



## 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, 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. Key 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 "Safeguarding and Child Protection- A Guide for Schools" (DENI Circular 17/04 updated September 2019) Co-operating to Safeguard Children and Young People in Northern Ireland (2017), and the Safeguarding Board for NI Care Child Protection Policy and Procedures (2017).

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

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

### 3. Links with Other Policies/Protocols:

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- Relationships and Sexuality
- Mobile Phones
- e-Safety
- Intimate Care
- Medicines
- Health and Safety
- First Aid
- Attendance
- Whistle blowing

## **4. Roles and Responsibilities**

### **4.1 The Safeguarding Team**

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

- Chairman of the Board of Governors: Mr G Hill
- Designated Governor for Child Protection: Dr P Finlay
- Principal: Mrs NJ Madden
- Designated Teacher: Mr C Little
- Deputy Designated Teachers: Miss M Doherty, Mrs L McFarland and Mrs L Steen
- Vice Principal (Pastoral): Mr C O'Donnell

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school.
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements.
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities, including recognition of the emotional and administrative demands of these posts.

The roles and responsibilities of individual members of the Safeguarding team are summarised in **Appendix 1**.

### **4.2 The 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:

- that a Designated Teacher for Child Protection and Deputies are appointed, and that the Board understands fully their roles.
- that safeguarding and child protection training is given to all staff and governors, including refresher training.
- that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings.
- that the school's child protection policy is reviewed annually
- that the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. In accordance with the Addressing Bullying in Schools Act (NI) 2016;
- that parents and pupils receive a copy of the complaints procedure and child protection policy (or summary) every two years.
- that a child protection report is received at least annually.
- that there is a staff code of conduct for all adults working in the school.
- that all Board members attend relevant child protection/safeguarding training - every four years.
- that all employees and volunteers are recruited and vetted, in line with DE Circular 2012/19.
- that child protection records are kept in line with DE Circulars 2015/13 and 2016/20 ie 30 years from child's date of birth

## 4.3 The School Staff

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 (See Appendix 4) contained within it.
- refer concerns to the Designated/Deputy Teacher for Child Protection the Note of Concern (Appendix 8) can be used for this purpose.
- listen to what is being said and support the child.
- act promptly.
- make a concise written record of a child's disclosure using, if possible, 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 including self-harm and suicidal thoughts, 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 a 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.

## 4.4 Parents

Parents should play their part in Safeguarding and Protection by:

- ensuring that the school has up to date contact details.
- informing the school if the child has a medical condition or educational need.
- notifying the school of any change in their child's circumstances eg change of address, change of parental responsibility.
- in the event of their child's absence, sending in a note on the child's return to school, so as the school is reassured as to the child's well-being.
- making requests to the school in advance for permission to allow their child to attend a medical or other appointment.
- 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.
- 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.

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More information on parental responsibility can be found on the EA website at:  
[www.eani.org.uk/schools/safeguarding-and-child-protection](http://www.eani.org.uk/schools/safeguarding-and-child-protection)

### 4.5 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.

### 4.6 Adult Helpers

Adults who help with sport or any extra-curricular activity are expected to cooperate fully with vetting procedures and to abide by the Staff Code of Conduct.(see Appendix 4)

## 5. 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, where they will sign in/out and be issued with a visitor pass.

### 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.
- 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.

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### 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
- Attend joint agency meetings when possible.

### Notice Boards

- Maintain a notice board in the school containing all essential pastoral information and contact numbers.
- Ensure that essential pastoral information is displayed on the Form notice board in each classroom.

### Pre-employment Checks

- Schools are required to request pre-employment criminal history background checks on prospective employees and volunteers. Responsibility for undertaking criminal history background checks in Northern Ireland lies with AccessNI ([www.accessni.gov.uk](http://www.accessni.gov.uk)).
- All new paid teaching and non-teaching staff, all examination invigilators, and all private contracted drivers must have an Enhanced Disclosure Certificate from AccessNI.
- Anyone employed via the EA payroll will be vetted by them.
- 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.
- Any volunteer who works unsupervised must be vetted; a volunteer who works under supervision is not required to be vetted, at the principal's discretion.

## 6. Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals

### (Co- operating To Safeguard Children and Young People in Northern Ireland 2017)

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Exploitation

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Grooming is often associated with Child Sexual Exploitation, but can be a precursor to other forms of abuse.

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. The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 2**.

Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

## 7. 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.
- 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**

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

**Receive**

- Listen, but do not 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.

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### Reassure

- Reassure the child that he/she will be safe and his/her interests will come first.
- No promise of confidentiality can, or should be, made to a child or anyone else giving information about possible abuse. However, you can reassure them that information will be disclosed only to those professionals who need to know.

### Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. You could say things like: "Tell me what has happened."
- Do not ask the child to write an account of their disclosure for the record.
- Do not make a judgemental comment about the alleged offender, the child may love him/her and may one day be reconciled with them.
- 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.
- Try not to rush.

### Record

- Make notes at the time using the child's own words, 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, as well as what is seen and said.
- Record any non-verbal behaviour and physical injuries.
- In the case of possible 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 as soon as possible and hand over any notes- these may be used in subsequent court proceedings. The Note of Concern (Appendix 8) can be used for this purpose.
- 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.

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

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

At Limavady Grammar School we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a 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**.

### 9.2 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)

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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 Note of Concern form (see **Appendix 8**) can be used for this purpose, if preferred.

The Designated Teacher will decide whether in the best interests 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 as soon as possible.

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 will consult with the Principal (or Vice Principal if the Principal is unavailable) and may also contact 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. The safety of the child is our prime priority.

Referrals to Social Services may 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. A copy of the UNOCINI form will be placed in the school's child protection file.

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

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

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

If an allegation 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. A Lead Individual will be identified from within the SLT to manage the handling of the allegation from the outset: this will normally be the Principal. The above procedures will apply (unless the allegation is about the Principal/Designated Teacher). In the case of an allegation 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 an allegation is made against the Designated Teacher, the Principal should be informed.

If an allegation 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** and is in keeping with the current DE guidance (DE Circular 2015/13).

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 Public Services Ombudsman.

## **10. Attendance at Child Protection Case Conferences & Other Social Services 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.

## **11. Consent**

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established, for example, in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

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

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

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

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

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

## **12. 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 particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

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Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

### **13. 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 from child's date of birth plus 30 years as per DE Circular 2016/20 Child Protection: Record Keeping in Schools.

### **14. Safeguarding in the Curriculum**

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its preventative 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.

### **15. 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. See Section 6.

### **16. 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, volunteer helpers, sports coaches and placement students are expected to comply with the Code of Conduct (Appendix 4).

### **17. 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 this documentation. 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 specific to their roles, which is provided by the Education Authority's Child Protection Support Service for Schools.

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

- Parental Permission must be obtained – in line with current GDPR Procedures.

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- 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.
- Full names can be used during publication if necessary- however, in most cases only the first name will be given.
- 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.

### 19. 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.
- There is a protocol for inviting guest speakers into School - see **Appendix 5**

### 20. 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 the appropriate Head of Year or member of the Senior Leadership Team. This arrangement will also apply during periods of school closure.

### 21. 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.

Signed \_\_\_\_\_ *G Hill* \_\_\_\_\_ (Chairman of the Board of Governors)

Date \_\_\_\_\_ *190820* \_\_\_\_\_

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

Date \_\_\_\_\_ *190820* \_\_\_\_\_

Date for Review      March 2021

This version supersedes version 230119

## **Appendix 1: The School Safeguarding Team: Individual Roles & Responsibilities**

### **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.
- 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 regular updates in relation to child protection activity including a full written annual report.
- Ensure that child protection records are kept, and that the Record of Child Abuse Complaints is signed and dated annually, even if there have been no entries.
- Ensure that confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.
- Ensure compliance with legislation and Child Protection Policies.

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

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the Staff Code of Conduct, the recruitment, selection and vetting of staff and the role of the Designated teacher.

### **The Principal**

The Principal is responsible for:

- Establishing and managing the operational systems for safeguarding and child protection.
- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular "Safeguarding and Child Protection- A Guide for Schools" (DENI Circular 17/04) is implemented within the school.
- Enabling the Board of Governors to fulfil its child protection duties by keeping it informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection.
- Ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers.
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures at intake and every 2 years thereafter.
- Managing child protection concerns relating to staff.

### **Designated Teacher (And Deputies)**

The Designated Teacher and Deputies must:

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- Provide child protection induction and refresher training for all teaching and non-teaching staff; to be delivered a minimum of once every two years.
- Discuss child protection concerns with teaching/support staff.
- Participate in child protection training.
- Maintain a current awareness of early intervention supports and other local services.
- Attend child protection case conferences and other relevant case planning meetings where appropriate and practicable.
- Liaise with the Principal and EA Officers for Child Protection in cases of suspected child abuse.
- Make referrals to other agencies, with the Principal's knowledge.
- Maintain and securely store appropriate child protection records.
- Notify the Chair of the Board of Governors (in the event of a complaint against the Principal).
- Lead the development and annual review of the School's Child Protection Policy.
- Promote a safeguarding and child protection ethos within the school.
- Provide a written annual report to Governors on child protection activity.
- Act as a point of contact for staff (and parents) in relation to child abuse concerns.

### **Designated Governor for Child Protection**

Advises the Board of Governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full designated teachers report; and
- Recruitment, selection, vetting and induction of staff.

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

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

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

| 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</li> <li>• 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</li> <li>• violent themes in art work or stories</li> </ul> |

**Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers. (Co-operating to Safeguard Children and Young People in Northern Ireland 2017)**

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

| 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</li> <li>• 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> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• suicide attempts (especially adolescents)</li> <li>• 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 home</li> <li>• unusual or bizarre sexual themes in children’s art work or stories</li> <li>• vulnerability to sexual and emotional exploitation</li> <li>• promiscuity</li> <li>• exposure to pornographic material</li> </ul> |
|--|---|

**Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (**Co- operating to Safeguard Children and Young People in Northern Ireland 2017**)

**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**

The procedure for referral and investigation of abuse may be implemented in certain circumstances: 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 Harmful Sexualised Behaviour**

Learning about sex and sexual behaviour is a normal part of a child’s development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

## LIMAVADY GRAMMAR SCHOOL

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

### **What is Harmful Sexualised Behaviour?**

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

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

### **Grooming**

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

If a member of staff becomes aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

### **Child Sexual Exploitation**

**Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for

## LIMAVADY GRAMMAR SCHOOL

the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

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

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

### **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.
- Truancy 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.

### **Domestic Violence and Abuse**

Is defined as threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' (**Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016**)

### **Sexual Violence and Abuse**

Is defined as 'any behaviour (physical, psychological, verbal, virtual /online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability). Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent. **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)**

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.

### **Female Genital Mutilation**

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

### **Forced Marriage**

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where there is the knowledge or suspicion of a forced marriage in relation to a child or young person, the PSNI will be informed immediately. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

### **E-Safety/Internet Abuse**

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

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

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

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

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

**Sexting** is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet.

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

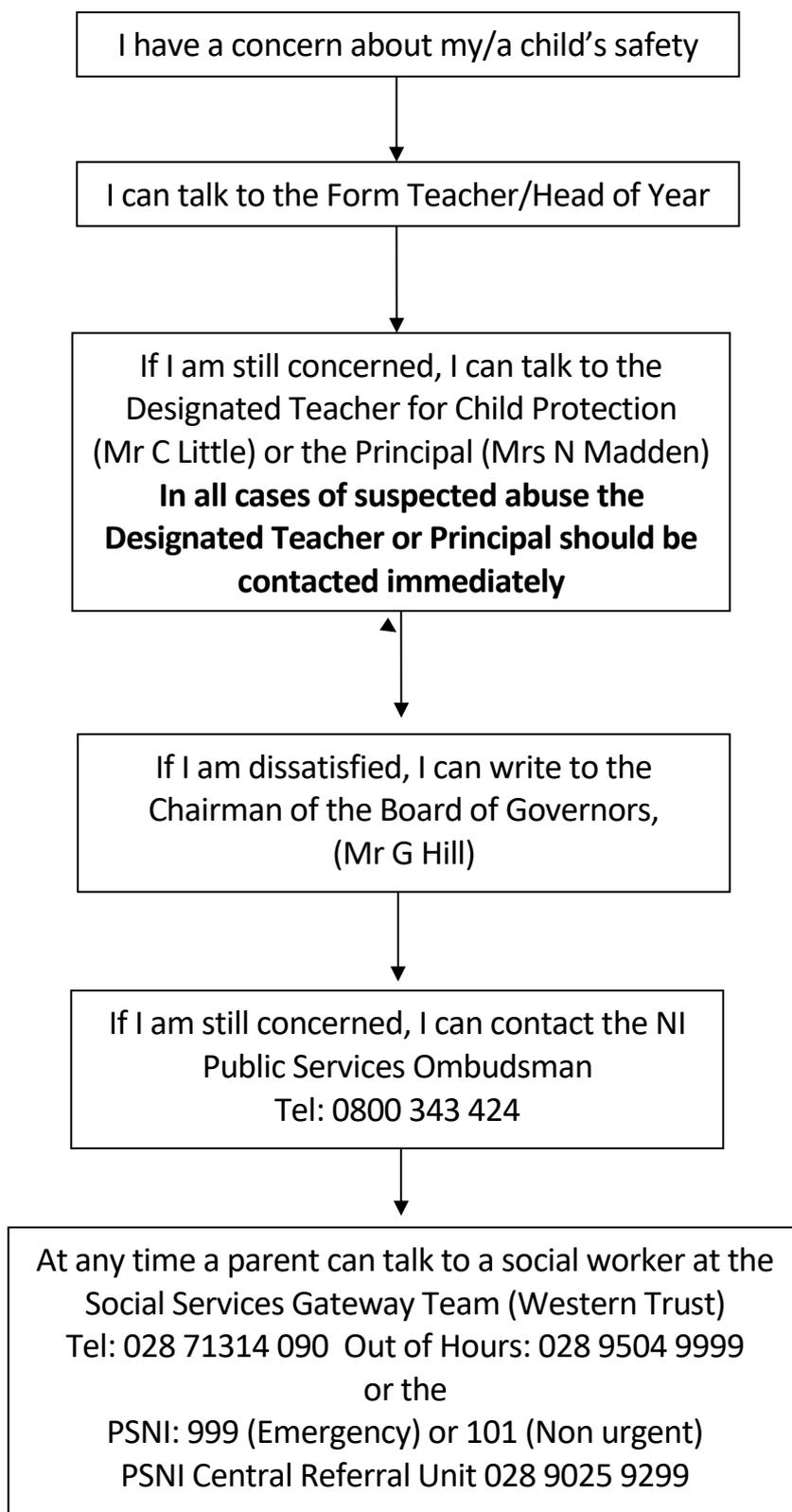
While offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing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

### **Sharing an inappropriate image with an intent to cause distress**

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

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

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



## Appendix 4 Code of Conduct

### Introduction

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school. Although it does not form part of any employee's contract of employment, failure to abide by the Code of Conduct could result in significant disciplinary and legal action.

### 1. General Principles

- a. All staff and volunteers who work in schools are role models for the young people in their care. Staff must therefore maintain an appropriately high standard of conduct in all their daily contacts.
- b. All staff and volunteers must dress in a manner that is appropriate to their professional role and must not dress in a provocative or offensive manner.
- c. All staff and volunteers have a duty to safeguard pupils/students from all forms of abuse and exploitation.
- d. All staff and volunteers must record and share any concerns without delay with the Designated Teacher for Child Protection or one of the Deputies. The Designated Teacher is Mr C Little. The Deputies are Miss M Doherty, Mrs L McFarland and Mrs L Steen.
- e. Staff members and volunteers must familiarise themselves with the Code of Conduct and the Child Protection Policy. They must also be familiar with other policies and procedures which are of particular relevance to their daily routine, and know how to access any other current policy.
- f. Members of staff and volunteers may have access to personal and sensitive information about students and their families. This must only be used in accordance with school policies and procedures. Where there is any doubt about the need to share pupil information, advice should be sought from Senior Staff.
- g. Staff should be aware of the special needs and medical conditions of the pupils for whom they are responsible.

### 2. Private Meetings with Pupils

- a. Staff and volunteers should be aware of the possible misconceptions or potential risks 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 or video access, or with the door open.

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- 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. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern, he or she should ensure that another adult (or if this is not possible another pupil) is present or near by.
- d. Unless there are exceptional circumstances, or permission has been granted in advance, staff should not travel alone in their car with a pupil.

### 3. 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.
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint- this is governed by the Safe Handling Policy.
- 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 Principal, Vice Principal or Designated Teacher for Child Protection.

### 4. 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.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

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### 5. Relationships with Pupils

- a. 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.
- b. Relationships with students must be professional at all times. Sexual relationships with students are not permitted and may lead to a criminal conviction.
- c. Staff should be careful not to compromise their professional integrity in their dealings with pupils outside the school setting and should discuss with the Principal any situation which could give rise to unwelcome speculation or allegations of misconduct.
- d. Staff should not tutor privately any pupil whom they currently teach. No private tutoring or exchange of monies should take place on school premises.

### 6. E-Safety, Telephone 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 school's 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. Staff should be mindful of the potential risks of using social networking or dating sites accessible to pupils.
- d. Staff must not use social media sites to contact pupils or to interact with pupil media pages such as Facebook. Attempts by students to contact staff by such routes should be reported to the Principal. Staff should ensure that they adopt suitably high security settings when online.
- e. Contact with students should only be made via the use of school email accounts or telephone equipment when appropriate. Unless prior permission has been obtained from the Principal, staff must not use their personal mobiles or landlines to contact pupils- this includes both voice calls and all forms of electronic messaging.
- f. Photographs/stills or video footage of students should be taken only using school equipment (unless the Principal has authorised the use of other 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 school's procedures on school equipment and deleted when no longer required.

### 7. Sports and Extra-Curricular Activities

- a. 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.

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- b. Pupils must not be subjected to constant criticism, sarcasm, rejection, threatening behaviour or pressure to perform at an unrealistic level. Corporal punishment must never be used. Language should be appropriate at all times- swearing is never acceptable.
- c. 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.
- d. Coaches must not 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.
- e. 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. During residential educational or sporting visits, accompanying staff must not share a room with a pupil.
- f. All accidents must be properly recorded and any concerns highlighted to the teacher in charge. Particular care should be taken to follow the Concussion Policy and Return to Play Protocols.
- g. All staff and volunteers must ensure that the activity undertaken is suitable for the ability, age and experience of the pupils, and that an appropriate risk assessment has been carried out.
- h. All educational visits should comply fully with the requirements of the Educational Visits Protocol, as contained in the Staff Handbook.
- i. Staff responsible for competitive activities should emphasise enjoyment, equality, fair play and respect for the leaders, other pupils and the rules.

### **8. Conduct Outside of Work**

- a. All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.
- b. In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- c. Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. If in doubt, staff should seek advice from the Principal when considering work outside the school.

### **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.

## LIMAVADY GRAMMAR SCHOOL

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.

**A 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:

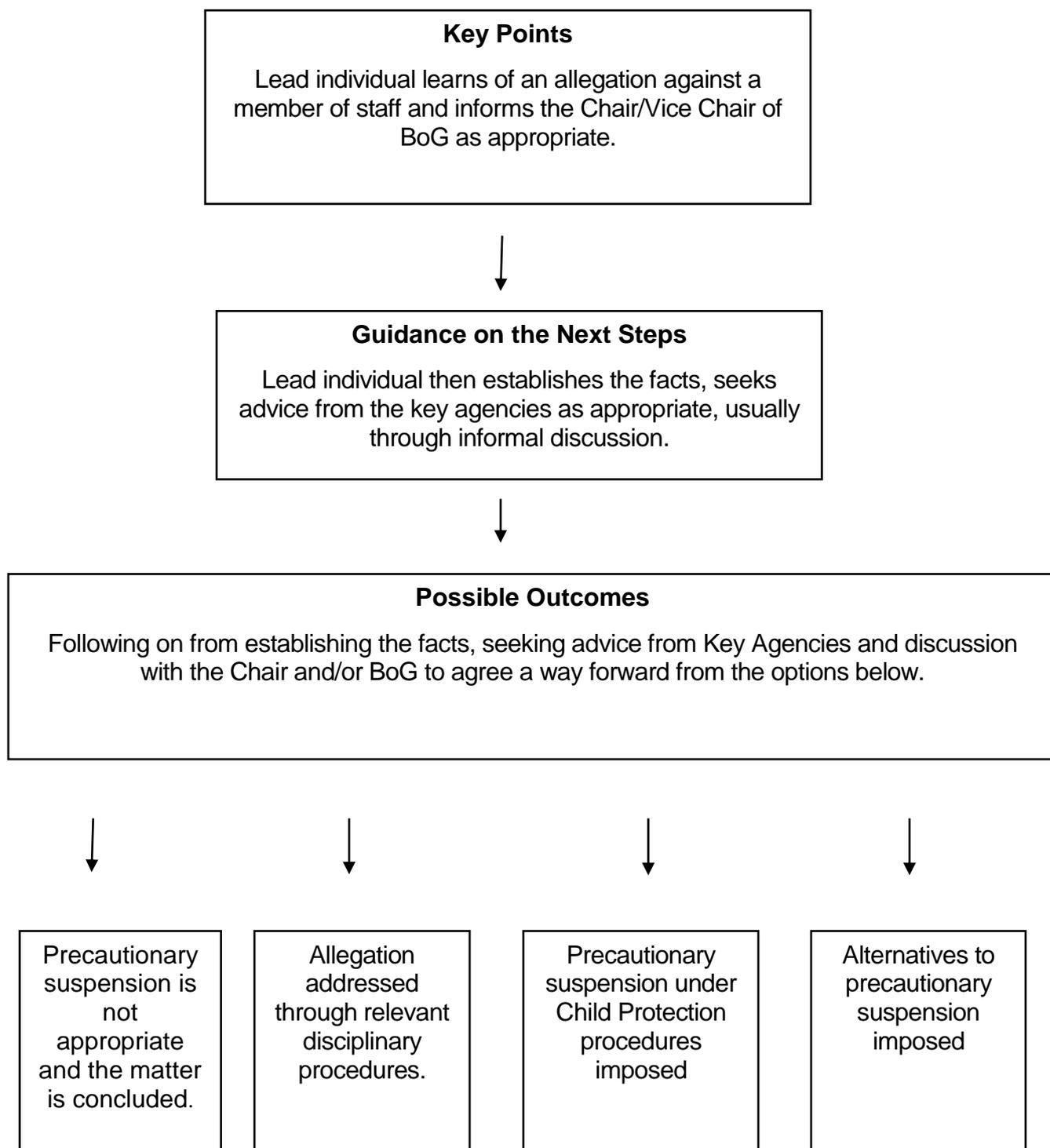
- **Have you got approval from the Senior Leadership Team and checked cost?**
- **Does the agency/individual have a specified Child Protection Policy?** If in doubt, ask to see it.
- **How will issues of confidentiality (if applicable) be dealt with?** The Designated Teacher must be informed of any disclosures 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.**

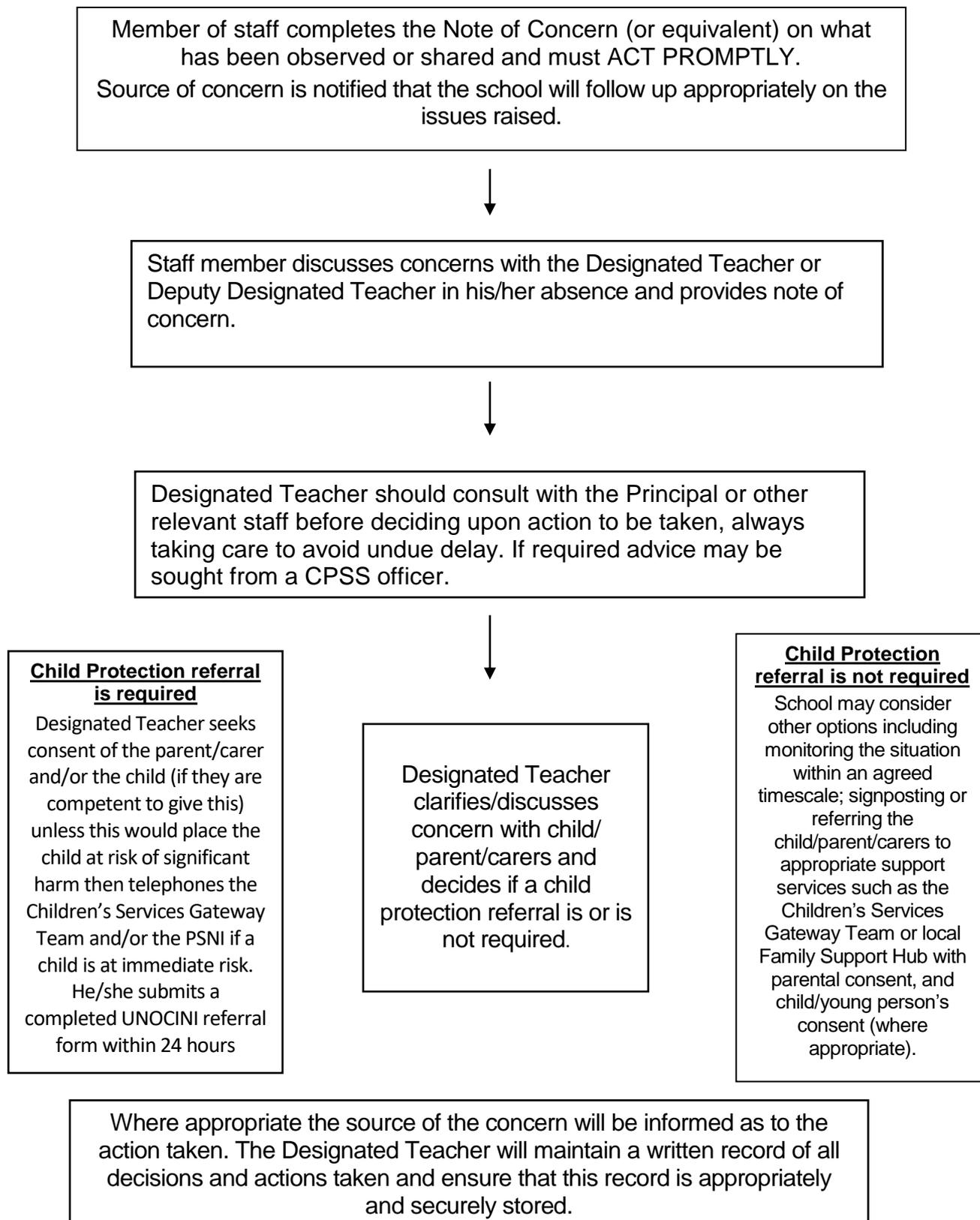
**Appendix 6:**

**Procedure where an allegation has been made 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 staff.



**Appendix 8**

**CONFIDENTIAL**

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

|  |
|--|
| Name of Pupil:   |
| Year Group:  |
| Date, time of incident / disclosure:   |
| Circumstances of incident / disclosure:  |
| Nature and description of concern:   |
| Parties involved, including any witnesses to an event and what was said or done and by whom: |

LIMAVADY GRAMMAR SCHOOL

|  |      |     |
|--|------|-----|
| Action taken at the time:  |      |     |
| Details of any advice sought, from whom and when:                      |      |     |
| Any further action taken:  |      |     |
| Written report passed to Designated Teacher:                           | Yes: | No: |
| If 'No' state reason:  |      |     |
| Date and time of report to the Designated Teacher:                     |      |     |
| Written note from staff member placed on pupil's Child Protection file |      |     |
| Yes  | No   |     |
| If 'No' state reason:  |      |     |

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

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

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

## Appendix 9

### Children with Increased Vulnerabilities

- **Children with a disability**

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

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

- **Children with limited fluency in English**

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

- **Looked After Children**

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

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

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

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

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

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

## LIMAVADY GRAMMAR SCHOOL

- **Young people in supported accommodation**

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

- **Young people who are homeless**

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

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

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

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

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

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

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

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

- **Gender identity issues and sexual orientation**

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

Young people from the LGBT community will be supported to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

## LIMAVADY GRAMMAR SCHOOL

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

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

### **Children/young people's behaviours**

- **Peer Abuse**

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

- **Self-Harm**

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

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

- **Suicidal Ideation**

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