

This Policy relates to the following Rights of the Child;

- ***Article 3 Adults must do what's best for me***
- ***Article 4 The government should make sure my rights are respected***
- ***Article 12 I have the right not to be taken out of the country illegally***
- ***Article 19 I have the right to be protected from being hurt or badly treated***
- ***Article 20 I have the right to special protection or help if I can't live with my own family***
- ***Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad***
- ***Article 36 I have the right to be kept safe from things that could harm my development***
- ***Article 39 I have the right to help if I have been hurt, neglected or badly treated***



Safeguarding & Child Protection Policy

Date ratified by Board of Governors:

Chair of Board of Governors: Mr Alistair Orr

Date of Review Date: April 2021

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Child Protection Ethos

We in Arvalee have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can grow, learn and achieve so that they can be the best that they can be. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school. In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

- **General Principles of Safeguarding and Child Protection**

Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protections, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

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, www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-youngpeople-northern-ireland), 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 Policies and Procedures (2017, www.proceduresonline.com/sbni).

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

- The pupil's welfare is paramount; this overrides all other considerations;
- The voice of the child or young person should be heard. They have the right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. Due care should be taken to interpret correctly apparent signs of abuse or neglect.
- We have a pastoral responsibility towards our children and young people and should take all reasonable steps to prevent problems occurring or worsening through the introduction of timely supportive measures. Where a child's needs can be met through the provision of support services, these should be provided.
- In Child Protection responses there must be a considered and well informed multi-disciplinary and multi-agency approach, and commitment to the protection, support and safeguarding of the pupil from harm;
- A proper balance should be struck between protecting pupils and respecting the rights and needs of parents and families; but where there is conflict the pupil's interests will always come first;
- Parents are supported to exercise parental responsibility to ensure their child's welfare is safeguarded and their safety is preserved.

OTHER RELATED POLICIES

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

- Arvalee School Pastoral Care Policy
- Policy for the Promotion of Positive Behaviour
- Anti-Bullying Policy
- Arvalee Schools Relationships and Sexuality Education Policy
- Staff and Volunteers Code of Conduct
- Staff Deployment Procedure and Policy
- Guidance on the provision of Intimate Care in Arvalee School
- Risk Assessment Policy
- Policy for Positive Handling and the use of Team-Teach and Physical Intervention
- The Complaints Procedure
- Attendance Policy
- Data protection Policy
- Arvalee School Educational Visits Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Arvalee Schools Acceptable Use of Internet Policy

These policies are available to parents and any parent wishing to have a copy should contact the School Principal or visit the school website at www.school-sites.org/arvalee

School Safeguarding Team

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

- Chair of the Board of Governors – **Mr Alistair Orr**
- Designated Governor for Child Protection – **Rev. Jane Nelson**
- Principal – **Mr Jonathan Gray**
- Designated Teacher – **Miss Kathleen Gallagher**
- Deputy Designated Teacher – **Mr Paul O'Gara**
- Deputy Designated Teacher – **Ms Helen Brogan**

Roles and Responsibilities

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements at Arvalee
- To provide support for the Designated and Deputy Designated Teachers in the exercise of their child protection responsibilities.
- To ensure attendance of Governors and Staff at relevant training, in keeping in line with legislative and best practice requirements

Chair of Board of Governors

The chair of the board of governors

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

Designated Governor for Child Protection

Advise 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 of staff.

Other Board of Governors

- A Designated Governor for Child Protection is appointed;
- A Designated and Deputy Designated teacher are appointed in their schools;
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection. Ensure that all concerns about possible abuse are taken forward in an appropriate manner;
- Safeguarding and child protection training is given to all staff and governors including refresher training;
- Relevant safeguarding information and guidance is disseminated to all the staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities;
- The school has a Child Protection P which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- 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;
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- there is a code of conduct for all adults working in the school;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- they receive a full annual report on all child protection matters. This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- 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 2016/20 Child Protection: Record Keeping in Schools:
 - Safeguarding and child protection concerns
 - Disclosures of abuse
 - Allegations against staff and actions taken to investigate and deal with outcomes

- Staff induction and training.

Principal

- To establish and manage the operational systems for safeguarding and child protection;
- As secretary to the Board of Governors, assist the BOG's to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and termly inclusion of child protection activities on the BOG meeting agenda.
- 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;
- Manage child protection concerns relating to staff and ensure they are kept in a lockable drawer only accessible to him;
- Maintaining the School Record of Child Abuse Complaints and ensure that these are securely stored; and
- ensure that parents and pupils receive a copy or summary of the Child Protection Policy at intake and, at a minimum. every two years (the policy is available on the School Website or from the School Principal).

The Designated Teacher and Deputy Designated Teachers

- The role of the DTT is to work co-operatively with the DT in fulfilling her responsibilities.
- The induction and training of all school staff including support staff;
- Organise Child Protection training (whole school) to be delivered a minimum of once every two years
- Being available to discuss safeguarding or child protection concerns of any member of staff/parent;
- Responsibility for record keeping of all child protection concerns and ensuring that these are stored securely;
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- Making referrals to Social Services (Gateway Team) or PSNI Public Protection Unit where appropriate, with the Principal's knowledge;
- Liaison with the EA Designated Officers for Child Protection;
- Keeping the school Principal informed;
- Lead responsibility for the development of the school's child protection policy (reviewed annually);
- Assist in drafting and issuing the child protection leaflet for parents
- Promotion of a safeguarding and child protection ethos in the school, and
- Compiling annual written report to the Board of Governors regarding child protection.

Other members of school staff

- Avail of whole school training and any other training regarding safeguarding pupils.
- **Staff should** listen to what a child has said and support the child
- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.
- Staff **should** act promptly
- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if she is not available;

- Staff should make the DT/DDT informed through a written **‘Record of Concern’ (using the actual words of the child)** 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;

We in Arvalee School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Pastoral Care Policy, which aims 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 pupils is by helping them:

- to learn about the risks of possible abuse
- to recognise unwelcome behaviour in others
- to acquire the confidence and skills they need to keep themselves safe.
- to develop the skills to tell an adult.

The staff in Arvalee are very aware that children with special educational needs may be especially vulnerable to abuse. A significant proportion of our pupils have limited communication skills. We are, therefore, aware that extra care must be taken to correctly interpret any apparent signs of abuse and neglect.

Given the nature of the profound and multiple difficulties of several of our pupils, it can be appreciated that physical contact is a necessary part of teaching and personal care. However, all members of staff are aware that any physical contact with pupils should be appropriate and it is implicit that the conduct of the school staff towards pupils must be above reproach.

Staff have received ‘Team Teach’ training on physical intervention, however, in Arvalee emphasis is placed on ‘calm’ communication and defusing skills that work best for the individual child concerned, acknowledged within the care, behaviour or education plans. The individual needs of pupils are assessed, and appropriate interventions put in place.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers – have 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.

Parents

The primary responsibility for safe guarding and protection of children rests with parents/guardians 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:

- reporting to the school office when they visit 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 (please provide written evidence i.e. court order);

- 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 **It is essential that the school has up to date contact details for the parent/carer.**
- informing the school in advance if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent and should telephone the school or 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/
- Raising any concerns, they may have in relation to their child with the school.

What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. **'Harm'** means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm. Harm can be caused by:

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

Types of Abuse

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

Child abuse may take a number of forms, including:

PHYSICAL ABUSE is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. *(Co-operating to Safeguard Children and Young People in NI. Department of Health version 2017)*

EMOTIONAL ABUSE is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying –

including online bullying through social networks, online games or mobile phones – by a child's peers. *(Co-operating to Safeguard Children and Young People in NI. Department of Health version 2017)*

SEXUAL ABUSE occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. *(Co-operating to Safeguard Children and Young People in NI. Department of Health version 2017)*

NEGLECT is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. *(Co-operating to Safeguard Children and Young People in NI. Department of Health version 2017)*

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. *(Co-operating to Safeguard Children and Young People in NI. Department of Health version 2017)*

CHILD SEXUAL EXPLOITATION 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. Department of Health version 2.0 2017)*

DOMESTIC VIOLENCE AND ABUSE IS:

'Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' *(DOH/DOJ "Stopping domestic and sexual violence and abuse in NI" A 7-year strategy, March 2016)*

Signs and Symptoms of Abuse –

Staff should be aware of the possible implications of, and alert to, all sign of abuse, particularly if they appear in combination or are repeated regularly (see Appendix 1). Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Arvalee are aware of and have therefore included them in our policy.

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.

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

If the staff in Arvalee become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

Child sexual exploitation Child Sexual Exploitation is a form of 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 include physical contact; it can also occur through the use of technology.

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

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

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

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).

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

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 Arvalee School 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 school's 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 Arvalee 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 activity.

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:

1. **Sexting between individuals in a relationship** schools should look at this individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be.

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.

2. **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 individual's consent.

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

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

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.

How a Parent Can Raise a Concern

In Arvalee we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern, they can talk to the class teacher, designated/deputy designated teacher for child protection or the principal.

If they are still concerned, they may talk/write to the Chair of the Board of Governors. If after this a parent still has concerns, they can contact the NI Public Services Ombudsman (Tel. 0800 343 424). At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit (028 90259299). Details of who to contact are shown in the flowchart in **Appendix 3**.

Dealing with Disclosures of Abuse

The following are guidelines for use 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

- ✓ **Receive** – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.
- ✓ **Reassure**- ensures the child is reassured that he/she will be safe and his/her interests will come first. No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.
- ✓ **Respond**- respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.
- ✓ **Record**- make notes at the time and write these up as soon as possible afterwards using the Note of Concern (**see Appendix 6**). These notes should be factual, objective in nature, and include what was seen, heard or reported, the place and time of who was present. Record key phrases/words used noticeable non-verbal behaviour and any physical injuries. Do not destroy original notes.
- ✓ **Report**- report concerns to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis. Do not investigate.

The designated teacher may seek discreet preliminary clarification from the person making the complaint or giving information or from others who may have relevant information.

The designated teacher will consult with the principal or other relevant staff as a matter of urgency to plan the course of action and ensure that a written record is made. In the absence of the principal, the Vice Principal will act with the full authority of the principal. If required, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, their parent/carer.

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 (e.g. if the parent may be a possible abuser). No decision to refer a case to Social Services will be made without the fullest consideration and appropriate advice. **The safety of the child is our priority.**

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form to the Gateway team within 24 hours. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. This is done in an envelope marked 'CONFIDENTIAL – CHILD PROTECTION'. A copy of the UNOCINI will be placed in the school's child protection file. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 2.**

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

Do's	Don'ts
<ul style="list-style-type: none"> • Stay calm • Listen to what the child says • Accept • Reassure • Explain what you are going to do • Do explain to the child that you cannot keep it a secret • Record accurately, using his/her exact words • Seek support for yourself 	<ul style="list-style-type: none"> • Panic • Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate • Don't remove any clothing • Do Nothing

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal, then the designated teacher should be informed, and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed.

Consent, Confidentiality, Information Sharing and Record Keeping

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social 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 children's social services in the local Health and Social Care Trust or the police, 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.

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated/Deputy Designated Teacher or principal may be invited to attend an initial and review child protection case conference or core group meeting and where possible a school representative will be in attendance. A written report will be provided for those meetings after discussion with staff. Feedback from the meeting will only be given to staff on a 'need to know' basis.

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).

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.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely in separate files in a locked drawer. These files are separate from any other file that is held on the child or young person, 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 (*DE Circular: 2016/20. Child Protection Record Keeping in Schools*). 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 DT/DDT. The person who reports the incident must treat the matter in confidence.

Recruitment and Vetting of Staff and Volunteers

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Arvalee are vetted / supervised in accordance with relevant legislation and Departmental guidance.

VOLUNTEERS - Volunteers who work unsupervised are required to have an EDC (Enhanced Disclosure Certificate). A volunteer who works under supervision is not required to obtain an EDC. Arvalee ensures that volunteers, e.g. coaches, music tutors etc, who are employed by others, have the necessary clearances in place.

VISITORS – Visitors (e.g. parents, maintenance workers) to Arvalee will be managed by the school staff and their access to areas and movement within the school should be restricted as needs require.

PUPILS ON WORK EXPERIENCE - Health and Social Care Programmes will require an EDC for pupils on long term placement and may be required for pupils on work experience/shadowing placements. Pupils coming into the school on work experience do not require Access NI clearance if they are fully supervised by school staff. The normal child protection induction processes should apply.

Code of Conduct for all Staff - Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors. The Code of Conduct is available on request from the School Principal.

All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form is available on request from the School Principal. A staff member working with a pupil in a 1:1 situation in an educational or care setting, either paid or unpaid, must not work with the child in school as part of the daily timetable. This does not apply to staff working in group settings such as a sports club, youth club or residential home setting where there is a dynamic group. This is to ensure:

- There is no conflict of interests when acting on behalf of the child regarding the staff member's contractual responsibilities and/or safeguarding procedures.
- Confidentiality is maintained and the child's rights to privacy upheld
- School policies and contractual guidance is and can be adhered to.

Each member of staff is here for every child and the development of all the staff is the duty of the School Leadership.

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

Staff Training

Arvalee is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher; Deputy Designated teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses.

New staff are made aware of the system for reporting at induction. The system is available in our Child Protection Policy and is also displayed on the staff room noticeboard. Staff are also briefed on the Code of Conduct.

The Preventative Curriculum

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 (e.g. PATH's) 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. There is a permanent child protection notice board in the main foyer and relevant information in each hub area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display.

Throughout the school year child protection issues are addressed through assemblies. In the classroom, regular circle time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates. Each classroom has a picture of staff that children can talk to if they have concerns. Other initiatives which address child protection and safeguarding issues are:

- Family Works Counselling Service for Secondary pupils
- Drama workshops
- Online Safety Workshops e.g. Wayne Denner
- Relationships and Sexuality Education – ‘Just Ask’ Schools Programme www.informingchoicesni.org
- PSNI talks
- Health Promotions Initiatives E.g. Action Cancer
- Mental Health Awareness: AWARE PAWS B programme, Niamh Louise Foundation
- Whole School Anti-Bullying Week
- Arvalee Extended Schools Programme- Health and Wellbeing (promoting Physical, Emotional and Nutritional activities)

Monitoring and Evaluation

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

Date Policy Reviewed: July 2020

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Appendix 1

Signs and Symptoms of abuse – possible indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<p>Unexplained bruises – in various stages of healing – grip marks on arms;</p> <p>slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions;</p> <p>untreated injuries;</p> <p>bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</p>	<p>Self-destructive tendencies;</p> <p>aggressive to other children;</p> <p>behavioural extremes (withdrawn or aggressive);</p> <p>appears frightened or cowed in presence of adults;</p> <p>improbable excuses to explain injuries;</p> <p>chronic runaway;</p> <p>uncomfortable with physical contact;</p> <p>come to school early or stays last as if afraid to be at home;</p> <p>clothing inappropriate to weather – to hide part of body; violent themes in art work or stories</p>

Neglect

Physical Indicators	Behavioural Indicators
<p>Looks very thin, poorly and sad;</p> <p>constant hunger; lack of energy;</p> <p>untreated medical problems;</p> <p>special needs of child not being met;</p> <p>constant tiredness; inappropriate dress;</p> <p>poor hygiene;</p> <p>repeatedly unwashed; smelly;</p> <p>repeated accidents, especially burns.</p>	<p>Tired or listless (falls asleep in class);</p> <p>steals food; compulsive eating;</p> <p>begging from class friends;</p> <p>withdrawn; lacks concentration;</p> <p>misses school medicals;</p> <p>reports that no carer is at home;</p> <p>low self-esteem;</p> <p>persistent non-attendance at school;</p> <p>exposure to violence including unsuitable videos.</p>

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>Well below average in height and weight; “failing to thrive”;</p> <p>poor hair and skin; alopecia;</p> <p>swollen extremities i.e. icy cold and swollen hands and feet;</p> <p>recurrent diarrhoea, wetting and soiling; sudden speech disorders;</p> <p>signs of self-mutilation;</p> <p>signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness);</p> <p>extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection;</p> <p>inappropriate emotional responses to painful situations;</p> <p>rocking/head banging;</p> <p>inability to play;</p> <p>indifference to separation from family</p> <p>indiscriminate attachment;</p> <p>reluctance for parental liaison;</p> <p>fear of new situation;</p> <p>chronic runaway;</p> <p>attention seeking/needing behaviour;</p> <p>poor peer relationships.</p>

Sexual Abuse

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

	<p>sudden school difficulties e.g. deterioration in school work or behaviour;</p> <p>inappropriate sex play;</p> <p>repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories;</p> <p>vulnerability to sexual and emotional exploitation; promiscuity;</p> <p>exposure to pornographic material.</p>
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Child Sexual Exploitation

- Acquisition of money, clothes, mobile without plausible explanation
- Leaving home without permission
- Persistently returning home late
- Agitated prior to leaving home/care
- Truanting from school
- Inappropriate sexualised behaviour for age
- Physical symptoms or infections e.g. bruising, bite marks
- Concern regarding use of the internet
- New peer groups,
- Significantly older 'boy/girlfriend'
- Low self-esteem
- Change in personal hygiene- greater or less
- Self-harm
- Evidence or suspicion of substance abuse

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 Inclusion and Diversity 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.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **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 Arvalee School 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.

- **Boarding schools and residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- **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.

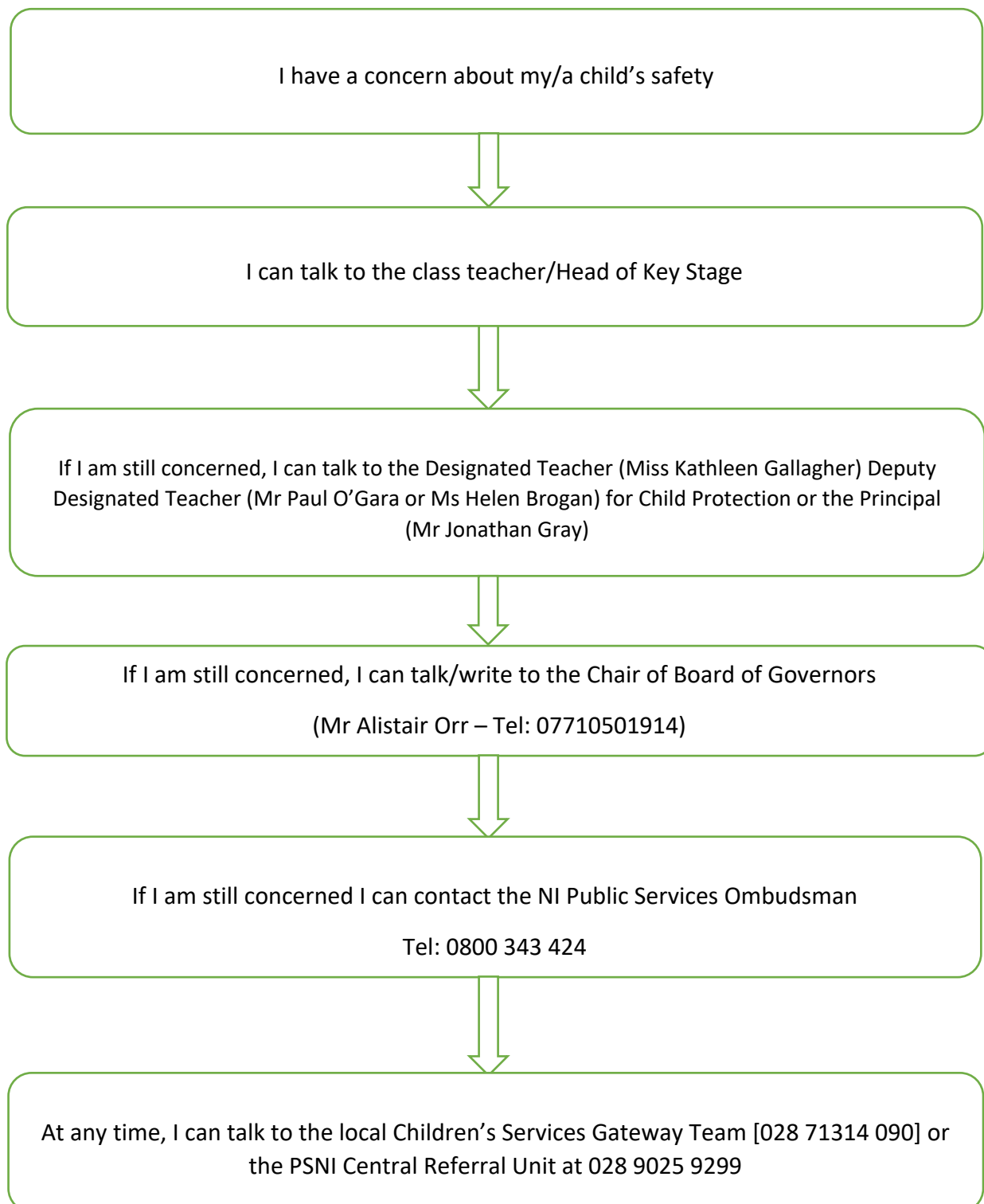
- **Suicidal Ideation**

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.

Appendix 3

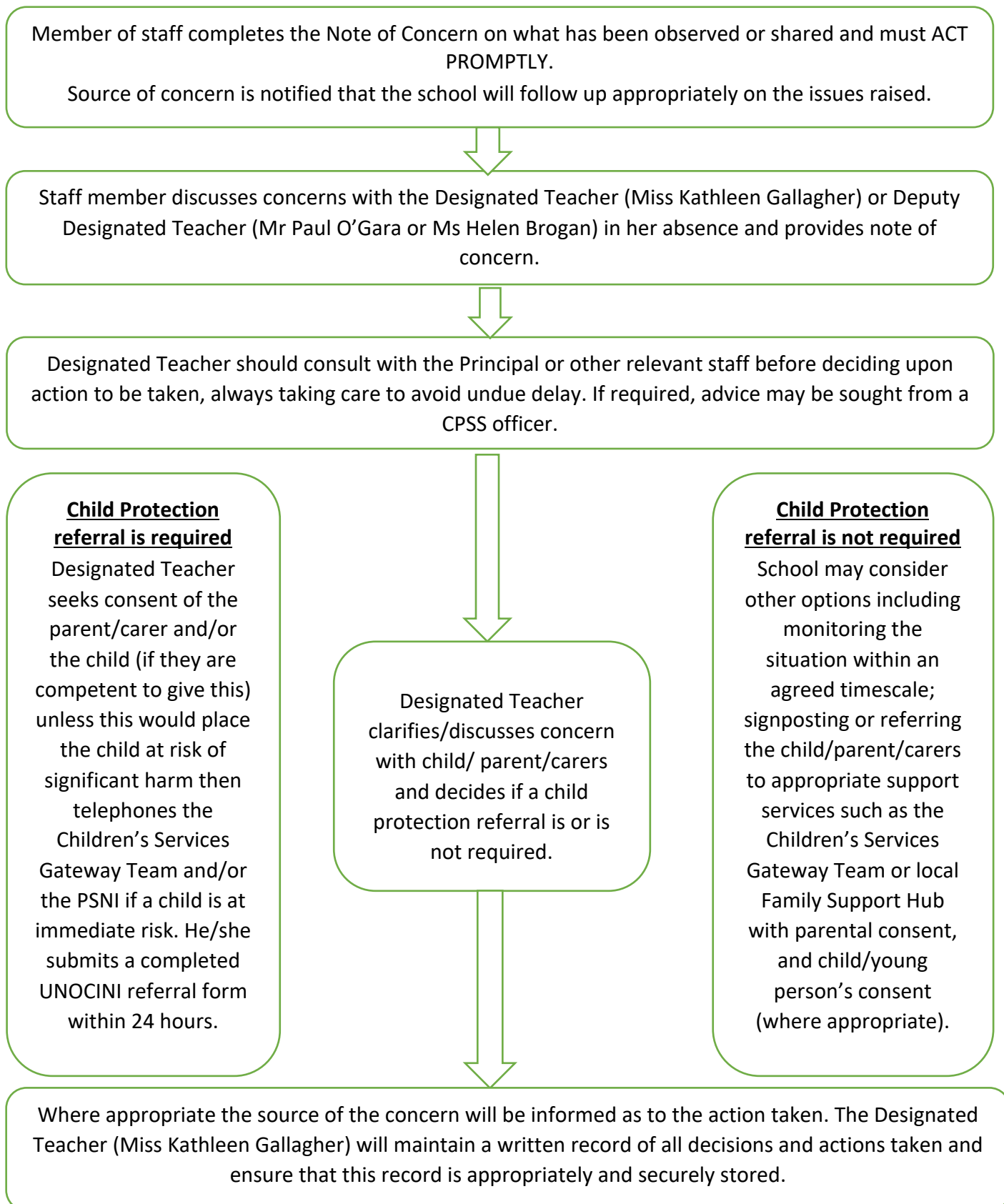
How a Parent can make a Complaint

If a parent has a potential child protection concern:



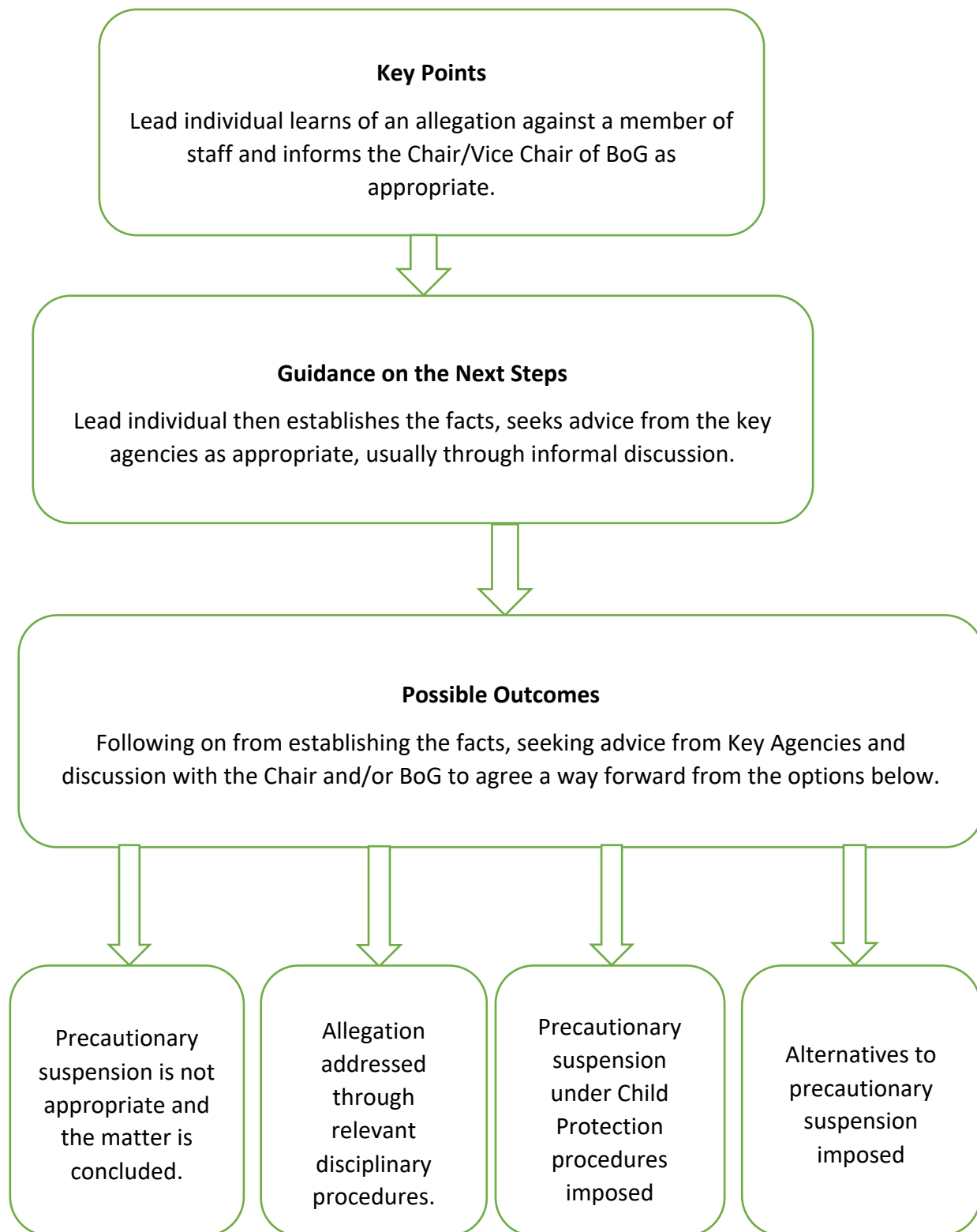
Appendix 4

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



Appendix 5

Dealing with Allegations of Abuse Against a Member of Staff



Appendix 6

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

Name of Pupil:	Class:
Date, time of incident / disclosure:	
Nature and description of concern/disclosure. If a disclosure has been made record actual words used by the child/young person. <i>(Continue overleaf if required)</i>	
Parties involved, including any witnesses to an event and what was said or done and by whom:	
Action taken at the time	
Written report passed to Designated Teacher: Yes: No: If 'No' state reason:	
Date and time of report to the Designated Teacher:	
Action taken by DT/DDT/Principal	

Signature of Staff Member making the report: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____