



**Glengormley High School**

# **Safeguarding Policy**



February 2018



## **1.1 Vision**

Glengormley High school aims to provide a welcoming and caring environment where everyone is respected, valued and encouraged to achieve their full potential. We set high standards of learning, celebrate success and strive to promote the partnership between school, parents and the community in preparing our young people for adult life.

## **1.2 Introduction**

**Our policy applies to all staff, governors, visitors and volunteers working in the school.**

All staff, teaching and non-teaching, have responsibility for the care, welfare and safety of pupils. The school's vision statement and Pastoral Care Policy emphasise the caring aspects of the school's ethos, highlighting that children should be brought up in a safe environment that promotes their welfare and safeguards them. This policy aims to outline the role that school will have, the procedures that staff should follow and guidance on issues related to safeguarding generally.

There are five main elements to our safeguarding in school:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which our young people can learn and develop.

## **1.3 Principles**

The following principles underpin the safeguarding and child protection work in Glengormley High School.

- 1 The child or young person's welfare is paramount
- 2 The voice of the child or young person should be heard
- 3 Parents are supported to exercise parental responsibility
- 4 Partnership
- 5 Prevention
- 6 Responses should be proportionate to the circumstances
- 7 Protection
- 8 Evidence-based and informed decision making

## **1.4 Legislation and Policy**

The Children (NI) Order 1995 (Children Order) and the United Nations Convention on the Rights of the Child (1989) state that provision of services and protection from abuse are basic rights and must be offered to all children regardless of race, culture, language, gender, disability and religion.

Glengormley High School recognises its responsibility under the following legislation in respect of safeguarding pupils:

The United Nations Convention on the Rights of the Child

The Children (Northern Ireland) Order 1995

The Education and Libraries (Northern Ireland) Order 2003

Sexual Offences (Northern Ireland) Order 2008

Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

The Safeguarding Board (Northern Ireland) Act 2011

The Public Services Ombudsman Act (NI) 2016

Family Homes and Domestic Violence (Northern Ireland) Order 1998

Safeguarding Board Act (NI) 2011

The Public Services Ombudsman Act (NI) 2016.

The Addressing Bullying in Schools Act (NI) 2016

Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)

Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans

Adult Safeguarding: Prevention and Prevention in Partnership

Appendix 1 Provides more information in relation to this legislation.

The problem of child abuse will not be ignored by anyone. If there are concerns that the pupil may be at risk, the school is obliged to make a referral to Social Services. The aim of the Child Protection Process is to ensure the safety and welfare of the child. Professionals must always maintain the focus on the child's needs. Where a conflict of interest occurs, the child's rights and needs will take precedence over those of his/her parents. The child's interest must always be paramount.

## **1.5 Related Policies**

Attendance  
Pastoral Care  
Safe Handling  
Special Educational Needs  
First Aid and Administration of Medicines  
E-safety  
Educational Visits  
Staff Code of Conduct  
Anti-Bullying  
Intimate Care  
Relationship and Sexuality  
Record Management  
Acceptable use of Mobile Phones  
Positive Behaviour  
Health and Safety

These policies can be found in the school office.

## **2 Roles and Responsibilities**

### **Board of Governors**

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BOG) to:

- 1 Safeguard and promote the welfare of pupils.
- 2 Have a written Child Protection Policy.
- 3 Specifically address the prevention of bullying in school behaviour management policies.

The Addressing Bullying in Schools Act (NI) 2016, when enacted, will place a statutory duty on Boards of Governors to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school.

To fulfil their responsibilities BOGs are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DOH).

All Governors should have initial Child Protection Support Service (CPSS) child protection training with Mr Herron (Chair) and Mr Anderson (Designated Governor for Child Protection) undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

## **The School Safeguarding Team**

As best practice, in the best interests of the children, and as a support for Mrs Hodge/Mr Hodge (Designated Teachers), the school should establish a Safeguarding Team. This team will include the Chair of the Board of Governors (**Mr Herron**), the Designated Governor for Child Protection (**Mr Anderson**), the Principal (as Chair), the Designated Teacher (**Mrs Hodge**) and the Deputy Designated Teacher (**Mr Hodge**). The team may co-opt other members as required to help address specific issues, for example the SENCO and ICT Co-ordinator.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team will include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for Mrs Hodge (DT) in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

As best practice, the Safeguarding Team should review their child protection/safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding'. ETI expects the pro-forma to be completed and provided to them as a permanent record on all types of inspections. Phase and sector appropriate versions of the pro-forma (which is annually reviewed and updated) and other information from ETI is available on the ETI website: [www.etini.gov.uk/articles/safeguarding](http://www.etini.gov.uk/articles/safeguarding)

## **Chair of Board of Governors**

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

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

## **Designated Governor for Child Protection**

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

The role of the designated teachers:

- 1 The content of child protection policies;
- 2 The content of a code of conduct for adults within the school;
- 3 The content of the termly updates and full Annual Designated Teachers Report;
- 4 Recruitment, selection, vetting and induction of staff.

## **School Principal**

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BOG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

## **Designated Teacher for Child Protection**

The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's Child Protection Policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

## **Deputy Designated Teacher for Child Protection**

The role of Mr Hodge (Deputy Designated Teacher) is to work co-operatively with Mrs Hodge (Designated Teacher) in fulfilling her responsibilities.

It is important that Mr Hodge (DDT) works in partnership with Mrs Hodge (DT) so that he develops sufficient knowledge and experience to undertake the duties of the DT when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

## **Parents**

The primary responsibility for safeguarding and protection of children rests with parents who will feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school will help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

All policies, including child protection, pastoral care, anti-bullying, positive behaviour, online safety, and complaints, should be issued to parents/carers at intake\*. The Child Protection Policy, in particular, should be reviewed and reissued, at a minimum, every two years\*.

*\*Issue of a summary of the full policy is sufficient provided it contains clear details of how to access the full policy, including a hard copy if required.*

It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies. It is important that parents take time to read these policies and know they are required to inform the school:

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

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, Mrs Hodge (DT), or the Principal if they are worried about a safeguarding or child protection concern. The process for a parent who has a potential safeguarding or child protection concern is set out in Appendix 2.

### 3 Dealing with Child Protection Concerns

#### Recognising Child Abuse

'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'

#### 3.1 Types of Abuse

**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.

**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.

**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.

**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 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.

**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.

*\*All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

## 3.2 Signs and Symptoms of Abuse

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

### Children who Display Harmful Sexualised Behaviour

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

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.

### Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor.

Warning signs within the school environment:

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.

### Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls

### Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows

### **Domestic Violence and Abuse:**

'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.'

### **Sexual Violence and Abuse:**

'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).'

### **Child Sexual Exploitation**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

### **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.

'**Bullying** is a highly distressing and damaging form of abuse and is not tolerated in school. The **Anti-Bullying Policy** describes how we define bullying and the strategies involved to deal with it if it does occur.'

Full detail of symptom's can be found in Appendix 5

## **3.3 School Procedures for dealing with suspected or disclosed child abuse**

### **Staff Position**

It is the responsibility of all teaching and non-teaching staff to report to the DT/DDT concerns, **not to decide** whether it is, or is not, child abuse. Professional concerns about 'false allegations' need to be set aside as the need to safeguard the child must be paramount.

It is the responsibility of all teaching and non-teaching staff to make themselves aware of the indicators of child abuse. Appendix 5 provides a list of signs and symptoms of abuse which may be useful for reference purposes.

*Any teacher or other member of staff who follows the procedures of DENI, and those of the Education Authority or the Area Child Protection Committee, in making a report of suspected child abuse by any person (whether or not connected with the school), is acting within the course of his/her employment, and in such circumstances, where he/she has acted in good faith, will receive the full support of his/her employing authorities and will not be legally or financially liable should any consequential action be brought against him/her.*

### 3.4 Confidentiality

If a pupil confides information in a member of staff which gives cause for concern about possible abuse, and requests that the information be kept secret, it is important that the member of staff should tell the pupil, sensitively, that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the pupil's own sake. Within that context, the pupil should, however, be assured that the matter will be disclosed only to people who need to know about it. **No promise of confidentiality can or should ever be made to a pupil or anyone else giving information about possible abuse.**

### 3.5 A Member of Staff has a Concern or a Pupil Makes a Disclosure

Where teachers see signs which cause them concern or a child makes a disclosure, the teacher should, as a first step, seek some clarification from the pupil with tact and understanding. Where a classroom assistant, another member of the school's ancillary or auxiliary staff, a volunteer or a visitor sees such signs, he/she should immediately bring them to the attention of a teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher. If the teacher continues to have concerns of a safeguarding nature they should report immediately to Mrs Hodge (DT) or Mr Hodge (DDT). The DT/DDT will assess the information and decide on the most appropriate course of action. This may include discussion with the parent, consultation with advisory services, extra support in school, such as counselling or referral to a support agency. However, if it is assessed that the child is at risk of suffering significant harm a child protection referral will be made to social services. If a decision is made that an urgent response by Social Services is required, the school will phone the referral to the relevant Gateway Team, and follow up by completion of a UNOCINI. Appendix 3 has flowchart which shows the main parts of this process.

### 3.6 How a member of staff should speak to a pupil about a safeguarding/child protection concern.

If a pupil makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a pupil, the member of staff must act promptly. **He/she should not investigate** – this is a matter for Social Services or PSNI. He/she should adhere to the following basic principles where a disclosure is made by a pupil:

- listen to the pupil rather than directly question him/her
- do not ask leading questions or questions which encourage the pupil to change his/her version of events in any way, or which impose the adult's own assumptions
- reassure but do not make promises
- never stop a pupil who is freely recalling significant events
- do not over react – explain what you have to do and whom you have to tell
- make a note of the discussion, preferably quoting words actually used and 'description' used by the pupil even if it is information that is not fully understood or is unpleasant; record the timing, setting and personnel present
- signs of physical injury observed should be described in detail, but under no circumstances should a pupil's clothing be removed

### **3.7 Consultation**

The DT/DDT may seek advice about any safeguarding/child protection concern from the Education Authority Child Protection Support Service or Social Services. Any decision to refer to Social Services will be made in conjunction with the principal, if at all possible.

### **3.8 Partnership**

Throughout the process the school will make every effort to work in partnership with the parent who will be advised of the referral unless it is considered that this might put the best interests of the child at risk. If there is any doubt the school will be guided by Social Services as to advising the parent of the referral.

### **3.9 Recording**

Staff who report a concern or a disclosure will complete a Record of Concern (Appendix 6) and Mrs Hodge (DT) will make a record of all the discussions held and actions taken within 24 hours of a referral. These records will be held confidentially and securely, separately from the pupil's educational records. The Principal will be informed of all referrals made.

### **3.10 Ongoing Support for Pupil**

After the referral the school will co-operate with the child protection investigation. This may involve providing factual information about the pupil for the purposes of the multi-agency assessment of risk and the Child Protection Plan. School staff may be invited to contribute to a Child Protection Case Conference if appropriate. Pupils whose name is on the Child Protection register will be monitored in line with what has been agreed in each pupil's protection plan.

## **4 Complaint about possible child abuse against a member of staff**

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

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

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

Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in Appendix 4

## **5 How a Parent Can Report a Concern**

A parent who wishes to make known to staff any concerns they may have about the safety of their (or another) child may speak to the form teacher, the Pastoral Learning leader or directly to the designated teacher or the principal. The procedures outlined in this policy will be followed in these circumstances. Appendix 2 shows the flow chart of this action.

## **6 Record keeping**

Information relating to child abuse, or possible abuse, is exempted from the disclosure requirements of the Data Protection Act 1998. The school maintains child protection records in accordance with DE Child Protection 2016/20 Such information is filed securely and separately from a pupil's other records and is only accessible to the Principal, the designated and deputy designated teachers, the courts and Guardian Ad Litem.

### **Transfer of Child Protection Records**

Under the Education (Pupil Records and Reporting) (Transitional) Regulations (NI) 2007, Boards of Governors are required to make arrangements to transfer a formal record of a pupil's academic achievements, other skills and abilities and progress within 15 school days of a pupil transferring schools. The requirement does not include the transfer of child protection records. However, where there have been, or are current, concerns about a pupil the school should consider what information should be shared with the new school.

Past safeguarding concerns and the response to these can be significant, should concerns arise for the child at a later time. The third data protection principle is key in relation to deciding whether to transfer past concerns. If the information, current or historical, is deemed to be relevant then it should be shared.

The Designated Teacher is responsible for ensuring that copies of relevant child protection records are transferred to the DT of the receiving school in the most secure and appropriate manner to minimise the risk of any data breach. The data controller, i.e. the school, is accountable for any data breach.

When a child on whom the school holds safeguarding or child protection information leaves the school and the school are unaware of the new school they must notify the Education Welfare Service at the Education Authority who will then attempt to locate the child. Social Services must be informed immediately if the child has a Child Protection Plan or is a Looked After Child. The school must retain the child's child protection records and forward the relevant information to the receiving school when the child has been traced.

When a child whose name is on the Child Protection Register changes school, the school which the child is leaving should inform the receiving school immediately that his/her name is on the Register and pass on contact details for the social worker. The school should then destroy all child protection records on the child supplied by Social Services, including records of case conferences, and should inform the child's Case Co-ordinator in Social Services. The remaining child protection record should be copied, as relevant, to the new school. When considering what information is relevant advice can be sought from the CPSSS. The school to which the child is transferring should contact the child's social worker for relevant information. The leaving school can retain original copies of their own documents. It is good practice for the DT to discuss concerns directly with the DT from the receiving school in advance of sending the child protection record.

## **6.1 Closure, Retention and Disposal of Child Protection Records**

When a pupil leaves the school or child protection concerns cease to be current or ongoing, and records cease to be of active use other than for reference purposes, the child's individual Child Protection File should be closed. The DT should consult the School's Disposal of Records Schedule, review the file and mark the front cover of the file indicating the date on which the file can be destroyed, for example, 30 years from the pupil's date of birth. Closing a file simply means that no further papers can be added. If new concerns arise a new file can be opened and cross-referenced with the previous record.

## **7 Preventative Curriculum**

Through the curriculum the school aims to support pupils develop resilience and skills that will support them thought-out life. Personal safety, Child Protection, Resilience and bullying issues are primarily covered as part of the PSE programme in Key stage 3. Outside bodies are used to promote these issues from Key stage 3 up to Key stage 5. Details of agencies offering support, advice and information are displayed on a noticeboard in the entrance hall. Useful information will be supplied to parents in the school newsletter.

## **8 Safe Recruitment**

The school adheres to all DENI guidance to school on safe recruitment and selection of staff and volunteers. Education Welfare Officers, Educational Psychologists, Youth Service personnel. Counsellors and peripatetic teachers are similarly vetted. Social workers and health professionals are vetted by the Department of Health and Social Services.

Individual speakers and organisations offering one off events are asked to provide proof of vetting or child protection policies and should always be accompanied by a member of staff when pupils are present. Student teachers are vetted by the institution in which they are enrolled.

All visitors, including parents and contractors, should report to the school office during the school day. If their visit entails access to the school, they should wear a clearly identifiable name badge of their organisation or a visitor's badge issued by the office.

## **9 Photographs**

During the course of a pupil's career at Glengormley High School there may be occasions when he/she may be photographed participating in school activities such as school teams, individual and group achievements, school trips and other curriculum activities, school open days and events.

These photographs may be used for display purposes in school, for publication in the local press or for promotional purposes by school, on the school web site and in EA/DENI Newsletters etc. As a school we feel it is important that pupil achievements are recognised and pupils are proud and happy to feel valued. However, we are sensitive also to those pupils who may not wish their photograph to be taken for use in the above ways. When a pupil enrolls their parent/guardian is requested to give/withhold permission for photographs to be taken and used in these ways. Staff who are taking photographs of pupils should always seek verbal agreement of those pupils involved.

## **10 Mobile Phones**

Mobile phones **must not be used in school buildings by pupils**. If confiscated, these are recorded and placed in the school office for safe keeping. They will be returned at the end of the school day. To protect and to safeguard the privacy of individuals, the use of mobile phones, cameras or electronic devices to record sound and/or images is forbidden in this school. Any pupil breaking this rule may face serious consequences, including suspension.

## **11 Release from School**

Pupils will only be released from school during the day on receipt of a note giving the reason for the early release and signed by a parent/guardian or by a parent/guardian coming into school to collect the pupil. If a pupil has to be sent home a parent/guardian will be contacted to collect the child or to give permission for the child to make his/her own way home. The member of staff arranging the early release should make a written record of the arrangements agreed.

## **12 A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people**

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 pupils in their charge must be above reproach. The code of conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

## **13 Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils**

In extreme cases, a teacher might have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him- or herself, to others or to property, or otherwise behaving in an indisciplined way. Article 4 of the Education (Northern Ireland) Order 1998 empowers members of staff of schools to use reasonable force in these circumstances, either on school premises or anywhere else where the member of staff is in charge of the pupil concerned. In such instances the minimum necessary force should be used; the teacher should act within the Department's and the Education and Library Board's guidelines on the use of reasonable force and should seek to avoid causing injury to the pupil. See school Safe Handling Policy for guidance.

This policy is based on advice and responsibilities contained in: [https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection\\_in-Schools-A-Guide-for-Schools\\_and\\_Circular\\_2016/20](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection_in-Schools-A-Guide-for-Schools_and_Circular_2016/20) Child protection record keeping in schools

## **Update and Review**

This policy is reviewed annually. It was last updated in January 2018.

## **APPENDIX 1**

### **LEGISLATION**

#### **The United Nations Convention on the Rights of the Child**

The United Nations Convention on the Rights of the Child is an international human rights treaty setting out the civil, political, economic, social and cultural rights of the child. It provides the overarching framework to guide the development of local laws, policies and services so that all children and young people are nurtured, protected and empowered. Each of the 41 Articles in the Convention detail a different type of right, all of which interact to form one integrated set of rights for children and young people. All Articles of the Convention are important and inter-relate to each other: those Articles with particular relevance for this policy include:

**Article 3 (Best Interests of the Child)** The best interests of the child must be a primary consideration for all actions concerning children taken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies. This includes ensuring the child is given the protection and care necessary for their wellbeing, taking into account the rights and duties of others towards them. Organisations, services and facilities responsible for the care or protection of children must conform with appropriately set standards.

**Article 4 (Protection of rights)** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. This involves assessing their social services, legal, health and educational systems, as well as funding for these services. Governments must help families protect children's rights and create an environment where they can grow and reach their potential.

**Article 12 (Voice of the Child)** A child who is capable of forming his or her own views has the right to express those views freely in all matters which affect them, those views being given due weight in accordance with their age and maturity. This is particularly the case for any judicial and administrative proceedings affecting them. A child can either give their views directly, or have their views represented appropriately on their behalf.

**Article 19 (Protection from all forms of violence)** Governments should ensure that children are properly cared for and their right to be protected from harm and mistreatment is upheld.

**Article 20 (Children deprived of family environment)** Children who cannot be looked after by their own family have a right to be looked after properly by people who respect their ethnic group, religion, culture and language.

**Articles 34 and 36 (Exploitation)** Governments should protect children from all forms of exploitation.

**Article 39 (Rehabilitation of child victims)** Children who have been harmed should receive help to recover and reintegrate into society.

#### **The Children (Northern Ireland) Order 1995**

The Children (Northern Ireland) Order 1995 is the principal statute governing the care, upbringing and protection of children in Northern Ireland. It applies to all those who work with and care for children, whether parents, paid carers or volunteers. The Children Order provides the legislative framework within which this policy operates.

### **The Human Rights Act**

The Human Rights Act (1998) incorporates the European Convention on Human Rights (ECHR) into UK legislation. State authorities must use their powers reasonably and proportionately to protect children and young people, and the ECHR holds them responsible for inhuman or degrading treatment inflicted within their jurisdiction. Professionals across all public authorities, including government departments, local councils, hospitals, schools and the police must respect the ECHR, as must private bodies in specific circumstances.

### **The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007**

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 as amended by the Protection of Freedoms Act 2012 provides the legislative framework for the establishment of a Disclosure and Barring Service and requirements relating to individuals who work with children and vulnerable adults. This legislation defines 'regulated activity' with children and prevents persons on barred lists from engaging in regulated activity.

The responsibilities and processes to be followed are set out in DE Circulars 2012/19 and 2013/01.

### **The Children's Services Co-operation Act (Northern Ireland) 2015**

The Children's Services Co-operation Act (Northern Ireland) 2015 places a requirement on individuals and organisations providing children's services to children to co-operate with each other to devise and implement cross cutting strategies. The Act is key to ensuring improved outcomes for children by supporting, enhancing and encouraging co-operation so that services are integrated from the point of view of the child or young person.

In order to fulfil your responsibilities, you are obligated to acknowledge and work within the relevant guidance and procedures that have been produced by the Department of Education (DE) and the Department of Health (DOH).

### **The Education and Libraries (Northern Ireland) Order 2003**

Article 17 and 18 of the Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BOGs) to safeguard and promote the welfare of its pupils and to determine the measures to be taken at the school with a view to protecting pupils from abuse (whether at school or elsewhere). Article 18(d) requires BOG to prepare a written statement of such measures and to provide this to parents. BOG must also have regard to any guidance given by the Department, the Education Authority (EA) and Council for Catholic Maintained Schools (CCMS).

As such, all grant-aided schools **must** have a child protection policy which includes the appointment of a Designated/Deputy Designated Teacher with responsibility for child protection. [Requirements on other settings are a condition of grant.]

[www.legislation.gov.uk/nisi/2003/424/contents](http://www.legislation.gov.uk/nisi/2003/424/contents)

### **The Addressing Bullying in Schools Act (Northern Ireland) 2016**

Section 2 of the Act will require that the Board of Governors of the school determine the anti-bullying measures pursued at the school, ensure these are properly implemented and are reviewed at intervals of no more than four years.

Section 3 of the Act will place a statutory duty on Boards of Governors of a grant-aided school to ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur:

(a) On the premises of the school during the school day; (b) While travelling to or from the school during the school term; (c) While the pupil is in the lawful control or charge of a member of the staff of the school; or (d) While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

The Act can be found at:

[www.legislation.gov.uk/nia/2016/25/pdfs/nia\\_20160025\\_en.pdf](http://www.legislation.gov.uk/nia/2016/25/pdfs/nia_20160025_en.pdf)

### **The Public Interest Disclosure (Northern Ireland) Order 1998**

The Public Interest Disclosure (Northern Ireland) Order 1998 ensures employees are protected from suffering detrimental treatment by their employers for disclosing information (in good faith, and in the reasonable belief that it is substantially true) about the conduct of private or public bodies or individual employers ('protected disclosure'). Specifically, protected disclosure includes any disclosure of information which, in the belief of the employee making the disclosure, tends to show that a criminal offence has been, is being or is likely to be, committed, or that the health or safety of an individual has been, is being or is likely to be, endangered; or that information about such matters has been, is being or is likely to be, deliberately concealed.

### **Criminal Law Act (NI) 1967**

**Section 5 of the Criminal Law Act (NI) 1967** makes it an offence to fail to report a "relevant offence" where a person has information which could lead to the apprehension, prosecution or conviction of such an offender. Sexual offences against children, including Female Genital Mutilation (FGM) would be such an offence (The Sexual Offences (NI) Order 2007 and the FGM Act 2003).

### **Family Homes and Domestic Violence (Northern Ireland) Order 1998**

Family Homes and Domestic Violence (Northern Ireland) Order 1998, includes that, in addition to non-molestation and occupation orders, a court will have the power to attach an exclusion requirement to an interim care or emergency protection order in order to protect children, providing therefore for the removal of the suspected abuser, rather than the child, from the home.

### **Safeguarding Board Act (NI) 2011**

The Safeguarding Board Act (NI) 2011 places interagency co-operation on a statutory footing. The Safeguarding Board for Northern Ireland (SBNI) was launched in September 2012. The objective of the SBNI is to safeguard and promote the welfare of children and young people in Northern Ireland by co-ordinating and ensuring the effectiveness of what is done by each person or body represented on the board. There is a statutory duty on members to co-operate with each other, to make arrangements to promote the welfare of children, and to supply information to the SBNI under certain conditions. Further details are available on [www.safeguardingni.org](http://www.safeguardingni.org)

### **The Public Services Ombudsman Act (NI) 2016**

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate education authorities in respect of complaints made by a member of the public (came into effect on 1 April 2016). The power to investigate will extend to Boards of Governors of grant-maintained schools from 1 April 2017. This process of complaint must be referred to in the complaints policy.  
[www.legislation.gov.uk/nia/2016/4/schedule/1/paragraph/5](http://www.legislation.gov.uk/nia/2016/4/schedule/1/paragraph/5)

### **Use of Reasonable Force**

The **Education (NI) Order 1998**, Article 4, outlines the powers a member of school staff can use in restraining pupils.

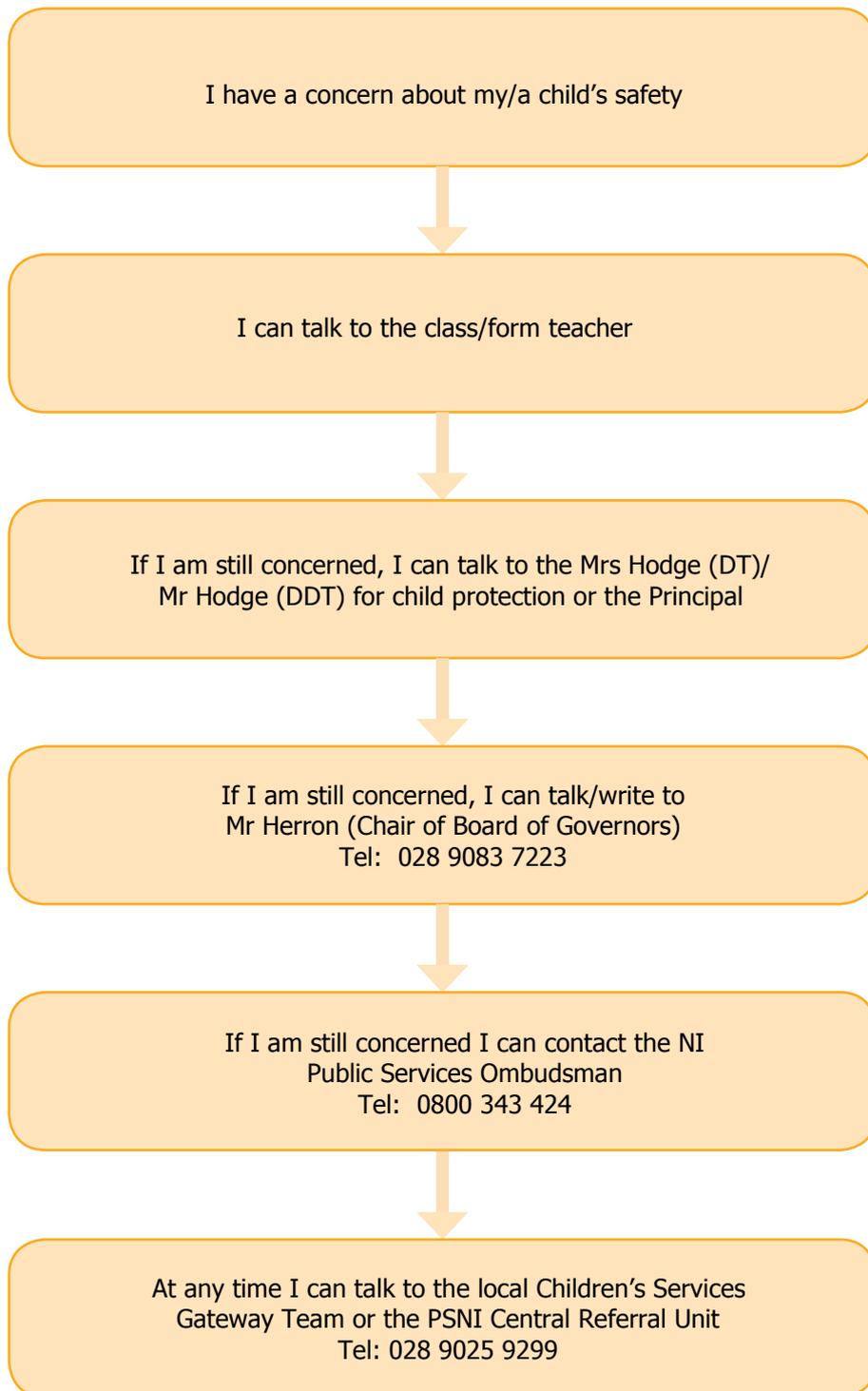
[www.legislation.gov.uk/nisi/1998/1759/article/4](http://www.legislation.gov.uk/nisi/1998/1759/article/4)

May 2004 Guidance "**Regional Policy Framework on the use of Reasonable Force and Safe Handling**" may also provide useful guidance.

[www.education-ni.gov.uk/sites/default/files/publications/de/Reg-policy-framework-reasonable-force.pdf](http://www.education-ni.gov.uk/sites/default/files/publications/de/Reg-policy-framework-reasonable-force.pdf)

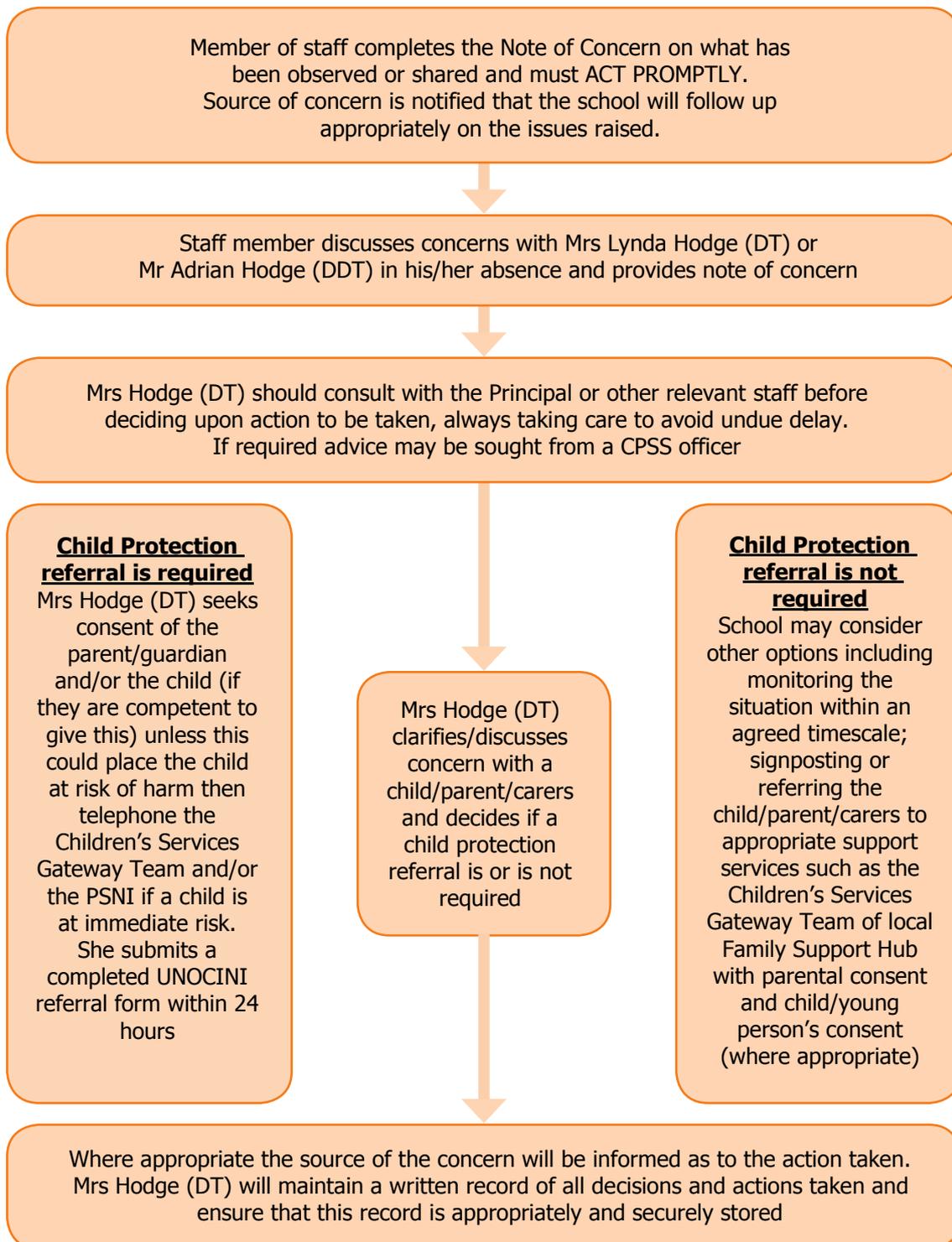
## APPENDIX 2

If a parent has a potential child protection concern:



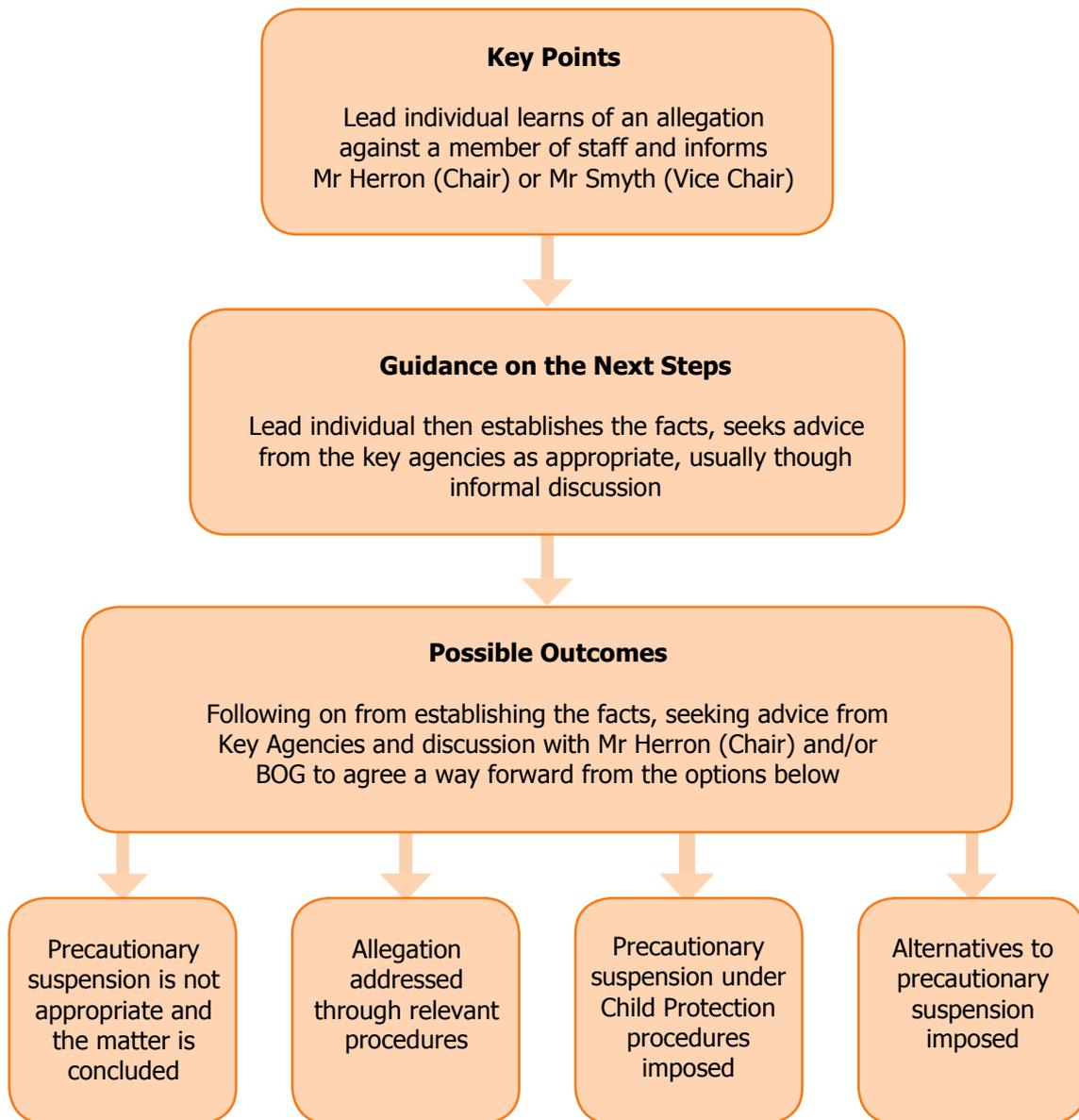
### APPENDIX 3

Processes for Referral are set out in the Flowcharts below:



## APPENDIX 4

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



## **APPENDIX 5**

### **POSSIBLE INDICATORS OF ABUSE**

#### **PHYSICAL ABUSE**

Can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or causing any form of physical harm to a child. Possible signs include:

- Unexplained injuries or burns
- Refusal to discuss injuries
- Improbable explanations of injuries
- Untreated injuries or lingering illness
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/ bullying
- Over compliant behaviour
- Running away
- Significant changes in behaviour
- Deterioration in work
- Unexplained pattern of absences

#### **EMOTIONAL ABUSE**

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- 1 conveying to a child they are worthless or unloved
- 2 placing inappropriate age-related expectations on children
- 3 making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

- 1 Continual self-deprecation
- 2 Fear of new situations
- 3 Inappropriate emotional responses to painful situations
- 4 Self-harm or mutilation
- 5 Compulsive stealing/ scrounging
- 6 Drug/ solvent abuse
- 7 'Neurotic' behaviour – obsessive rocking, thumb-sucking
- 8 Air of detachment 'don't care' attitude
- 9 Social isolation
- 10 Attention-seeking behaviour
- 11 Eating problems
- 12 Depression, withdrawal

#### **SEXUAL ABUSE**

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. Possible signs of sexual abuse include:

- 1 Bruises, scratches, burns or bite marks
- 2 Scratches abrasions or persistent infection in the anal or genital regions
- 3 Pregnancy
- 4 Sexual awareness inappropriate to the child's age
- 5 Frequent public masturbation
- 6 Attempts to teach other children about sexual activity
- 7 Refusing to stay with certain people or go to certain places
- 8 Aggressiveness, anger, anxiety, tearfulness
- 9 Withdrawal from friends

### **Child Sexual Exploitation**

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or 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 abuse.

### **Domestic Abuse**

Domestic Violence and Abuse is: "Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member".

### **Neglect**

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.

### **Physical Indicators**

- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate / inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Persistent tiredness

### **Behavioural Indicators**

- Listlessness
- Lack of peer relationships
- Low self-esteem
- Compulsive stealing/begging

# Glengormley High School

## Recording Form for Safeguarding Concerns



Staff, volunteers and regular visitors are required to complete this form and pass it to **Mrs L Hodge (Designated Child Protection Officer)** if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

<b>Nature of concern/disclosure</b>	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Time & date of incident:	
Was there an injury?    Yes / No	Did you see it?    Yes / No
Describe the injury:	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to?	
Name:	
Position:	
<b>Your signature:</b>	
<b>Time form completed:</b>	
<b>Date:</b>	