



# Rathfriland High School

## **SAFEGUARDING & CHILD PROTECTION POLICY**

### **Policy Details**

| <b>Legal Status</b> | <b>Adopted</b> | <b>Version Date</b> | <b>Last Review</b> | <b>Next Review</b> | <b>Responsible</b> |
|---------------------|----------------|---------------------|--------------------|--------------------|--------------------|
| Statutory           | September 2023 | August 2023         | June 2022          | August 2024        | DT                 |

## **1. Child Protection Ethos**

We in Rathfriland High School have a responsibility for the Pastoral Care, general welfare, and safety of the children in our care and we will carry out this duty by providing a caring, supportive, and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

## **2. Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools - Child Protection" (DENI Circular 99/10), the Area Child Protection Committees' Regional Policy and Procedures (2005) and Safeguarding and Child Protection in Schools (DENI 2017).

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

- It is a child's right to always feel safe, to be heard, listened to, and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

## **3. Other Relevant Policies**

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

- Positive Behaviour and Discipline Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling Policy
- Special Educational Needs Policy

- Pastoral Care and Structure Policy
- Internet and Digital Technologies: Acceptable Use Policy
- Health and Wellbeing Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy
- Substance Abuse Policy
- Educational Visits Policy
- Internet and Digital Technologies: Acceptable Use Policy
- Whistle Blowing Policy
- Volunteering Policy
- Attendance and Staff Attendance Policy

**These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.rathfrilandhigh.co.uk](http://www.rathfrilandhigh.co.uk)**

#### **4. School Safeguarding Team**

- Designated Teacher: Mr P Robinson
- Deputy Designated Teachers: Mr I Matthews , Mrs D Wilson-Elias , Mrs S Seffen
- Designated Governor for Child Protection: Mrs D McCartan
- Chair of the Board of Governors: Mr Ian McConnell

#### **5. Roles and Responsibilities**

##### **5.1 The Designated Teacher and Deputy Designated Teacher**

The Designated Teacher and Deputy Designated Teacher must:

- Avail of training so that they are aware of duties, responsibilities, and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway Team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's Child Protection Support Service for Schools Team
- Maintain records of all Child Protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding Child Protection

## **5.2 The Principal**

The Principal must ensure that:

- DENI 1999/10 is implemented within the school
- That a Designated Teacher and Deputy are appointed
- That all staff receive Child Protection Training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That Child Protection activities feature on the agenda of the Board of Governors meetings and termly updates, and an annual report are provided
- That the school Child Protection Policy is reviewed annually, and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need-to-know basis.

## **5.3 The Designated Governor for Child Protection**

The Designated Governor will provide the Child Protection lead to advise the Governors on:

- The role of the Designated Teachers
- The content of Child Protection Policies
- The content of a Code of Conduct for adults within the school
- The content of the termly updates and full annual Designated Teachers Report
- Recruitment, selection and vetting of staff

## **5.4 The Chair of the Board of Governors**

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate Child Protection and Recruitment and Selection Training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal

- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

## **5.5 Other Members of School Staff**

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

Remember the 6 Rs: Receive, Reassure, Respond, Record, Refer and Respect

### **The member of staff must:**

- refer concerns to the Designated/Deputy Teacher for Child Protection.
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

### **In addition, the Class Teacher should:**

Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

## **5.6 Parents**

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation
- informing the school whenever anyone, other than themselves, intends to pick up the child after school
- inform the school if they are going away and their child will be staying with a relative or friend for a period of time
- letting the school know in advance if their child is going home to an address other than their own home
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet, and Child Protection Policies
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school

## **5.7 The Board of Governors**

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection Training is kept up to date by at least one governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis

## 6. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

### 6.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed, or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse, and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

### 6.2 Types of Abuse

**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.

**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 the other person. It may involve causing a child to frequently 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 substance 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).

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or

watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual exploitation is a form of sexual abuse.

**Exploitation** is the intentional, 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 in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

**When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17-year-old in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.**

**6.3 Signs and symptoms of abuse - Possible Indicators**

**Physical Abuse**

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



## Emotional Abuse

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

## Neglect

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

## Sexual Abuse

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

## Exploitation

| <b>Physical Indicators</b>   | <b>Behavioural Indicators</b>   |
|--|---|
| <p>Mood swings – mood swings or changes in emotional well-being, becoming aggressive and disruptive or very quiet and withdrawn</p> <p>Drugs and Alcohol – appearing under the influence of drugs, or alcohol, or possessing drugs or alcohol</p> <p>Sexualised Behaviour – sexual health problems</p> | <p>Mobile Phones – increase in phone use or secretive use, unexplained phone credit or new phone</p> <p>Cars – being picked up or dropped off in cars by unknown adults, speaking about car journeys with unknown adults</p> <p>Computer – spending more time, often excessive periods online, becoming increasingly secretive about time spent online</p> <p>Gifts – appearing with unexplained new possessions, such as clothes, jewellery, or mobile phones, that cannot plausibly be accounted for</p> <p>Boyfriend or New Friends – a significantly older ‘boyfriend’ or ‘friend’</p> <p>Sexualised Behaviour – inappropriate sexualised behaviour; promiscuity; over-familiarity with strangers; sending sexualised images via internet</p> |

## **7. Procedures for making complaints in relation to child abuse**

### **7.1 How a Parent can make a Complaint**

At Rathfriland High School we aim to work closely with the parents/guardians in supporting all aspects of the 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 Year Tutor or the Principal/Designated Teacher for Child Protection. If they are still concerned, they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2.**

### **7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers**

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the Designated Teacher and full notes should be made. 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 Teacher. The person who reports the incident must treat the matter in confidence.

The Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated Teacher may consult with the EA's Child Protection Support Service for Schools and or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Child Protection Support Service for Schools Team. A UNOCINI (Understanding the Needs of Children in Northern Ireland)

referral form will also be completed and forwarded to the Gateway Team with a copy sent to the EA's Child Protection Support Service for Schools Team.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 3**.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated Teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher).

If a complaint is made against the Principal, the Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child Protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance. This procedure with names and contact numbers is shown in **Appendix 4**.

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

| <b>Do:</b>   | <b>Do not:</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Listen to what the child says</li> <li>• Assure the child they are not at fault</li> <li>• Explain to the child that you cannot keep it a secret</li> <li>• Document exactly what the child says using his/her exact words</li> <li>• Remember not to promise the child confidentiality</li> <li>• Stay calm</li> <li>• Listen</li> <li>• Accept</li> <li>• Reassure</li> <li>• Explain what you are going to do</li> <li>• Record accurately</li> <li>• Seek support for yourself</li> </ul> | <ul style="list-style-type: none"> <li>• Ask leading questions</li> <li>• Put words into the child's mouth</li> <li>• Ignore the child's behaviour</li> <li>• Remove any clothing</li> <li>• Panic</li> <li>• Promise to keep secrets</li> <li>• Ask leading questions</li> <li>• Make the child repeat the story unnecessarily</li> <li>• Delay</li> <li>• Start to investigate</li> <li>• <b>Do Nothing</b></li> </ul> |

## **8. Attendance at Child Protection Case Conferences and Core Group Meetings**

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

## **9. Confidentiality and Information Sharing**

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis. In line with DE guidance, school will keep a record of what was shared, with whom and for what purpose, see **Appendix 5**.

## **10. Record Keeping**

All Child Protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal. Online notes are stored in a private folder only accessible by Safeguarding Team.

Should a child transfer to another school whilst there are current Child Protection concerns we will share these concerns with the Designated Teacher in the receiving school.

In line with DE guidance, records will not be removed from the school premises, except when taken to case conferences or court hearings. Records will be transported securely, and a record kept on file of when it was removed, by whom, for what purpose and when it was returned, see **Appendix 6**.

## **11. Vetting Procedures**

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

## **12. Code of Conduct for all Staff Paid or Unpaid**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. The school’s Code of Conduct is included at the end of the Child Protection Policy.

### **13. Staff Training**

Rathfriland High School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic Child Protection Awareness Training and annual Refresher Training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant Child Protection Training courses provided by the Child Protection Support Service for Schools.

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

### **14. The Preventative Curriculum**

In the classroom, all year groups are timetabled for Learning for Life and Work and Taught PD along with a Form period. The Taught Personal Development Programme addresses self-esteem, confidence, and emotional development in a safe and supportive environment. Other subject areas also highlight and encourage safe practice, for example, safe use of social networking sites or the internet in ICT.

Throughout the school year Child Protection issues are addressed through Whole School, Senior and Junior assemblies and there is a permanent Child Protection notice board in the main corridor opposite the Vice-Principal's Office, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address Child Protection and safety issues are:

- Year 9 – REACT talk about Teenage Issues and the Mentoring Service they provide
- Years 8, 9, 11 and 12 - Love for Life
- Years 8, 9 and 10 – PSNI talk re On-line Safety and Sexting
- Year 12 - Drug Awareness Seminar
- Whole School - The Northern Ireland Fire and Rescue Service about Fire Safety with particular reference to Fireworks



## 15. Operation Encompass

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

When the police have attended a domestic incident and one of our pupils is present, they will contact the school at the start of the next working day, to share this information with a member of the safeguarding team. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

## 16. Monitoring and Evaluation

The Safeguarding Team in Rathfriland High School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually, see **Appendix 7**. The Board of Governors will also monitor Child Protection activity and the implementation of the Child Protection Policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed: 30<sup>th</sup> August 2023

Signed:

\_\_\_\_\_

(Designated Teacher)

\_\_\_\_\_

(Principal)

\_\_\_\_\_

Governors)

(Chair of Board of



## Appendix 1



CONFIDENTIAL  
NOTE OF CONCERN  
CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER

|  |             |
|--|-------------|
| Name of Pupil:   | Year Group: |
| Date, Time of Incident or Disclosure:  |             |
| Circumstances of Incident or 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: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>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: <input type="checkbox"/> Yes<br>If 'No' state reason:  |

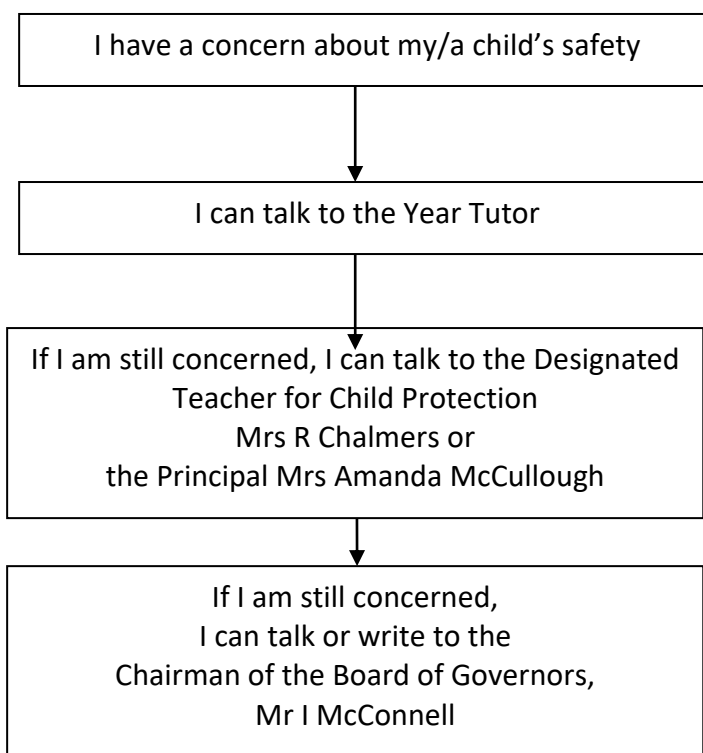
Name of staff member making the report: \_\_\_\_\_

\_\_\_\_\_  
 Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
 Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2

### How a Parent can make a Complaint



|  |               |
|--|---------------|
| At any time a parent can talk to a social worker at: |               |
| Gateway Team   | 028 3741 5285 |
| PSNI Central Referral Unit                           | 028 9025 9299 |

**Appendix 3**

**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

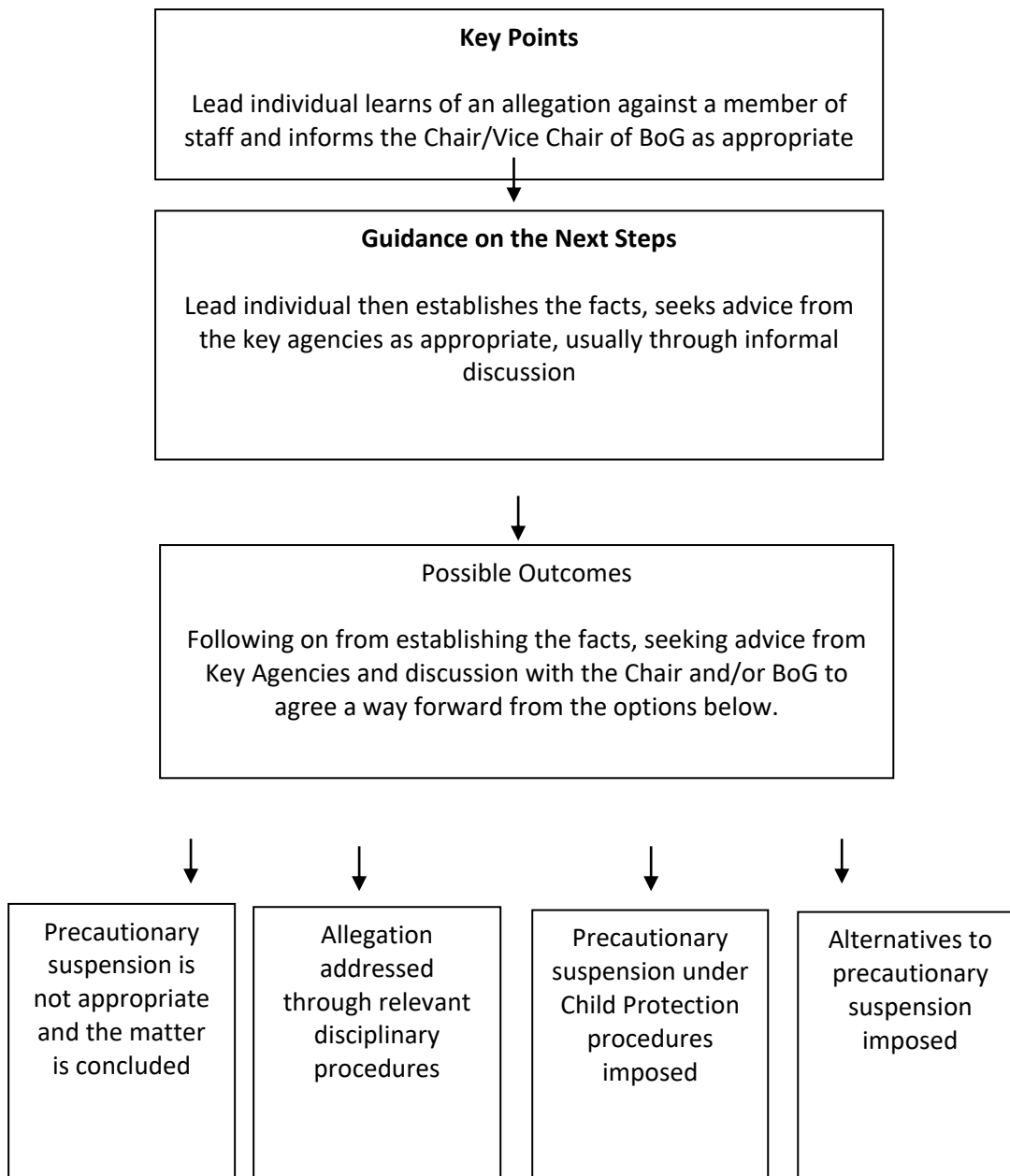
**Child Protection referral is not required**  
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with 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.

## Appendix 4

### Dealing with Allegations of Abuse Against a Member of Staff



## Appendix 5

### Record of Information Shared

|                                     |  |
|-------------------------------------|--|
| Date                                |  |
| Brief Outline of Information Shared |  |
| Whom Shared With                    |  |
| Purpose of sharing information      |  |



## Appendix 6

### Removal of Information from School Premises

|   |  |
|---|--|
| Date Removed  |  |
| Time Removed  |  |
| Brief outline of what information was taken out of school |  |
| Person Removing Information                               |  |
| Purpose of removing information                           |  |
| Date Return   |  |
| Time Return   |  |

## Appendix 7



### Rathfriland High School

#### DESIGNATED TEACHER'S ANNUAL REPORT TO BOARD OF GOVERNORS ON CHILD PROTECTION/SAFEGUARDING ARRANGEMENTS

**YEAR ENDED:**

#### SCHOOL SAFEGUARDING TEAM

|   |  |
|---|--|
| <b>Chair of Board of Governors</b>              |  |
| <b>Designated Governor for Child Protection</b> |  |
| <b>Principal</b>                                |  |
| <b>Designated Teacher</b>                       |  |
| <b>Deputy Designated Teachers</b>               |  |

#### THEME 1: CHILD PROTECTION/SAFEGUARDING ACTIVITY

##### 1 Concerns of Abuse

Include here a general statement about the types of child protection/safeguarding concerns which have arisen during the year e.g. actual/suspected neglect, emotional harm, physical harm, sexual abuse, self-harm/suicidal thoughts, domestic abuse, on-line safety, indecent images etc. No identifying information should be provided.

This has been an exceptional year in education, and you may want to include here how safeguarding was managed during Covid19, for example, updating of school websites, direct contact with children.

## **Depending on the Location, Size of School and Level of Activity you may not require all the following suggested headings**

- 1.1 Number of Enquiries to Education Authority CPSS:
  - 1.2 Number of Referrals to Social Services:
  - 1.3 Number of Child Protection Complaints Against Staff:
  - 1.4 Number of Children on Child Protection Register:
  - 1.5 Number of Looked After Children (Children in Care):
  - 1.6 Number of Children with Social Services Involvement for Family Support (Not On Child Protection Register)
  - 1.7 Number of Multi-Agency Meetings Attended
- Case Planning Meetings (*Initial and Review family support planning meetings*)
  - Child Protection Case Conferences (*Initial & Review*) and *core group meetings*
  - LAC reviews
  - Other

## **2 Training Attended/Provided**

- **Designated/Deputy Designated Teacher** e.g. 2-day Introductory Training Course; 1 day Refresher Course; Cluster Group Training e.g. Case Conferences, Domestic Violence; UNOCINI; Case Management Review Workshops; 'Safety in Partnership' Awareness Sessions etc.
- **Principal** e.g. 1-day Safeguarding Training, UNOCINI etc.
- **Designated Governor for Child Protection** – Strands 1, 2 & 3.
- **Governors** e.g. strand 1 training for new Governors, strand 3 training (Recruitment & selection) or other refresher training.
- **Whole School**
- **Any outstanding training needs because of Covid 19**

## **3 Child Protection/Safeguarding Policy Reviews**

Child Protection, digital images, mobile phone, intimate care, discipline, positive behaviour, pastoral care, etc. Dates reviewed and amended included.

Any differentiated policy you wish to mention relating specifically to Covid 19.

**4 The Preventative Curriculum**

Refer to the Preventative Curriculum and work completed or planned regarding safeguarding, e.g. CCEA’s PDMU material, input from external agencies such as PSNI Community Safety Officers, Woman’s Aid, Nexus, NSPCC Childline Schools Service, Health Social Guardian Training (Helping Hands training) Promotion Agency, use of Circle Time, anti-bullying etc.

Schools may wish to put in here any work they are doing or planning to do to help reintegrate children following the changes resulting from COVID 19.

**5 Any Other Issues**

This could include reference to any resource or workload issues on the safeguarding team, support systems for DT, any vetting issues re: volunteers etc.

|                |                           |
|----------------|---------------------------|
| <b>Signed:</b> | <b>Designated Teacher</b> |
| <b>Signed:</b> | <b>Principal</b>          |
| <b>Date:</b>   |                           |



## **CHILD PROTECTION CODE OF CONDUCT FOR ALL STAFF**

It is expected that all employees of Rathfriland High School will act in a way which will promote, safeguard, and protect the welfare of the children and young people with whom they come into contact. Staff should recognise that any action taken by them, whether during their job or outside of it, which would warrant a social service and police investigation in the area of Child Protection, may lead to disciplinary procedures being invoked by the Board of Governors and/or the Education Authority.

### **Responding to a Disclosure**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said
- Take notes and retain the notes using Note of Concern **Appendix 1**

#### **Reassure**

- Reassure the child, but only so far as is honest and reliable. Do not make promises you may not be able to keep
- **Do not** promise confidentiality, you have a duty to refer
- **Do** reassure and alleviate guilt if the child refers to it

#### **Respond**

- React to the child only as far as is necessary for you to establish whether you need to refer this matter, but do not 'interrogate' for full details
- **Do not** ask 'leading' questions as such questions may invalidate your evidence
- **Do** ask open questions
- **Do not** criticise the perpetrator; the child may love him/her, and reconciliation may be possible
- **Do** explain what you must do next and to whom you have to talk

## **Record**

- Make notes at the time and write them up as soon as possible
- **Do not** destroy the original notes
- Record the date, time, place and noticeable non-verbal behaviour and the words the child used. If the child uses sexual 'pet' words, record the actual words used rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent
- Note down when the suspicions were reported and to whom. Sign and date all notes.

## **Refer**

- To designated member of staff

## **Respect**

- The child and his/her family and their right to a nonjudgmental confidential response

## **One to One Situations**

For their own protection staff must avoid one-to-one meetings alone in a room with a pupil. In such cases another member of staff or reliable pupil must be present. Circumstances do arise where a one-to-one consultation is necessary e.g. through counselling. In such cases the room used must have a glass panel so that both individuals may be clearly seen, or the door left open to achieve the same.

## **Use of Voluntary Staff**

Visiting speakers/volunteers on one off situations must be always accompanied by a member of staff at all times.

Volunteers who accompany school trips or regularly attend in-school activities should be vetted annually. The organising teacher must inform the Principal who will provide the necessary paperwork and forward for checking.

All members of staff are obliged to report all concerns relating to Child Protection.