Blackwater Integrated College

Child Protection Policy

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Joy Millington
Vice Principal – Pastoral

Related Legislation:

- United Nations Conventions on the Rights of the Child
- The Children (Northern Ireland) Order 1995
- The Education and Libraries (Northern Ireland) Order 2003
- Sexual Offences (Northern Ireland) Order 2008
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Safeguarding Board (Northern Ireland) Act 2011
- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Public Services Ombudsman Act (Northern Ireland) 2016

Related DE Guidance:

- Safeguarding and Child Protection in Schools – A Guide for Schools September 2019
- Co-operating to Safeguard Children and Young People in Northern Ireland – August 2017
- Children and Young People's Strategy 2020 - 2030
- Safeguarding Board for NI's Policies and Procedures (SBNI)

Related Policies:

- Anti-bullying Policy
- Positive Behaviour Policy
- Relationships and Sexuality Policy
- Online Safety and e-learning
- Intimate Care Policy
- Attendance Policy
- SEN Policy
- Health & Safety Policy
- Staff Handbook

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1: Introduction

We in Blackwater Integrated College have a primary responsibility for the care, welfare and safety of the students in our charge, and we will carry out this duty through all our pastoral care policies, which aim to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our students is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff have been subject to appropriate background checks. The staff of the College have also adopted a Code of Practice for our behaviour towards students.

The purpose of the following procedures on Child Protection is to protect our students by ensuring that everyone who works in our school - teachers, and non-teaching staff - has clear guidance on the action, which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Key Principles of Safeguarding and Child Protection

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, “Co-Operating to Safeguard Children and Young People in Northern Ireland” (DOH, 2017), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following Principles form the basis of our Child Protection Policy:

- the child or young person’s welfare is paramount;
- the voice of the child or young person should be heard;
- parents are supported to exercise parental responsibility and families helped stay together;
- partnership;
- prevention;
- responses should be proportionate to the circumstances;
- protection; and
- evidence based and informed decision making.

2: Specific Aims of Child Protection Policy

1. To inform all staff (teaching and non-teaching) of statutory requirements re suspected or alleged child abuse.
2. To provide all staff with definitions of abuse.
3. To provide guidelines for identification of signs of suspected abuse.
4. To enable parents to make a complaint if necessary.
5. To provide clear procedures for staff to follow up a case of suspected abuse.
6. To explain the roles and obligations of personnel involved in reporting suspected abuse.
7. To provide guidelines for the personal safety of staff dealing with students.
8. To provide support for staff to cope with the anxieties of initial reporting, and the aftermath of involvement in suspected abuse.
9. To promote self-protection for students through Personal Development Programmes, to help them recognise and deal with potentially dangerous situations.

3: Categories of Child Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in a residential, hospital or institutional setting or in a community setting, by those known to them, or more rarely a stranger. There are different types of abuse and a child may suffer more than one of them.

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. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substances misuse may expose a child to emotional abuse.

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 (faltering growth).

Physical Abuse is the deliberate physical injury to a child, or the wilful or 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 inappropriately giving drugs to control behaviour.

Sexual Abuse involves forcing or enticing a child to take part in sexual activites. The activites 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 activites, or encouraging children to behave in sexually inappropriate ways.

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non theraputic reasons.

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, and 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.

Young Person whose Behaviour places them at Risk of Significant Harm- a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purpose of the Child Protection Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind then the decision to intitiate a child protection action in such cases is a matter for a professional judgement and each case should be alert to the possibility that a young person may be adverse to experiences in their lives which may be indicative of abuse.

4: Possible Signs of Abuse

'Because they are in regular and frequent contact with students, school staff are particularly well placed to observe outward signs of abuse or unexplained changes in behaviour or performances, which may indicate abuse'
(Department of Education & Science Circular 89/41)

It is not possible to give complete lists of symptoms, only indicators of abuse. The following signs do not necessarily point to abuse, as they can be due to other medical or social reasons, but if staff are concerned by any or a combination of these signs; they should pass on their concerns to the relevant staff.

1. Signs of Physical Abuse

- Unexplained injuries or burns particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Admission of punishment, which appears excessive
- Fear of parents being contacted (most will get upset by this but it is the *extent* of reaction that you need to look for)
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self- destructive tendencies
- Aggression towards others
- Chronic running away

2. Signs of Emotional Abuse

- Physical, mental, and emotional development lags
- Admission of punishment, which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self- mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing/scavenging

3. Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non- attendance

- Untreated medical problems
-destructive tendencies
- Low self- esteem
- Neurotic behaviour
- No social relationships
- Chronic running away
- Compulsive stealing/scavenging

4. Signs of Sexual Abuse and Exploitation

Young people from the age of 12 may:
- be chronically depressed/suicidal
- Use drugs/drink excessively/ self-mutilate
- have unexplained pregnancies
- Anorexic/bulimic
- run-away repeatedly
- inappropriate sexualised behaviour for age
- be fearful about certain people like relatives and friends
- Not allowed to go on dates or have friends around
- have soreness, bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate/play truant
- exhibit a sudden change in school/work habits
- have a 'friend' who has a problem and then tell about the friend
- have chronic ailments such as stomach pains/upsets and headaches
- Sexually abuse a child sibling or friend
- be withdrawn, isolated/become excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money or valuables without plausible explanation

5. Signs of FGM or that it is imminent

- prolonged return to country of origin for summer break
- female elder visiting from a country of origin
- girls may disclose that she is to have a special procedure or attend a special occasion to become a woman
- parents state that they are to take the child out of the country for a prolonged period
- not allowed to attend extra-curricular activities
- changes in behaviour/personality

5: School Safeguarding Team

The Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the college.
The EA, CPSS provides child protection in relation to the specific responsibilities of each member of the team. As best practice, the safeguarding team should review their child protection / safeguarding practices annually using the ETI Safeguarding proforma.
The responsibilities of the team should include:

- Monitoring and periodic review of safeguarding and Child protection arrangements in the college
- Support for the DT in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training, including refresher training – in keeping with legislative and best practice requirements.

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

- Chair of the Board of Governors (Ann Toman)
- Designated Governor for Child Protection (Andrea Grimson)
- Principal (Stephen Taylor)
- Designated Teacher (Joy Millington)
- Deputy Designated Teacher(s) (Kerrie Love and Matthew Sunerton)

6: Operation Encompass

Operation Encompass is an early intervention partnership between the PSNI, Education Authority and schools. It is aimed at providing support to students who have witnessed domestic violence or abuse in the home. Blackwater Integrated College has been involved in this scheme since it was introduced in September 2021. If the PSNI attend a domestic abuse call where children are present, they will contact the college as early as possible the next morning to share this information with the safeguarding team. The college will process this information in the same way they process all information received relating to safeguarding concerns. The purpose of the information sharing is so school staff can meet the immediate emotional needs of the children who have been victims of domestic violence.

7: Roles and Responsibilities

Designated Teacher/Deputy Designated Teachers

The Designated teacher's role is to:

- Provide training in Child Protection to all staff
- Be available to discuss safeguarding or child protection concerns of any member of staff
- Record all child protection concerns
- Maintain an awareness of local support services eg Family Support Hubs
- Make referrals to Social Services or PSNI when appropriate
- Liaise with EA Designated Officers for Child Protection and CPSS
- Keep the school Principal informed
- Develop and review the school's child protection policy
- Promote a safeguarding and child protection ethos within the school
- Provide reports to the Board of Governors on child protection issues

The Deputy Designated Teachers work co-operatively with the Designated Teacher and assume responsibility for Child Protection matters in her absence.

The DT and DDT can be contacted by phoning 028 44612115

Principal

The Principals Role is to:

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;

- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;

- to manage allegations / complaints against school staff;

- to establish and manage the operational systems for safeguarding and child protection;

- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;

- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;

- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and

- to maintain the schools record of child abuse complaints.

Board of Governors

The Board of Governors role is to:

- ensure a designated governor for child protection is appointed

- safeguard and promote the welfare of all registered students

- ensure a designated and deputy designated teacher are appointed in school

- have a full understanding of the roles of the designated and deputy designated teachers for child protection;

- ensure safeguarding and child protection training is given to all staff and governors including refresher training;

- ensure the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.

- ensure the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;

- ensure there is a code of conduct for all adults working in the school;

- ensure all school staff and volunteers are recruited and vetted, in line with DE Circular 2024/10;

- receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and

- ensure the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools.

Chair of Board of Governors

The Chair of the Board of Governors role is to:

- have a pivotal role in creating and maintaining a safeguarding ethos;

- receive training from CPSS and HR;

- assume the lead responsibility in the event of a CP complaint or concern about the principal

- ensure compliance with legislation, Child Protection record keeping and policies.

- The Chairperson is responsible for ensuring CP records are kept and for signing and dating, annually the Record of Child Abuse Complaints against staff members, even if there have been no entries.

Designated Governor for Child Protection

Advises the board of governors on:
- the role of the designated teachers;
- the content of child protection policies;
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full annual designated teachers report; and
- recruitment, selection, vetting and induction of staff.

Other members of school staff

- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if he/she is not available.

- Form Teachers, Class Teachers and support staff should complete the note of concern if there are safeguarding concerns such as: 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;

- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;
- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;
- if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, the DT for child protection or the Principal, if they are worried about a safeguarding or child protection concern.
If you have escalated your concern as set out in Appendix 3, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaint policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

Child protection and Support Services (CPSS)
The CPSS is a regional sevice for schools, based within the EA.
The CPSS primary role is to provide:

- daily helpline to advise, guide and support DT/DDT/Principals in relation to concerns about individual children with safeguarding / child protection concerns and on wider policy and training matters.
- Advice and guidance on assessing and managing children who pose a risk of harm to themselves, other pupils and staff.
- Initial, refresher and cluster group training on child protection issues
- Dissemination of new information on training, DE circulars and guidance
- Support visits to schools where required
- Support in developing or reviewing the school's child protection policy
- Follow up to ETI inspections where safeguarding/child protection is identified as an area for improvement

The CPSS will also:

- Offer training to the Chairperson and Designated Governor for Child Protection in relation to their statutory responsibilities
- Offer support, advice and training to other services within the EA
- Assist EA Human Resource Managers in dealing with allegations of abuse against teachers and other EA officers/employees
- Liaise with Social Services and PSNI where appropriate
- Represent the education sector at Multi Agency Risk Assessment Conferences (MARAC) meetings which are a co-ordinated inter-agency response to domestic violence and abuse.

Helpline number is: 02895985590 Monday – Friday 9am – 4.30pm

8: Responding to Safeguarding and Child Protection Concerns

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

The school follows the 5R's of Child Protection

- **RECEIVE**
  Listen Actively
- **REASSURE**
  You have done the right thing, I can get help
- **RESPOND**
  Explain what you are going to do
- **REPORT**
  As soon as possible to the DT
- **RECORD**
  Facts – When? Where? Who? What?

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, complete a Record of Concern and report directly to the DT/DDT.**

Child abuse is a criminal offence and in any case of suspected child abuse must be reported, irrespective of the source of information. A student cannot be given any undertaking of confidentially but should be assured that only those who need to know will be informed. If a student discloses a possible pregnancy the school policy is to inform the Designated Teacher who will inform the parent of the child and then take appropriate action.

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.

If a student 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 will complete a Record of Concern (see **Appendix 6**) and act promptly. The information must be treated seriously, and the Note of Concern will be given to the DT or DDT. Staff should be aware that the way in which they talk to a child can influence the evidence, which is put forward if there are subsequent criminal proceedings, and the extent of questioning should be therefore kept to a minimum.

They should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind;

They should not, therefore ask questions, which encourage the child to change his/her version of events in any way, or impose the adult's own assumptions. For example, staff should say, 'Tell me what has happened', rather than 'Did they do X to you?'

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 him/her and make full notes. These should include:

- The nature of the information;
- Who gave it?
- The time, date and circumstances;
- Where the concern relates to signs or symptoms of possible abuse, a description of these.

Information from the student or any parent, carer or adult should be written down as soon as possible and the record should be objective, factual, and detailed. These reports will be filed by the Designated Teacher. These notes could be used in court.

Under no circumstances should a child's clothing be removed, or a photograph taken.
Staff should NOT ask the child to write an account of their disclosure for the record.

The Designated Teacher will consult with the principal or other relevant staff always taking care to avoid due delay. If required, advice may be sought from the Child Protection Support Services. The Designated Teacher may also seek clarification from the child or young person, their parent/carer and then decide upon the appropriate course of action.

If a child protection referral is not required the school may consider other options including monitoring, signposting, or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, the designated teacher will seek consent from 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.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern may be informed of the action taken.

9: Consent for Referrals

Concerns about the safety or welfare of a child/young person, should, where practical, be discussed with the parent and consent sought for a referral to Gateway services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any

criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to Gateway services in the local Health and Social Care Trust or the PSNI, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

10: How a Parent can Raise a Concern

In Blackwater Integrated College 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 form teacher, 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. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 3.**

11: 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.
Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.
Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

12: Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

To meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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.

All UNOCINI pro-formas are stored in a private folder in line with the school's records retention policy and the guidance provided in DE circular 2020/07 " Child Protection Record keeping in Schools".

13: Complaints against school staff

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 5** will be followed.

14: Code of Conduct for Employees

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the students within the school.
It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

1. Private Meetings with Students

Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

Where such conditions cannot apply, staff 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 it is not advisable to use signs prohibiting entry to the room.

Where possible another student or (preferably) another adult should be present or nearby during the interview.

2. Physical contact with students

To avoid misinterpretations, and so far as is practical, staff and volunteers are advised not to make unnecessary physical contact with their students.

It is unrealistic and unnecessary, however, to suggest that staff should touch students only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from doing this.

Staff should never touch a child who has clearly indicated that he/she is or would be uncomfortable with the contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9), on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain students).

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who must administer first aid to a student should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.

Any physical contact which would be likely to be misinterpreted by the student, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted to the principal

3. Private Tutoring

Staff are not permitted to conduct private tutoring on school premises.

4: Relationships and Attitudes

All staff and volunteers should treat students with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers need to ensure their relationships with students are appropriate to the age and maturity of the students. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the

expense of the students, embarrassing, or humiliating students, discriminating against or favour students. Relationships need to be always professional.
Staff should be particularly careful when supervising students in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to students in circumstances very different from the normal school/work environment.

5: Confidentiality

Staff and volunteers may have access to confidential information about students including highly sensitive or private information. It should not be shared with any other person other than on a need-to-know basis.
If a member of staff needs to share information about alleged or suspected abuse it should only be shared with the designated teachers for child protection. If there is any doubt over what information should be shared or kept confidential, please speak with a member of the safeguarding team first.

6: Choice and Use of Teaching Materials

Teachers should avoid teaching materials, which might be misinterpreted.

When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by students or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials in connection with Relationship and Sexuality Education programmes.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

15: 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)

Schools are well placed to teach students how to develop healthy relationships, and to make informed choices in their lives so they can protect themselves.

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.
The personal development curriculum and well being of students has a high priority in the college and keeping safe messages are embedded throughout the curriculum. The college consults with parents and students and external providers are carefully selected prior to delivering their programmes.

Personal Development Program
The Personal Development Program is delivered through Form Tutor periods, assemblies, Outside Agencies and LLW. This gives the opportunity to highlight personal issues concerning young people and help raise self-esteem. There is a Pastoral notice board, in the technology corridor and relevant information can be found throughout the school, which provides advice and displays child helpline numbers, together with the information on the Designated and Deputy Designated Teachers and the School Counsellor.
Students will be supported with the employment of a full time Youth Worker – Gary Boyd.

Outside Agencies
Outside agencies who regularly contribute to promoting good health and wellbeing of the students include:

Love for Life
YMCA
PSNI
Action for Children
Aware
HoPE Counselling Service

16: Visitors to the college
All visitors should be:

- Met / directed by school staff
- Signed in and out of the school by office staff
- Where appropriate, escorted by a member of staff
- Clearly identified with visitor / contractor passes
- Given restricted access to the areas relevant to their work
- If delivering goods or carrying out repairs / maintenance their work should be cordoned off from students for health and safety reasons.

All visiting contractors to the college are accompanied by the caretaker. He reports directly to the Principal if he has any concerns regarding visiting contractors.

17: Recruitment measures

All staff must complete an Access NI check before taking up their position in the college. The Principal must be in receipt of the Access NI document before any new member of staff starts work in the college.

There are 2 types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate (EDC). A volunteer who works under supervision is not required to have an EDC.

Schools must ensure that volunteers, who are employed by others, have the necessary clearances in place, and a record of these should be maintained by the Principal.

Students on Work Experience

Students coming into school on work experience do not require AccessNI clearance if they are fully supervised by school staff. They should undertake the normal Safeguarding training as part of their induction process.

18: Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for most employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this code, or how they should act in particular circumstances, they should consult their Principal or a representative of their professional association.

From time to time, however, it is prudent for all staff to re-appraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or their parents /guardians.

Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and ratified every year by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the schools 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. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher.

19: Appendix 1

Specific Types of Abuse

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.
If the staff in Blackwater Integrated College become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)
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.
CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.
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, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined 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).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).
If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. 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. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

Forced Marriage A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in Blackwater Integrated College we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children who display harmful sexualised behaviour
Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding

of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

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

- There is no informed consent by the victim; and/or

- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centred.
Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

E safety/Internet abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks**: the child or young person is exposed to harmful material.
- **Contact risks**: the child or young person participates in adult initiated online activity.
- **Conduct risks**: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks**: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

We in Blackwter Integrated College have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Online safety will be integrated into the existing safeguarding, positive behaviour, antibullying and code of practice for staff and students.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

Sexting between individuals in a relationship

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individuals consent.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

The UK Safer Internet Centre may be able to assist in having an image blocked or removed to prevent further distribution.

It is vital to ensure the victim of abuse receives the correct support. They are likely to feel ashamed, embarassed and worried about parental reaction.

The Safeguarding Board for Northern Ireland (SBNI) recommend the SWGFL (South West Grid for Learning) ‘360 degree safe’ online safety self assessment tool to help schools strengthen their online safety policy and practice. This tool can be found at www.360safe.org.uk/

Schools should make use of C2k on advice on internet safety and also Child Exploitation and Online Protection Centre (CEOP) ‘think you know’ website.

20: Appendix 2

Children with Increased Vulnerabilities

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Intercultural Education Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to

ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

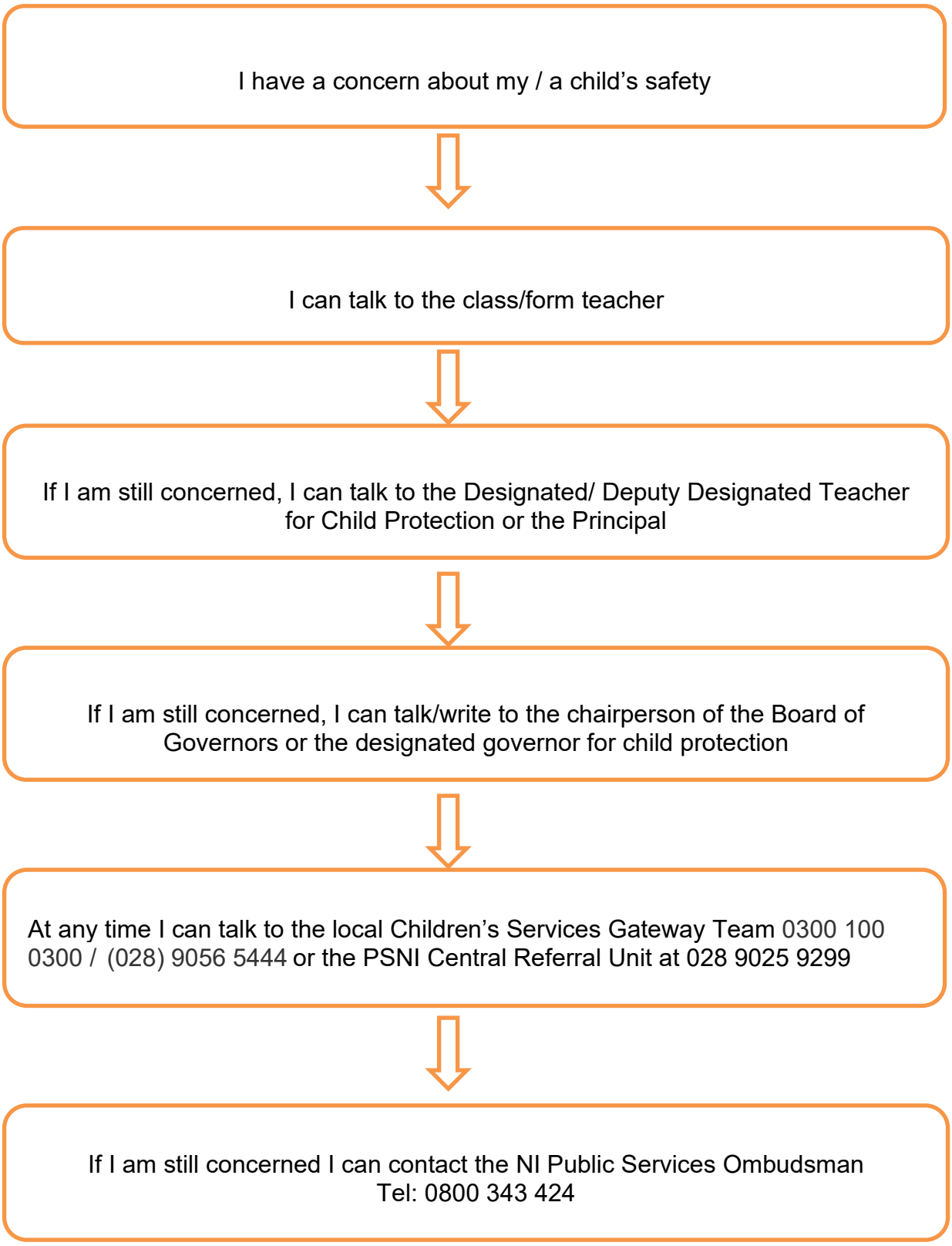
- **Suicidal Ideation (Suicidal thoughts)**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

21: Appendix 3

How a Parent can raise a potential CP concern

If a parent has a potential child protection concern



22: Appendix 4

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

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.

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

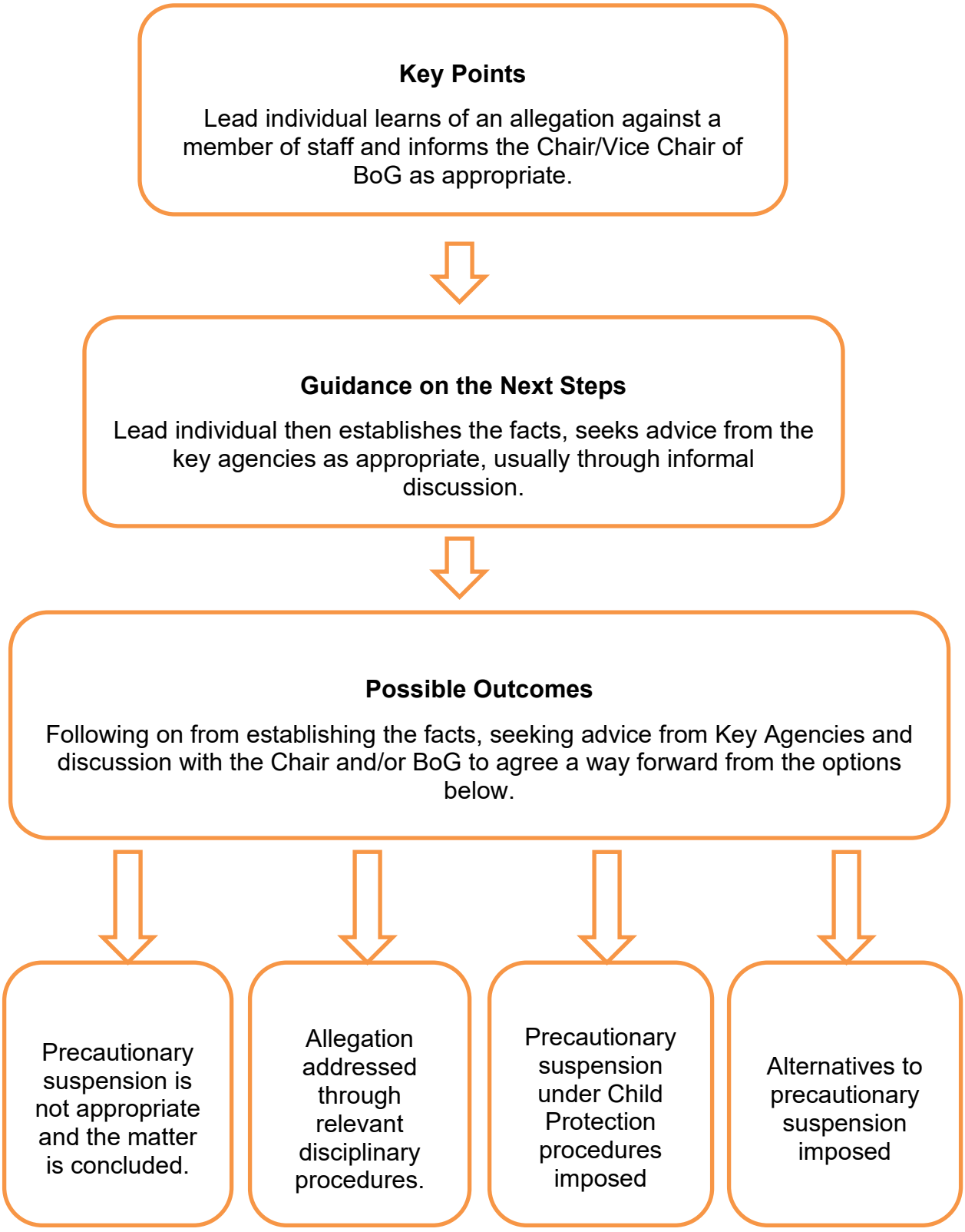
Child Protection referral is not required

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).

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.

23: Appendix 5

Dealing with Allegations of Abuse Against a Member of Staff



Appendix 6

CONFIDENTIAL

RECORD OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
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 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: _____