



## CHILD PROTECTION POLICY

### 1. Introduction

In Limavady Grammar School, we believe that it is the basic right of all children to receive their education free from humiliation, oppression and abuse in all of its forms: emotional, sexual, physical and neglect, and that the welfare of the child is paramount. It is the responsibility of all adults to ensure that the education of children takes place in an atmosphere which is caring and protective.

Our Child Protection Policy aims to support the child's development in ways which will foster security, confidence and independence. It is central to the well-being of the pupils and is seen as an intrinsic part of all aspects of the curriculum. It also reflects our school ethos of **learning, caring and preparing for life**.

### 2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

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

### 3. Aims of this policy

- (1) To enhance the child's self-esteem, self-confidence, assertiveness, communication skills, personal safety and respect for others by developing appropriate skills to make reasoned, informed choices, risk assessments, judgements and decisions.
- (2) To ensure that all staff are provided with accurate and up-to-date information about child protection issues.
- (3) To ensure that all staff are aware of their duty of care and their responsibility to report.
- (4) To communicate effectively with children, teaching and ancillary staff, parents and the Board of Governors.
- (5) To develop an effective relationship with EA Child Protection Officers and all statutory agencies.

### 4. Links with Other Policies:

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

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- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Relationships and Sexuality
- Mobile Phones
- e-Safety
- Intimate Care
- Medicines
- First Aid

A copy of these policies is available on application to the Principal.

## 5. Roles and Responsibilities

### 5.1 The Safeguarding Team

The Safeguarding Team is made up of the following key stakeholders:

- Chairman of the Board of Governors: Mr R Alcorn
- Designated Governor for Child Protection: Dr P Finlay
- Principal: Mrs NJ Madden
- Designated Teacher: Mr C Little
- Deputy Designated Teachers: Mr B Dunwoody (VP Pastoral), Miss M Doherty, Mrs J McCluskey, Mrs L McFarland

### 5.2 The Chairman Of The Board Of Governors

The Chairman 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 & 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.
- Ensure that confidentiality is paramount. Information should only be passed to an 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 in order to advise the Governors on:

- The role of the Designated Teacher.
- The content of the Child Protection policy, including the Code of Conduct.
- The content of the termly updates and full annual Designated Teacher's report.
- The recruitment, selection and vetting of staff.

## 5.4 Board of Governors

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

- approving the schools child protection policy annually and all other safeguarding policies every 2/3 years.
- receiving annual child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school.
- attendance at relevant child protection/safeguarding training for Governors.
- That all employees and volunteers undertake appropriate criminal record checks. The Governors will accept or reject applicants from volunteers as appropriate.

## 5.5 The Principal

The Principal must ensure that:

- All relevant DENI guidance in relation to child protection and safeguarding in particular “*Pastoral Care in Schools – Child Protection*” (1999) is implemented within the school.
- All staff receive child protection training.
- All necessary referrals are taken forward in the appropriate manner.
- The Chairman of the Board of Governors and the Board of Governors are kept informed.
- Child protection activities feature on the agenda of the Board of Governors’ meetings (termly updates & annual report).
- A Record of Child Abuse Complaints is maintained and stored securely: this record should be reviewed annually by the Chairman and Vice Chairman of the Board of Governors (ref DE Circular 1999/10 para 63, 64).
- 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.
- Confidentiality is paramount, information should only be passed to the entire Board of Governors on a need-to-know basis.
- All staff and volunteers engaged in a regular, unsupervised ie Regulated Activity (as defined in DE Circular 2012/19) are vetted. Volunteers who are supervised may also be vetted at the Principal’s discretion.
- Child protection concerns relating to staff are managed appropriately.

## 5.6 Designated Teacher (And Deputies)

The Designated Teacher and Deputies must:

- Discuss child protection concerns with teaching/support staff and record.
- Participate in child protection training.
- Promote ongoing development of child protection issues.
- Make referrals to other agencies, with the Principal’s knowledge.
- Attend child protection case conferences and other relevant case planning meetings where appropriate and practicable.
- Liaise with the EA Officers for Child Protection.
- Maintain and securely store appropriate child protection records.
- Keep the School Principal informed.

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- Notify the Chair of the Board of Governors (in the event of a complaint against the Principal).
- Liaise with the Vice Principal (Pastoral).
- Lead the development of the School's Child Protection Policy.
- Promote a child protection ethos within the school.
- Provide written annual reports to Governors on child protection issues.
- Train all school staff (every two years but new staff as they arrive).
- Act as a point of contact for staff (and parents).

### 5.7 Staff

All members of the teaching and ancillary staff are expected to adhere to the Code of Conduct at all times (see Appendix 4). It is a requirement that all staff attend Child Protection training at least once every two years (or sooner if this is deemed necessary). Staff members are expected to be familiar with the Child Protection Policy, particularly with those sections dealing with the recognition and reporting of abuse.

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

Members of Staff must:

- Be familiar with the Child Protection Policy and abide by the Code of Conduct contained within it.
- Refer concerns to the Designated/Deputy Teacher for Child Protection.
- Listen to what is being said and support the child.
- Act promptly.
- Make a concise written record of a child's disclosure using the actual words of the child.
- Keep the Designated Teacher informed, as appropriate, through a written Interview Record or verbally 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, concerns about home conditions.
- Pass on concerns about bullying to the Head of Year or Senior Team Liaison.
- 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.

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

### 5.8 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 well-being.
- Informing the school whenever anyone, other than themselves, intends to pick up the child in the event of illness or injury. In any event, the person collecting the sick or injured child should report to Reception.

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- Familiarising themselves with the School's safeguarding policies eg Anti Bullying, Positive Behaviour, e-Safety and Child Protection Policies.
- Reporting to Reception when they visit the school.
- Raising concerns they have in relation to their child with the school.
- Providing the school with a copy of any relevant Court Order.

Parents are expected to support fully the implementation of the Child Protection Policy and to notify the Designated Teacher immediately if they have any child protection concerns. Parents are entitled to receive a copy of the Child Protection Policy every two years.

### 5.9 Pupils

Pupils are expected to respect fully the rights of other members of the school community and to contribute actively to the ethos of mutual tolerance in the school. Pupils are encouraged to share their concerns with an appropriate member of staff and will have an opportunity to address various aspects of child protection through their Personal Development Programme and through their routine classes. Year 13 and Year 14 pupils have a key role to play in promoting a safe and mutually tolerant ethos in the school.

### 5.10 Adult Helpers

Adults who help with sport or any extra curricular activity are expected to abide by the Code of Conduct for Sports Leaders, Parents, Helpers etc (see Appendix 8)

## 6. Making the Policy Effective: Safeguarding the Ethos

### Create a Positive Climate

- Provide an environment throughout the school in which each child feels valued.
- Encourage discussions in an atmosphere of trust, acceptance and tolerance.
- Identify a range of people with whom children can share concerns and discuss their problems.
- Ensure that the school has an effective Anti Bullying Policy and that the prevention of bullying is specifically addressed.
- Review the Child Protection Policy annually.
- Ensure that access to the school is controlled and that visitors report to Reception.

### Via the Curriculum

- Develop a Personal Development programme at KS3 and KS4 that integrates key issues of safeguarding and child protection, particularly developing awareness and skills of personal safety as part of the Learning for Life and Work curriculum. This includes appropriate advice on e-safety.

### Supporting Pupils in Need

- Recognise that children have a right to be heard, listened to and taken seriously.
- Monitor each child's welfare and physical, emotional, social, intellectual and behavioural development.

### Supporting Staff

- Encourage staff to attend courses to develop their own skills.
- Raise staff awareness of the types and signs of abuse.

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- Provide clear information to staff about the Code of Conduct (Appendix 4), their statutory responsibilities and how they should respond to reports or signs of abuse.
- Inform staff of the importance of accurate up-to-date record-keeping and report writing.
- Provide opportunities for staff to discuss child protection issues and to share concerns.

### Parents

- Inform parents of the School's Child Protection Policy.
- Respect the rights of parents to be consulted and involved in matters which concern their child and their family.

### Other Agencies

- Liaise closely with Social Services, PSNI etc
- Any child on the Child Protection Register will be known by Principal and Designated Teacher.

### Notice Boards

- Maintain a notice board in the school containing all essential pastoral information and contact numbers.
- Maintain the pastoral notice board in each classroom.

### Pre-employment Checks

- Schools are required to request pre-employment criminal history background checks on prospective employees and volunteers. Anyone employed via the EA payroll will be vetted by them. Responsibility for undertaking criminal history background checks in Northern Ireland lies with AccessNI ([www.accessni.gov.uk](http://www.accessni.gov.uk)).
- All assistants working in Northern Ireland will need to provide a police clearance certificate from their home country.
- Before the vetting procedure is completed, staff or volunteers may not engage in a Regulated Activity ref DE Circulars 2012/19 and 2013/01.

## 7. Definition of Child Abuse

*"Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, 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".* Area Child Protection Committees' Regional Child Protection Policy and Procedures 2005).

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.

## 8. Recognising that a Child Might be Experiencing Abuse

### Child abuse may come to your attention in a number of ways:

- You may have concerns about a child's appearance, behaviour or physical condition.
- Another child may volunteer information.
- An adult may bring something to your attention.

### Signs to be alert to:

- Unexplained bruising or other injuries (particularly if this happens regularly).
- Sexually explicit language or actions (especially if not age appropriate).
- Sudden changes in behaviour or the way a pupil presents in class.

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- Reluctance to go home or running away from home – attendance problems.
- Something the child may say eg inconsistencies in explanations.
- A change that is noticed over time eg losing weight or becoming increasingly dirty or unkempt.
- Parents show little, or no concern about the child or show little warmth or empathy.
- Self-harming.
- Eating disorders – weight loss.
- Stealing/lying, attention seeking.
- Low self-esteem.
- The child's friends express concerns.
- Crying.

**However**, a child could display some or all of these signs and there is a non-abusive reason behind them. Similarly, a child may be giving no signs but you get a feeling that something is wrong.

**If you have concerns it is not your responsibility to decide if it is abuse or to prove it but it is your responsibility to act on your concerns and discuss these with the Designated Teacher.**

Further information on possible signs and symptoms of abuse can be found in Appendix 2

## 9. How to Respond to a Child's Disclosure

### Receive

- Listen, **DON'T** interview for details, stay calm and try not to show shock or disbelief.
- Show and tell the child that you are taking what he or she says seriously.
- Make brief, cursory notes, using the child's own words, if possible. More detailed notes should be written up as soon as possible after the conversation with the child has ended.
- Feel privileged that the child has trusted you and has felt able to open up to you.

### Reassure

- Reassure the child that he/she will be safe and his/her interests will come first.
- Maintain confidentiality, explain that it is not possible to keep information a secret but you will only tell those who will help to protect the child.

### 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** ask leading questions.
- Do not make a judgemental comment about the alleged offender, the child may love him/her and may one day be reconciled.
- Explain what will happen next and to whom you have to talk.
- Keep in contact with the child – he/she trusted you and will value your support.
- **DO NOT** rush.

### Record

- Make notes at the time using the child's own words, without comments or translation and write up as soon as possible.
- Do not destroy original notes- you may be asked for these later.
- Note the time, date and place, and people present.
- Record any non-verbal behaviour.
- In the case of physical abuse any injuries/bruises may be recorded on a diagram (do not photograph or ask them to remove any clothing).

## Report

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

Appendices 6 & 7 outline the procedures to be followed if an allegation of possible abuse is received.

## 10. Procedures for Raising Concerns in Relation to Child Abuse

### 10.1 How a Parent/Guardian can Raise a Concern

At Limavady Grammar 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 child protection concern they can talk to the Principal or 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 3.**

### 10.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school's staff (including volunteers)

Where staff become aware of concerns or are approached by a child, they **should not investigate** – this is a matter for the Social Services – but should report these concerns immediately to the Designated Teacher, discuss the matter with him and make a full report, including any notes that have been made.

This record should be of a factual, objective nature and should include what was seen, said, heard or reported, the place, time and who was present. 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 the Social Services. If there are concerns that the child has been, or is, at risk and/or a criminal offence may have been committed, 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 need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. The Designated Teacher may also consult with the EA Designated Officer for Child Protection or Social Services (Gateway Team) before a referral is made. 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.

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

This procedure with names and contact numbers is shown in Appendix 7.

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

If a complaint about possible child abuse is made against a member of staff or volunteer, the Principal/Designated teacher (or the deputy designated teacher if they are not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher). In the case of a complaint against a volunteer, if there is any concern that a child may be at risk, the services of the volunteer should be terminated immediately by the Principal.

If a complaint is made against the Designated Teacher, the Principal should be informed.

If a complaint is made against the Principal, the Designated teacher should be informed: he will inform the Chairperson of the Board of Governors who will ensure that the necessary action is taken, in consultation with the employing authority.

This procedure is shown in Appendix 6.

If you are not satisfied with the way in which a Child Protection complaint has been dealt with by the Designated Teacher you can appeal to the Principal. If you are still not satisfied you can raise your concerns with the Chairman of the Board of Governors. Thereafter, if you are still dissatisfied, you should address your concerns to the Northern Ireland Commissioner for Children and Young People.

## **11. Attendance at Child Protection Case Conferences & Core Group Meetings**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an Initial and/or Review Child Protection Case Conference, core group or family support meeting convened by the relevant Health & Social Care Trust and, where possible, a school representative will be in attendance. A written report will be provided for these meetings and will be compiled after discussion 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 in line with what has been agreed in each child's protection plan.

## **12. Consent from Pupils and Parents**

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

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

## **13. Confidentiality and Record 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. In keeping with the principle of confidentiality, the sharing of

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information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

### **14. Record Keeping**

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

### **15. Safeguarding in the Curriculum**

The 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. Furthermore, the pupil diary includes information directing a pupil on how to seek help, advice and support within the school and from external agencies and professionals.

### **16. Vetting Procedures**

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

### **17. 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 school employees are expected to comply with the Code of Conduct (Appendix 4). A separate Code of Conduct for Volunteer Helpers and Sports Coaches can be found in Appendix 8.

### **18. Staff Training**

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. All staff will receive basic child protection awareness training and regular refresher training- at least once every two years. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

### **19. Use of Photographs & Electronic Images**

- Parental Permission must be obtained- normally given on the Year 8 Enrolment Form.
- Images must only be used for school purposes.
- Unless there is a valid reason for storing images of pupils elsewhere, images should be stored securely in school.
- Names can be used during publication if necessary.
- Images can be used on the school website but permission from the Principal will be required for use anywhere else on the internet.
- If in doubt, consult the Principal.

## 20. Visitors to the School

- All visitors must report to Reception and sign in. They may then be issued with a visitor's pass if they are likely to be unaccompanied in the building or grounds.
- Please observe the protocol if inviting guest speakers into School - see Appendix 5

## 21. Contact with Outside Agencies

In all matters relating to Child Protection, contact with outside agencies will normally be done by the Designated Teacher or Principal. If contact is made by an Outside Agency (such as Social Services) and the Designated Teacher and Deputies are not available, the query will be referred to the Principal or to an appropriate member of the Senior Leadership Team. This arrangement will also apply during periods of school closure.

## 22. Monitoring and Review

The Principal and Board of Governors will monitor this policy annually and it will be reviewed and, if desired, revised as necessary.

This policy reflects the UN Convention of the Rights of the Child adopted as legally binding in 1999.

### **Article 19**

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

### **Article 28**

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Signed \_\_\_\_\_ *R Alcorn* \_\_\_\_\_ (Chairman of the Board of Governors)

Date \_\_\_\_\_ 110117 \_\_\_\_\_

Signed \_\_\_\_\_ *NJ Madden* \_\_\_\_\_ (Principal)

Date \_\_\_\_\_ 110117 \_\_\_\_\_

Date for Review      March 2017

This version (0316) supersedes version 0315

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## Appendix 1: Useful Information & Contact Details

Chairman of the Board of Governors:	Mr R Alcorn
Governor with Special Responsibility for Child Protection:	Dr P Finlay
Principal:	Mrs NJ Madden
Vice Principal (Pastoral):	Mr B Dunwoody
Designated Teacher:	Mr C Little
Deputy Designated Teachers:	Mrs L McFarland Miss M Doherty Mrs J McCluskey Mr B Dunwoody

Although all referrals and queries will normally be dealt with by the Designated Teacher or Deputy Designated Teachers, the following contact numbers may be used in exceptional cases:

EA Western Child Protection Support Service: (Monday – Thursday 9 am – 4.30 pm and Friday 9 am – 4 pm)	028 82411480
Social Services Gateway Team:	028 71 314090
Social Services (out of hours):	028 95049999

## Appendix 2 Types of Abuse and Physical/Behavioural Indicators

**Neglect** is the persistent failure to meet a child’s physical, emotional and/or psychological needs, likely to cause significant harm. It may involve the 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 medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (fltering growth).

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Looks very thin, poorly and sad</li> <li>• constant hunger; lack of energy</li> <li>• untreated medical problems</li> <li>• special needs of child not being met</li> <li>• constant tiredness; inappropriate dress</li> <li>• poor hygiene</li> <li>• repeatedly unwashed; smelly</li> <li>• repeated accidents, especially burns</li> </ul>	<ul style="list-style-type: none"> <li>• Tired or listless (falls asleep in class)</li> <li>• steals food; compulsive eating</li> <li>• begging from class friends</li> <li>• withdrawn; lacks concentration</li> <li>• misses school medicals</li> <li>• reports that no carer is at home</li> <li>• low self-esteem</li> <li>• persistent non-attendance at school</li> <li>• exposure to violence including unsuitable videos</li> </ul>

**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, suffocation, confinement to a room or cot, or inappropriate giving of drugs to control behaviour.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Unexplained bruises – in various stages of healing – grip marks on arms</li> <li>• slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions</li> <li>• untreated injuries</li> <li>• bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</li> </ul>	<ul style="list-style-type: none"> <li>• Self destructive tendencies</li> <li>• aggressive to other children</li> <li>• behavioural extremes (withdrawn or aggressive)</li> <li>• appears frightened or cowed in presence of adults</li> <li>• improbable excuses to explain injuries; chronic runaway</li> <li>• uncomfortable with physical contact</li> <li>• comes to school early or stays last as if afraid to be at home</li> <li>• clothing inappropriate to weather – to hide part of body; violent themes in art work or stories</li> </ul>

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**Emotional Abuse** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only in so far as he meets the needs of another person. It may involve causing a child to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Well below average in height and weight; "failing to thrive"</li> <li>• poor hair and skin; alopecia</li> <li>• swollen extremities i.e. icy cold and swollen hands and feet</li> <li>• recurrent diarrhoea, wetting and soiling; sudden speech disorders</li> <li>• signs of self mutilation</li> <li>• signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness)</li> <li>• extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping)</li> </ul>	<ul style="list-style-type: none"> <li>• Apathy and dejection</li> <li>• inappropriate emotional responses to painful situations</li> <li>• rocking/head banging</li> <li>• inability to play</li> <li>• indifference to separation from family</li> <li>• indiscriminate attachment</li> <li>• reluctance for parental liaison</li> <li>• fear of new situation</li> <li>• chronic runaway</li> <li>• attention seeking/needing behaviour</li> <li>• poor peer relationships</li> </ul>

**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.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs</li> <li>• bruises or bleeding in genital or anal areas</li> <li>• torn, stained or bloody underclothes</li> <li>• chronic ailments such as recurrent abdominal pains or headaches</li> <li>• difficulty in walking or sitting</li> <li>• frequent urinary infections</li> <li>• avoidance of lessons especially PE, games, showers</li> <li>• unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating</li> </ul>	<ul style="list-style-type: none"> <li>• What the child tells you</li> <li>• Withdrawn; chronic depression</li> <li>• excessive sexual precociousness; seductiveness</li> <li>• children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal</li> <li>• over concerned for siblings</li> <li>• poor self esteem; self devaluation</li> <li>• lack of confidence; peer problems</li> <li>• lack of involvement</li> <li>• massive weight change</li> <li>• suicide attempts (especially adolescents); hysterical/angry outbursts</li> <li>• lack of emotional control</li> <li>• sudden school difficulties e.g. deterioration in school work/behaviour</li> <li>• inappropriate sex play</li> <li>• repeated attempts to run away from</li> </ul>

	<p>home</p> <ul style="list-style-type: none"> <li>• unusual or bizarre sexual themes in children’s art work or stories</li> <li>• vulnerability to sexual and emotional exploitation; promiscuity</li> <li>• exposure to pornographic material</li> </ul>
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**A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.**

## **Child Abuse in Other Specific Circumstances**

### **Bullying**

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

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

### **Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour**

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **Section 10** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority’s Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved.

### **Child Sexual Exploitation**

‘Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.’

(SBNI 2014, adopted from CSE Knowledge Transfer Partnership NI).

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

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

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

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

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

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

### **Indecent Photographs**

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

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

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

### **Domestic Abuse**

The definition of domestic abuse is:

*"threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family*

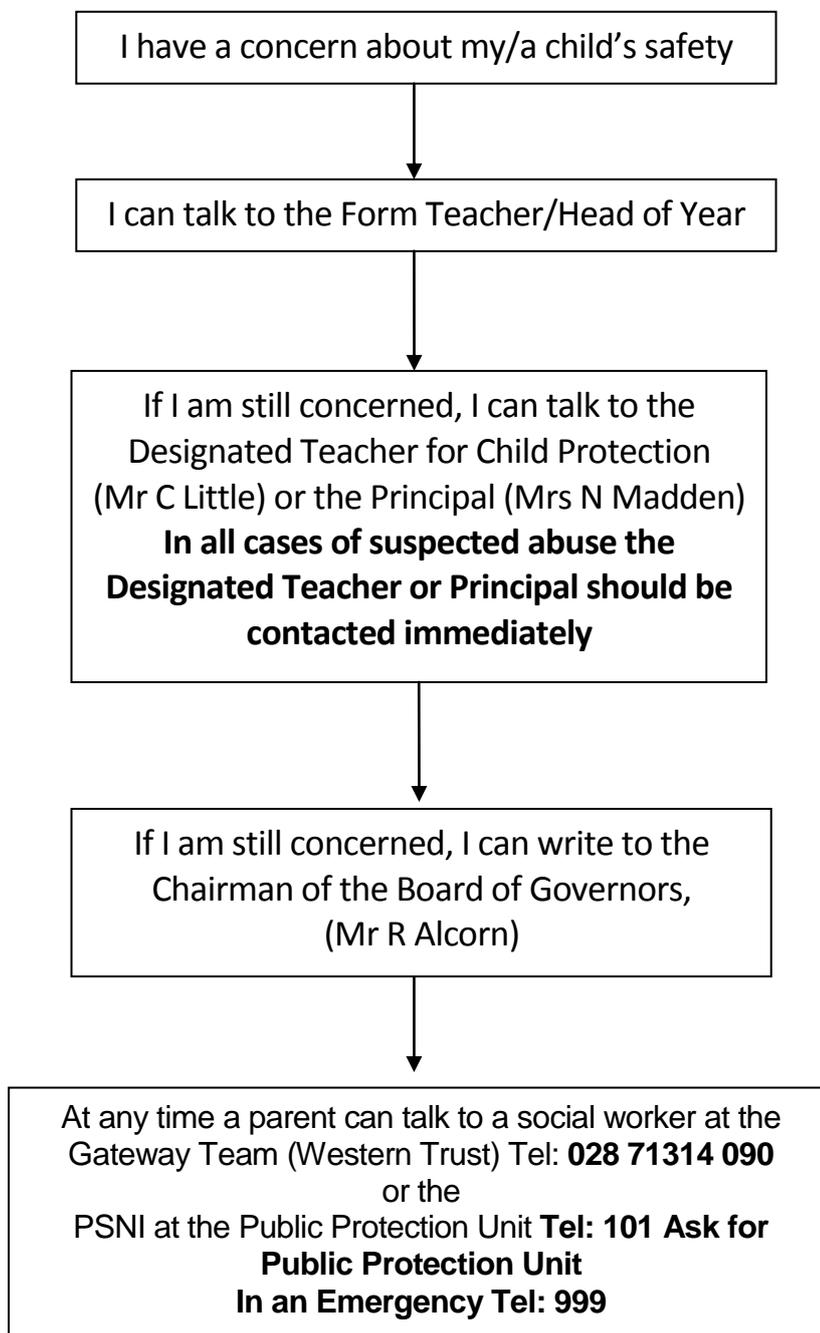
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*members, irrespective of gender or sexual orientation”.*  
Home, 2005, p10

DHSSPS / NIO Tackling Violence at

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

### Appendix 3 How a Parent/Guardian can raise a concern



## Appendix 4 Code of Conduct

### 1. Private Meetings with Pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

### 2. Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. Similarly, certain types of sports/extra-curricular coaching may require some degree of open and appropriate physical contact.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. [DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 *Power of member of staff to restrain pupils*].
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- f. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- g. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### 3. Choice and Use of Teaching Materials

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

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

### **4. Relationships and Attitudes**

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

### **5. E-Safety and Internet Use**

- a. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times.
- b. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- c. Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.
- d. Contact with students should only made via the use of school email accounts or telephone equipment when appropriate.
- e. Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the schools procedures on school equipment.

### **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation.

From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

## **Appendix 5: Use of Outside Agencies**

The activities which the agency or individual is to undertake should complement the ongoing programme within the school. Pupils should be prepared for the visit, a suitable room should be booked, the session should be uninterrupted and follow-up activities should be undertaken by the class teacher.

**The teacher should normally be present when an individual or a representative from an agency is taking a group of pupils.**

The following is a check list for ensuring the appropriateness of a speaker:

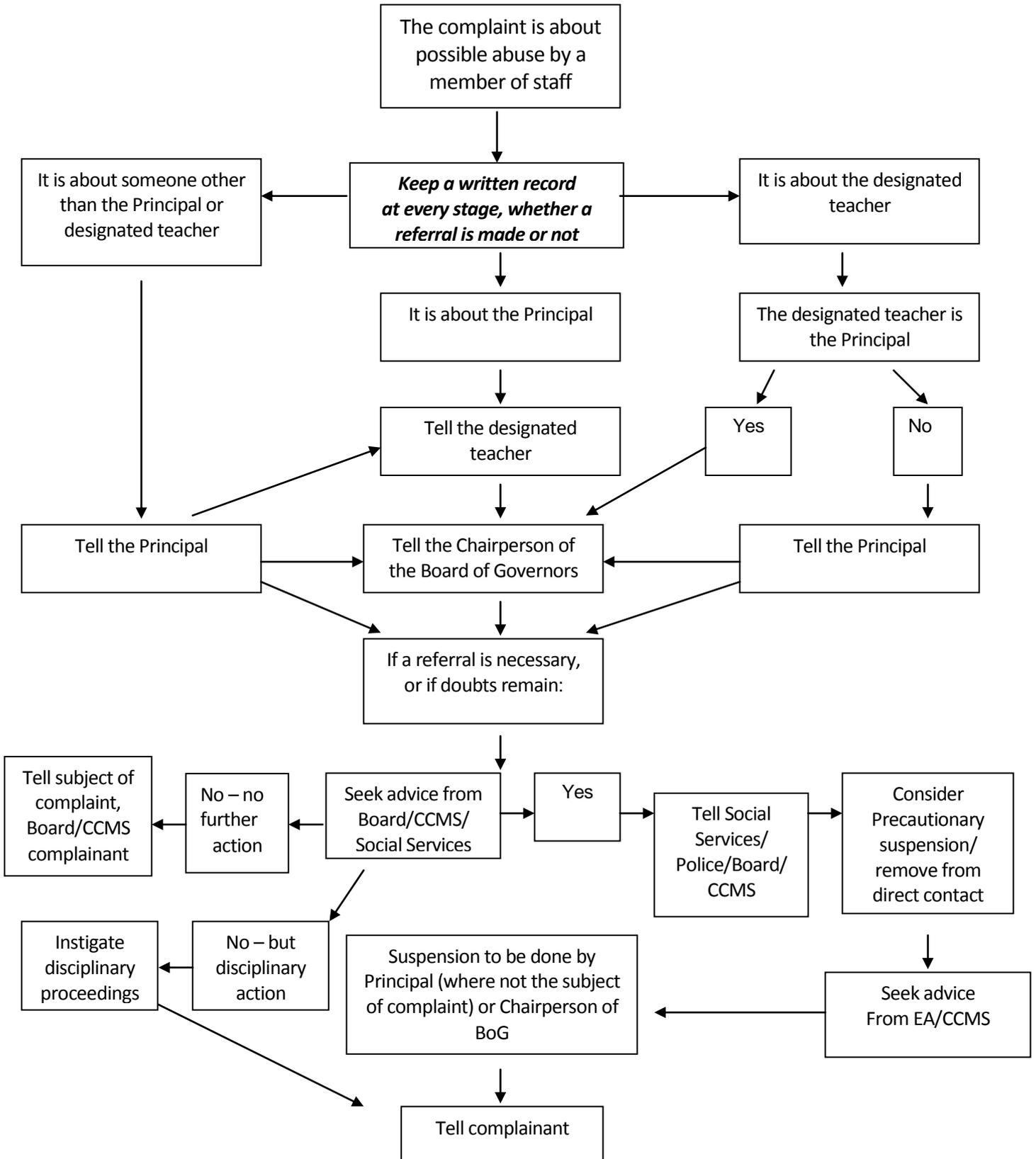
- **Have you got approval from the Senior Leadership Team and checked cost?**
- **Does the agency/individual have a specified Child Protection Policy?** If in doubt, ask to see it.
- **How will issues of confidentiality (if applicable) be dealt with?** The Designated Teacher must be informed of any disclosures which might suggest that a child is in any way at risk.
- **What resources e.g. videos, recordings, role plays will be used?** A member of staff should check that they are appropriate for the age range and maturity of the pupils.
- **Have they worked in other schools?** If necessary, contact the other schools to ask if they have any concerns. EA and Child Protection Team may also be contacted (usually via the Designated Teacher).
- **Is there a clear set of aims and objectives as well as lesson plans?** Check to see that these reflect those of our school.
- **Have parents been informed?** This is statutory if relating to sexual matters or drugs.
- **How will the session be monitored?** Staff/Pupil evaluation.

It should be made clear that the school may end any input from a visiting speaker if the school thinks it is appropriate to do so. This is a reciprocal agreement.

**Be aware that pupils may be affected when dealing with some sensitive issues.**

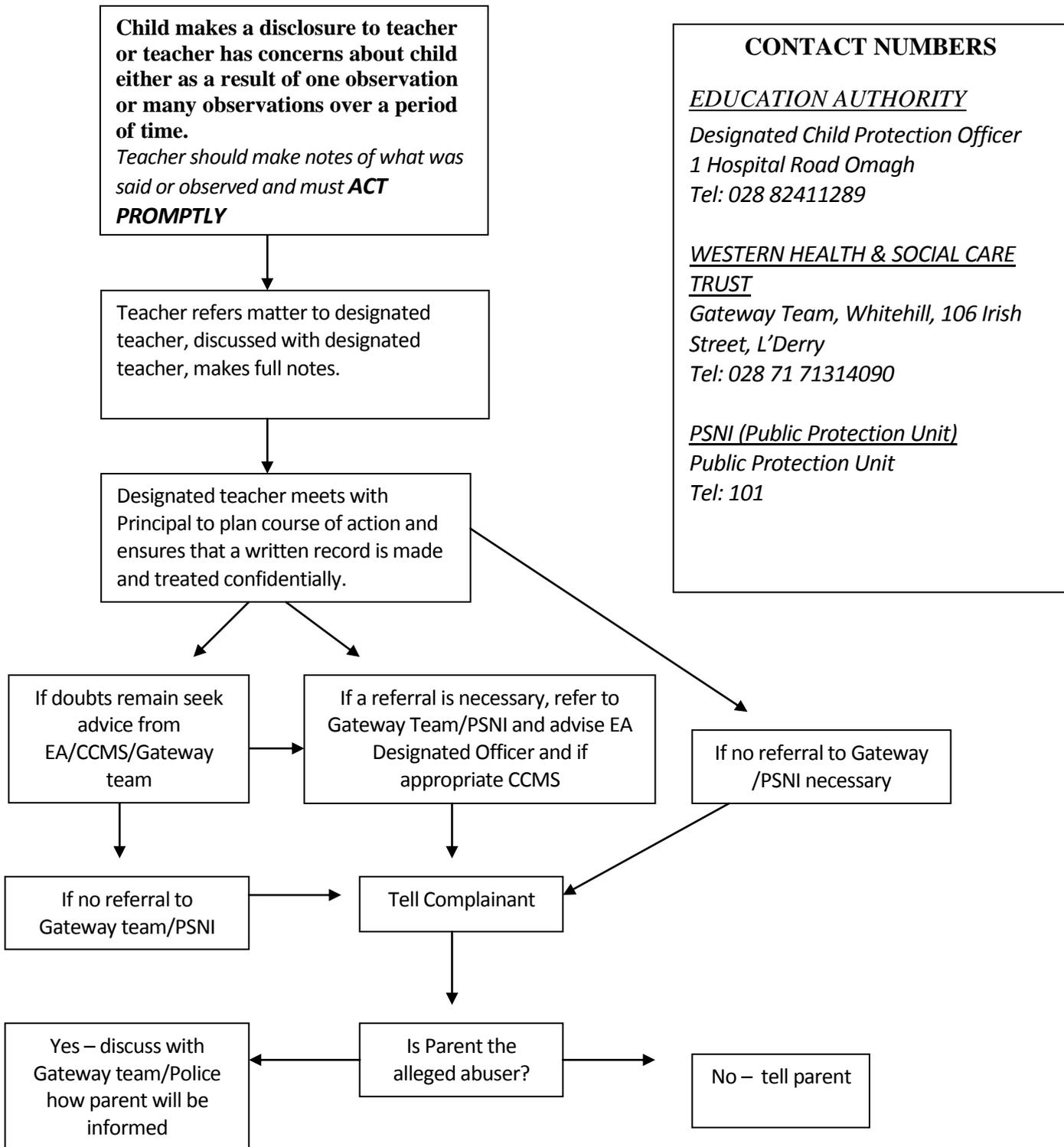
**Appendix 6:**

**Procedure where the school has concerns, or has been given information, about possible abuse by a member of the school's staff**



**Appendix 7**

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



## **Appendix 8 Code of Conduct for Sports Leaders, Parents, Helpers**

Anyone involved with children in sports or any after school activities eg teachers, parents or guardians, coaches or helpers are acting as leaders, and as such should accept the responsibilities which accompany this important role. They should be committed to maintaining an enjoyable and safe environment for the young persons in their charge. The trust implicit in adult-child relationships in sport places a duty of care on ALL adults to safeguard the health and welfare of the child while engaging in sports activities.

### **Limavady Grammar School offers to parents a reassurance that:**

- EA guidelines on the vetting of staff and volunteers involved in coaching sport will be implemented.
- A Designated Teacher for Child Protection is available to liaise with the Principal and statutory authorities in relation to the reporting of allegations or suspicions of child abuse or just to discuss concerns.
- We have in place procedures for dealing with a concern or complaint against any sports leader or associate of the school.
- Effective procedures for responding to and recording accidents are in place.

### **Sports Leaders**

Sports leaders are responsible for setting and monitoring boundaries so that a balance is struck between a working relationship and friendship with the young persons in their care. By following an agreed code of conduct we can minimise the potential for child abuse AND help to protect staff.

### **Sports Leaders should NEVER:**

- Share a room with a young person alone on trips away.
- Engage in any rough physical games, sexually provocative games or allow or engage in inappropriate touching of any kind and/or make sexually suggestive comments about, or to a child.
- Use any form of corporal punishment or physical force on a young person.
- Subject pupils to constant criticism, sarcasm, rejection, threatening behaviour or pressure to perform at an unrealistic level.
- Ignore allegations made.
- Fail to record accidents or causes for concern.

Certain types of coaching require a 'hands on' approach. This should only occur when necessary and in an open and appropriate way with the knowledge, permission and full understanding of the pupil concerned and his/her parents/guardians.

**Sports Leaders should AVOID:**

- Spending excessive time with a pupil away from the group.
- Taking sessions alone.
- Taking pupils to their home.
- Taking pupils on journeys alone in their car.

Any deviation from the above should be agreed in advance with a line manager.

**Sports Leaders SHOULD:**

- Ensure that the activity undertaken is suitable for the ability, age and experience of the pupils.
- Check that the leader/pupil ratio has been determined to reflect the duration, nature and safety issues related to the activity.
- Emphasise enjoyment, equality, fair play and respect for the leaders, other pupils and the rules.
- Be aware of any special needs of the pupils.
- Familiarise themselves with the procedures for reporting accidents or concerns relating to the safety of the pupils.
- Report any concerns or disclosures immediately.

**Areas of Risk:**

The following is a list of common causes of harm to pupils:

- Lack of proper supervision and safety procedures.
- Verbal abuse or excessive pressure.
- Child abuse.
- Substance abuse.
- Over-training leading to burn-out.
- Participation in activities whilst injured.
- Lack of awareness of ailments or weaknesses affecting the pupil.

**Contacts:**

Head of PE: Mrs S Moore

Designated Teacher for Child Protection: Mr C Little

Deputy DTCP: Mr B Dunwoody (VP Pastoral), Mrs L McFarland, Miss M Doherty, Mrs J McCluskey