future misuse of these. School cannot be held accountable for video/photographs used in this way without individual parental permission. For example, sharing video taken at school productions that include children other than your own, online or on social networking sites will be at risk of exploitation and misuse.

ADDITIONAL SAFEGUARDS

Our Health and Safety Policy, Promoting and Sustaining Positive Behaviour Policy and Educational Visits Policy reflect the consideration we give to the protection of our children both within the School environment and when away on trips and visits.

MONITORING AND EVALUATION

The Safeguarding and Child Protection Policy will be monitored and evaluated on an ongoing basis through consultation with relevant stakeholders.

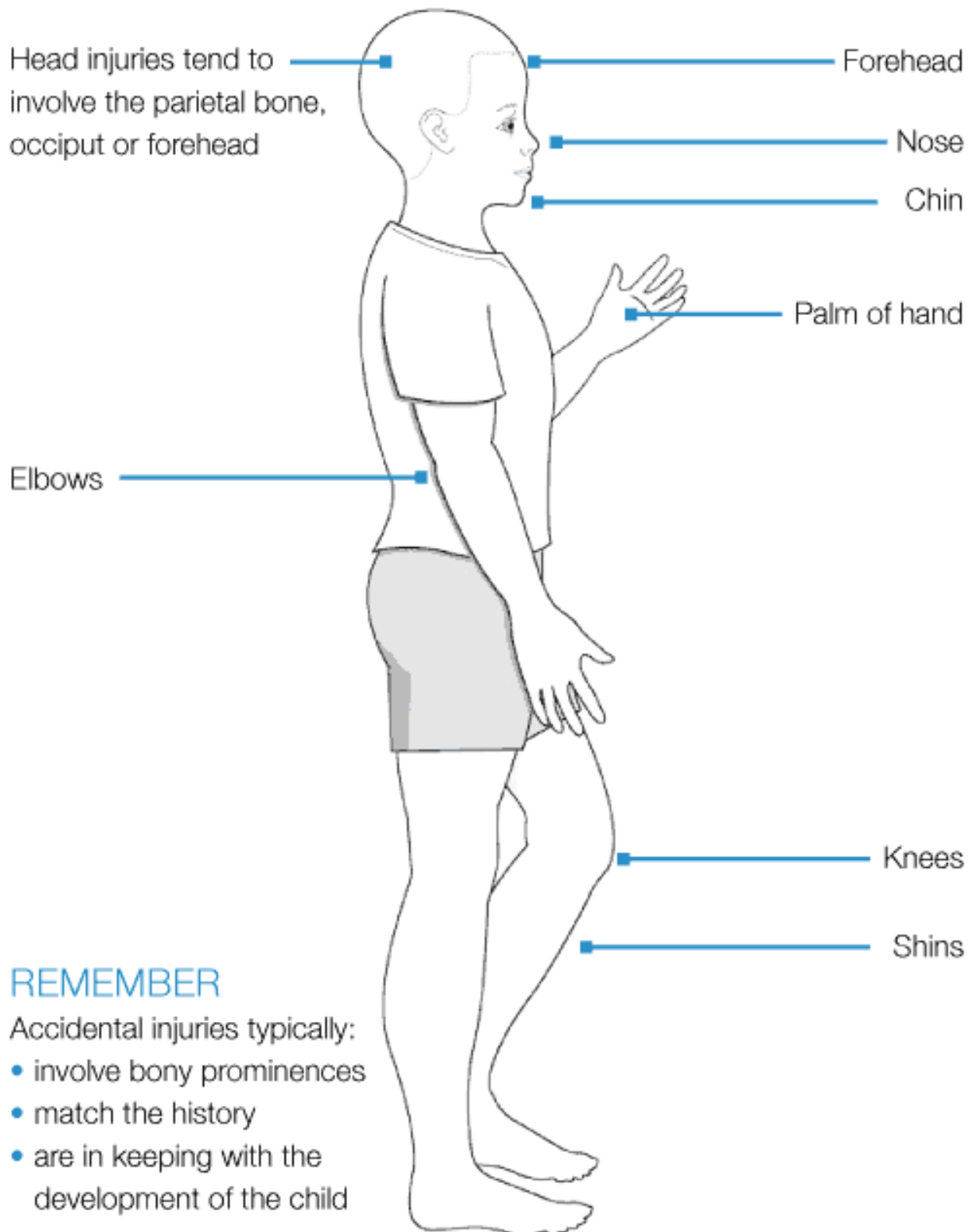
REVIEW

The policy will be reviewed annually by the School Safeguarding and Child Protection Team.

Date ratified by BOG:

Date of next review:

Signs of Accidental Injury

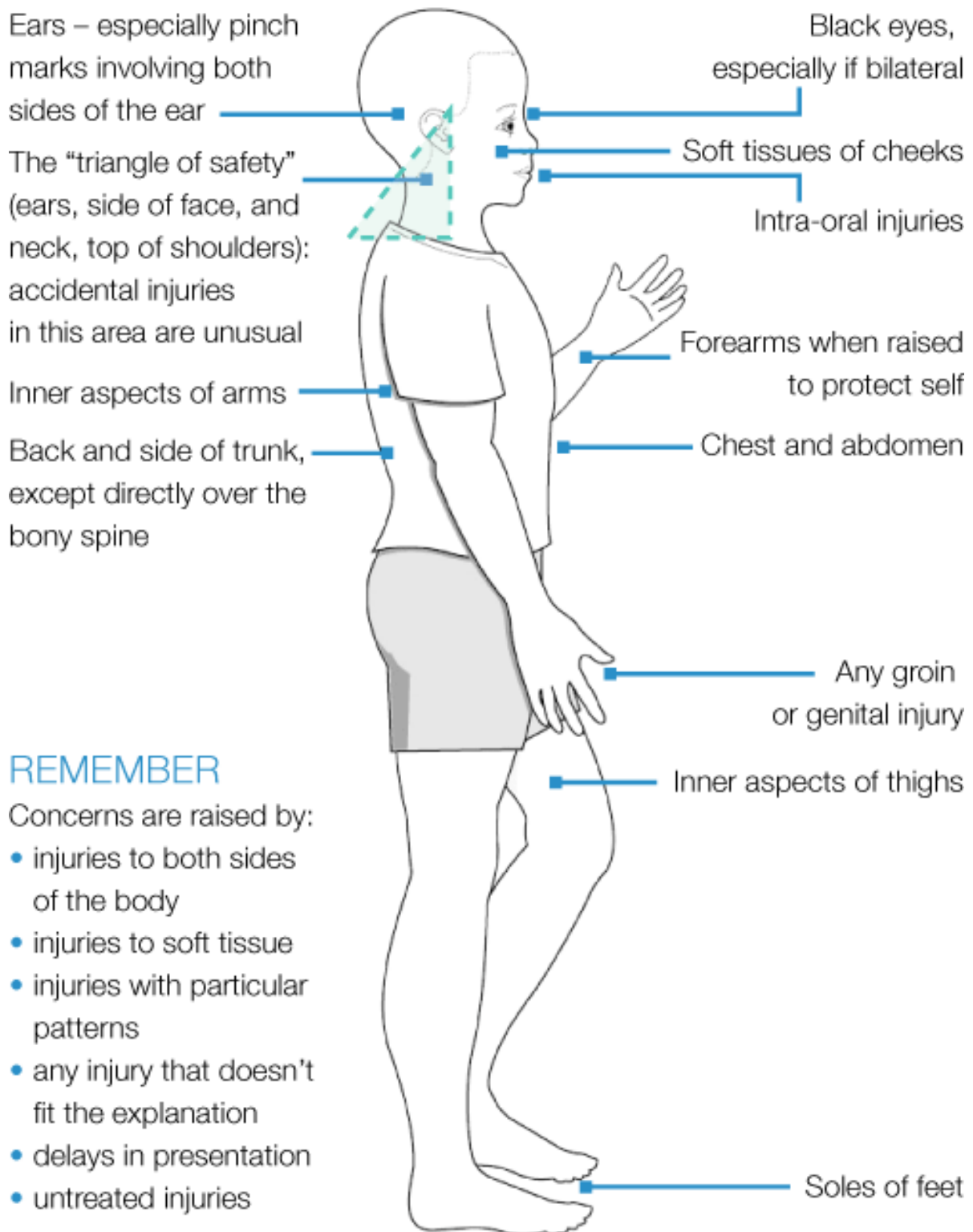


REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

Signs of Non Accidental Injury

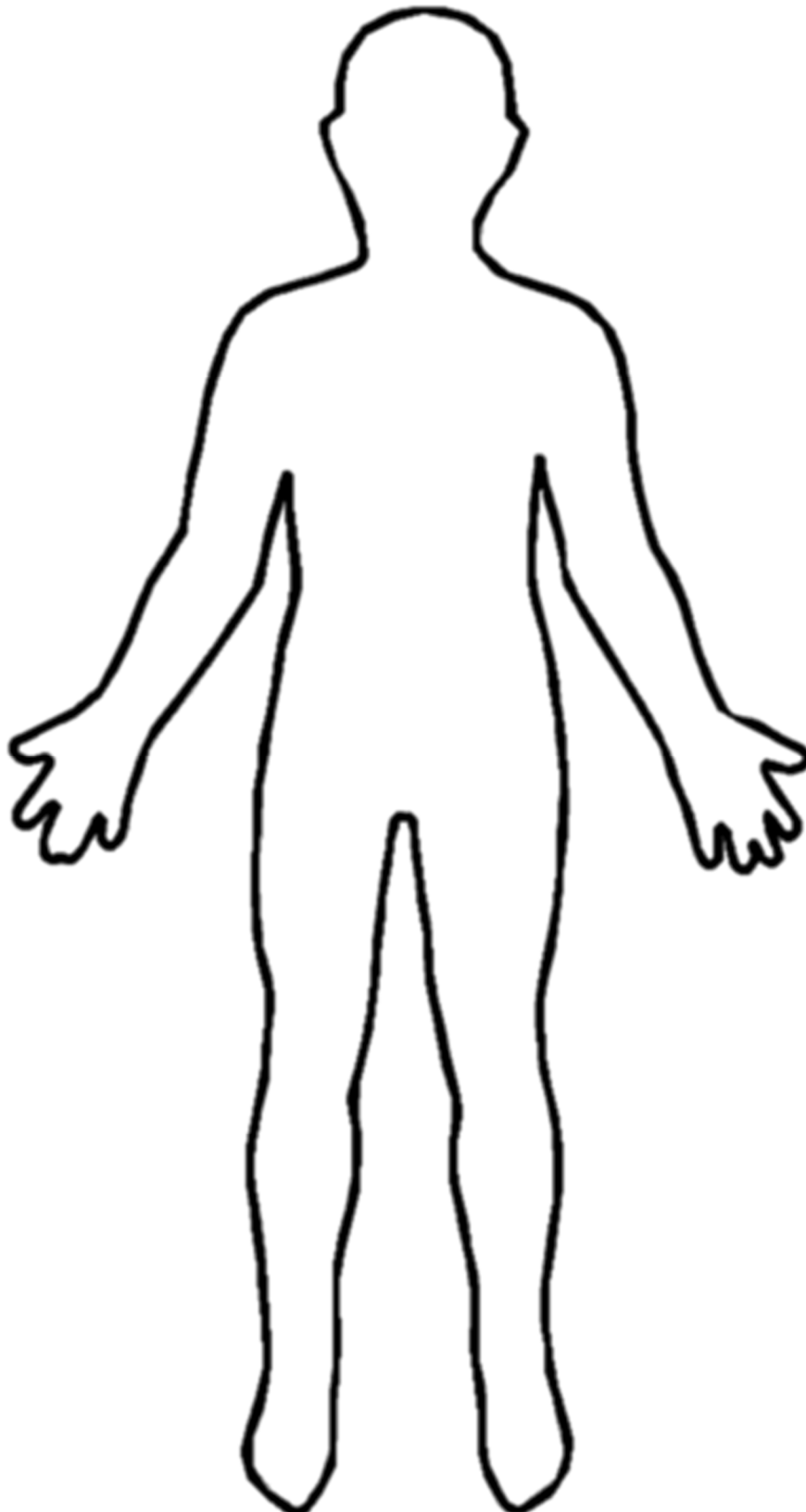


REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

Accurately record position, size, shape and colour of any markings on the body.



RECORDS OF CONCERNS

Pupil's Name

D.O.B.

<p><u>Date</u></p> <p><u>Event</u></p> <p><u>Action Taken</u></p> <p><u>Signature</u></p>

<p><u>Date</u></p> <p><u>Event</u></p> <p><u>Action Taken</u></p> <p><u>Signature</u></p>

Kilronan School

Code of Conduct

In order to safeguard and protect our pupils at Kilronan School all staff will;

- **Listen** to what pupils and adults have to say and **value** and **respect** their opinions
- **Be alert** to the forms of abuse
 - Physical
 - Sexual
 - Emotional
 - Neglect
 - Bullying
- **Be aware** that ANYONE can be an abuser
- **Be reasonable** , **fair** and **supportive** at all times
- Act as **good role models** for pupils
- Treat everyone with **dignity** and **respect**. This includes valuing all contributions, acknowledging difference, and working together to ensure an ethos of continuous improvement. **Politeness** and **respect** are essential ingredients; where differences occur, they will be dealt with calmly and fairly
- Speak **appropriately** to, and in front of, pupils, their families, staff and visitors to the School
- Develop **good relationships** based on **trust** and **respect** in order to identify non-typical behaviour in pupils both in and out of School
- Refrain from touching any pupil who has clearly indicated that he/she is or would be uncomfortable with such contact unless it is necessary to protect the pupil, others, or property from harm
- **Dress appropriately** for the demands of your role within Kilronan School
- Look after their **physical** and **mental wellbeing**. This includes maintaining a healthy work-life balance.

GUIDELINES FOR PUPIL SAFEGUARDING AND PROTECTION

These are provided to assist staff in safeguarding and promoting the welfare of the people in their care.

- Be a **role model** - show **respect** for **pupils** and other **staff**
- Ensure the **dignity** of the pupils is paramount
- Develop good relationships based on **trust** and **respect** in order to identify non-typical behaviour in pupils both in and out of School
- Be **familiar** with the information in each pupils communication audit
- Always take time to **listen** to pupils' problems/concerns
- Be **supportive** at all times
- Be **reasonable** and **fair** in your approach to all pupils
- Do not touch a pupil who has clearly indicated that he/she is or would feel uncomfortable with such contact unless it is necessary to protect the pupil, others, or property from harm.
- Be **aware** that ANYONE can be an abuser
- Be **alert** to the forms or abuse
 - Physical
 - Sexual
 - Emotional
 - Neglect
 - Bullying
- Always check parental permission has been given for photograph/videos to be taken.
- Only pupils Christian names should be displayed on photographs in public areas of the School and in press releases.
- Visitors' must sign in the visitors' book on entering and leaving the building and should wear the appropriate badge.

- Visitors' must not take photographs/videos of pupils for their own use.
- Be aware of new digital technologies and the need to maintain privacy.
- Usernames and passwords should not be shared with anyone
- Email addresses and mobile telephone numbers should not be shared with anyone
- Staff and pupils, or their parents, should not communicate through social networking sites
- Mobile phones should be turned off during class times.
- Use of personal photographic/video technology is not permitted.

GUIDELINES FOR STAFF SAFEGUARDING AND PROTECTION

1. In the event of injury to a child, ensure that it is recorded and witnessed by another adult
2. Keep records of any allegations a child makes against you or other staff including 'you're always picking on me', to 'you hit me', or comments such as 'don't touch me'.

Keep a record of dates and times. Get another adult to witness the allegation, if possible and inform the Principal.
3. If you take children on journeys in your car always have one other adult.
4. Do not spend extensive amounts of time alone with one child away from other people. If a one-to-one situation is necessary, make sure the door is open and inform another member of staff that you are alone with the child.
5. Give firm guidance on sexually inappropriate behaviour to the pupils. Explain that the behaviour is unacceptable and could get the child into difficulty, but do not make the child feel guilty. The behaviour may be imitation of the abuse the child has suffered and is not the child's fault. This should be noted on the child's record of concern.
6. Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms, etc or any other activity that could be misconstrued.
7. Be mindful of how and where you touch children. Never pat a child on the bottom.
8. Be careful of extended hugs and kisses on the mouth from children. This guideline is important not only for your protection, but for the children as well.
9. When taking children on an outing, think of how you appear to the public - they may misunderstand your actions. It may mean that disruptive children cannot go on outings.
10. If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.
11. Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence.
12. For intimate care, where staff are vulnerable, two adults will be present for procedures. Ensure that Intimate Care Plans are adhered to.
13. Where you may have concerns remember you can always share it with a senior member of staff.

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Guidelines for Intimate Care Procedures

Confident, assertive children who feel that their body belongs to them are less vulnerable to sexual abuse. As well as basics like privacy the approach you take to a child's intimate care can convey lots of messages to them about what their body is 'worth'. Your attitude to the child's intimate care is important. Keeping in mind the child's age, routine care should be enjoyable, relaxed and fun.

- Treat every pupil with dignity and respect at all times.
- Always ensure privacy appropriate to the child's age and situation.
- Involve the pupil as far as possible in their own intimate care.
- Always consult the pupil about the manner of their care.
- Identified staff must be fully aware of the details of each pupil's intimate care needs. This should be discussed with the parents at the parent teacher meeting in the first term.
- Certain procedures must only be carried out by identified, trained staff e.g. administration of rectal diazepam.
- If a pupil becomes or appears distressed report it immediately.

Children with disabilities can be very vulnerable. All staff involved with intimate care need to be sensitive to the child's needs and also aware that some care tasks or treatments could be open to possible misinterpretation. The child's right to say 'NO' must be respected. Everyone is safer if expectations are clear and approaches are consistent as far as possible. Staff should, where possible, provide intimate care in pairs.