



## **Safeguarding and Child Protection Policy**

### **United Nations Convention on the Rights of the Child (UNCRC):**

- All children have the right to:
- have their welfare considered paramount in all decisions taken about them, (Article 3).
- be listened to and taken seriously, (Article 12).
- be protected from being hurt or badly treated, (Article 19).
- be kept safe from things that could harm their development, (Article 36).

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## VISION

At Kilronan School we aim to provide a happy, safe and stimulating learning environment where pupils are motivated to achieve, feel valued and are respected as individuals. We believe our inclusive approach meets the needs of each pupil and empowers them to reach their full potential through experience of and participation in all aspects of the curriculum.

We are committed to:

- Putting pupils first
- Providing a welcoming, dynamic and supportive learning and teaching environment
- Delivering the Pre-School/ NI Curriculum through an individualised and child centred approach
- Ensuring that the highest standards of Pastoral Care, Safeguarding and Child Protection are in place
- Promoting and sustaining good behaviour
- Treating everyone with dignity and respect
- Continuing to foster and develop effective home/school links
- Working together as a team for the benefit of each pupil
- Working collaboratively with Allied Health Professionals and other agencies to ensure the needs of pupils are met
- Developing and maintaining close links with other schools and the local community for the mutual benefit of all
- Giving all staff opportunities for appropriate continuing professional development
- Embracing new opportunities and innovative approaches to meet the changing needs of the pupils and the school

## **1. Child Protection Ethos**

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

## **2. Key Principles of Safeguarding and Child Protection**

2.1 The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

## **3. Adult Safeguarding**

3.1 Adult safeguarding is based on fundamental human rights and on respecting the rights of adults as individuals, treating all adults with dignity and respecting their right to choose. It involves empowering and enabling all adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. All adults at risk should be central to any actions and decisions affecting their lives.

We are committed to:

- Ensuring that the welfare of vulnerable adults is paramount at all times.
- Maximising the student's choice, control and inclusion, and protecting their human rights.
- Working in partnership with others in order to safeguard vulnerable adults.

We will follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over.

#### **4. The following Principles form the basis of our Safeguarding and 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; protection;
- Responses should be proportionate to the circumstances and
- Evidence based and informed decision making.

#### **4.1. Other Related Policies**

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

- Anti-Bullying Policy
- Attendance Policy
- Code of Conduct
- Confidentiality Policy
- Complaints Policy
- Data Protection Policy
- Educational Visits Policy
- E-Safety Policy
- First Aid Policy
- Administration of Drugs/Medication Policy
- Health and Safety Policy
- Intimate Care Policy
- Managing Critical Incidents
- Privacy Notice
- Promoting and Sustaining Positive Behaviour Policy
- Records Management Policy
- Relationships and Sexuality Education
- Safe Handling and use of Reasonable Force
- E-Safety Policy
- Whistleblowing policy

**These policies are available to parents/guardians and any parent/guardian wishing to have a copy should contact the Principal or visit the school website at [www.Kilronanschool.com](http://www.Kilronanschool.com) for Confidentiality; E-safety; Complaints; Promoting and Sustaining Behaviour; Safeguarding and Child Protection Policies.**

## **5. School Safeguarding Team**

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

- Chair of the Board of Governors: Mrs Rosalind Mulholland.
- Designated Governors for Child Protection: Mr. Gerard Monaghan and Mr Bob Hopkin.
- Principal: Mrs Sharlene Deehan.
- Designated Teacher: Mrs Tracy Shaw
- Deputy Designated Teachers: Miss Marlene Young, Miss Claire Adams and Miss Sarah Holmes.

## **6. Roles and Responsibilities**

### **6.1. Designated Teacher/ Deputy Designated Teacher(s)**

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher(s) who as a member of the Safeguarding Team will actively support the Designated Teacher in carrying out the following duties:

- 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 e.g., 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 and
- Compiling written reports to the Board of Governors regarding child protection.

## **6.2. Principal**

- As Secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties.
- Ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda.
- To manage allegations / complaints against school staff.
- To establish and manage the operational systems for safeguarding and child protection.
- To appoint and manage Designated Teacher/Deputy Designated teachers who are enabled to fulfil their safeguarding responsibilities.
- To ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers.
- Ensure that parents and pupils receive a copy or summary of the safeguarding and child protection policy at intake and at a minimum every 2 years.
- To maintain the schools record of child abuse complaints.

## **6.3. Board of Governors**

- A Designated Governor(s) for child protection is appointed.
- A Designated and Deputy Designated teacher(s) are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for child protection.
- Safeguarding and Child Protection training is given to all staff and governors including refresher training.
- The school has a Safeguarding and Child Protection Policy which is reviewed annually and parents/guardians and pupils receive a copy of this policy and complaints procedure every two years.

- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 and DE Circular 2013/01.
- They receive a full annual report on all child protection matters. This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training.

#### **6.4. Chair of Board of Governors**

The Chair of the Board of Governors:

- Has a pivotal role in creating and maintaining a safeguarding ethos within the school environment.
- Receives training from CPSS and HR.
- Assumes lead responsibility in the event of a CP complaint or concern about the principal.
- Ensures compliance with legislation, Child Protection record keeping and policies.

#### **6.5 Designated Governor(s) 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 annual designated teachers report and
- Recruitment, selection, vetting and induction of staff.

#### **6.6 Other members of school staff**

- Members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher(s) if he/she is not available.

All staff should complete the Note of Concern (See Appendix 20.8) if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation,

changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.
- If any member of staff has concerns about a child or staff member, they should report these concerns to the Designated Teacher or Deputy Designated Teacher(s) if he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

### **6.7. Parents/Guardians**

**The primary responsibility for safeguarding and protection of children rests with parents/guardians who should feel confident about raising any concerns they have in relation to their child.**

Parents/Guardians can play their part in safeguarding by informing 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.
- If there are any changes to arrangements about who brings their child to and from school.
- If their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. **Please see Attendance Policy**
- 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/guardian.**

## 7. Child Protection Definitions

### 7.1. 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.

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

Harm can be caused by:

**Sexual abuse**

**Emotional abuse**

**Physical abuse**

**Neglect**

**Exploitation**

**7.2. 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.

**7.3. Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

**7.4. 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.

**7.5 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.

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

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.

#### **7.7 Signs and symptoms of abuse -**

Link to signs and symptoms from the SBNI Regional Core Policies and Procedures guidance.

<https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>.

Please see **Signs of Accidental Injury and Signs of Non-Accidental Injury in Appendices 20.1-20.3 (including body outline to record observations)**.

## **8. Adult Safeguarding**

An '**adult at risk of harm**' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances and

c) Who is unable to protect their own well-being, property, assets, rights or other interests; and

d) Where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.

Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

### **8.1. Specific types of Abuse**

In addition to the types of abuse described above there are also some specific types of abuse that we in Kilronan are aware of and have therefore included them in our policy. Please see these in **Appendix 20.4**.

### **8.2. Children with Increased Vulnerabilities**

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 20.5**.

## **9. Responding to Safeguarding and Child Protection Concerns**

9.1. Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm<sup>1</sup>.

In Kilronan we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent/guardian may have will be taken seriously and dealt with in a professional manner.

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<sup>1</sup> Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)  
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

If a parent has a concern they can talk to the Class Teacher, the Designated or Deputy Designated Teacher for child protection or the Principal.

If they are still concerned, they may talk to the Chair of the Board of Governors. If after this a parent/guardian still has concerns they can contact the NI Public Services Ombudsman.

At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart- Please **see Appendix 20.7**.

## **9.2 Where School has concerns or has been given information about possible abuse by someone other than a member of staff**

In Kilronan 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 will complete a Note of Concern (**see Appendix 20.8**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the Designated teacher or with the Deputy Designated teacher if he/she is not available.

The Designated Teacher will consult with the principal or other relevant staff always taking care to avoid due delay. If principal is not available, the Designated teacher or Deputy will contact Social Services for advice. If required, advice may be sought from an Education Authority Child Protection Officer. If appropriate, The Designated Teacher may also seek clarification from the child or young person, their parent/guardian.

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

If a child protection referral is required, the Designated Teacher will seek consent from the parent/guardian and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The Designated Teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 20.9**.

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

When a complaint about possible child abuse is made against a member of staff, Mrs Deehan (Principal) or Mrs Shaw (Designated Teacher if the principal is not available) must be informed immediately. If the complaint is against the Principal, then the designated teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 20.10** will be followed.

## **10. Consent**

10.1 Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent/guardian 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/guardian's actions or reactions. The communication/language needs of the parents/guardians should be established for example in relation to disability/ethnicity and the parent's/guardian'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/guardian 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/guardians 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/guardian must be included in the verbal and written referral to children's social services;

- The parent/guardian should be contacted to inform them that, after considering their wishes, a referral has been made.

10.2 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.

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway and also ensuring a vulnerable adult is protected from harm. Consent will always be sought from the person for a referral to statutory agencies. If consent is withheld then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent. In this case contact will be made with the local Adult Protection Gateway to seek further advice. In situations where there is reasonable doubt regarding an individual's capacity, they will be informed of the referral, unless to do so would put them at any further risk.

The principle of consent may be overridden if there is an overriding public interest, for example in the following circumstances:

- The person causing the harm is a member of staff, a volunteer or someone who only has contact with the adult at risk because they both use the service; or
- Consent has been provided under undue influence, coercion or duress;
- Other people are at risk from the person causing harm;
- Or a crime is alleged or suspected

## **11. Confidentiality and Information Sharing**

11.1 Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

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

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

Please see Data Protection Policy.

## **12. Record Keeping**

12.1 In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in Kilronan are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

## **13. Safe Recruitment Procedures**

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

The School vetting procedures are compliant with practice advised in DE circulars 2006/6, 2006/7, 2006/8, 2006/9, and 2008/3, 2012/19, 2013/01. Copies of these circulars are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk)

All staff and students\* must have completed an application form, attended an interview and hold a current Access NI Enhanced Disclosure Certificate.

All staff and students must attend an Induction prior to commencement of the work/placement.

\* Students still attending secondary education do not require an Access NI Enhanced Disclosure Certificate for their placement. **At no time should these students on placement be left alone with a pupil or carry out any intimate care procedures.**

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

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

Please See Code of Conduct Policy.

## **15. The Preventative Curriculum**

15.1 The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04).

Kilronan seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of all pupils is an important focus in the Kilronan's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year child protection issues are addressed through whole school assemblies and there is a permanent child protection notice board with relevant information, which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues are reinforced with the support of school visitors e.g., fire fighters, PSNI, health visitors, parent programmes etc

## **16. Training**

16.1 Child protection training will be updated as required within school on an annual basis. The course will be based on the Department of Education Regional Child Protection training pack and will focus on the following areas:

- How to identify the signs and symptoms of possible abuse.
- What the relevant child protection procedures are, including Kilronan's own internal arrangements
- How to talk to young people about whom there are concerns in an appropriate way.
- How to record the information they have acquired (immediately).
- Who is the Designated Teacher/Who are the Deputy Designated Teachers.

- The role of the Designated Teacher/Deputy Designated Teachers.
- Who to consult for advice and when to make a referral.
- The role of the EA Designated Officers.
- The role and responsibilities of investigative agencies.

Staff also receive regular training on digital safeguarding and anti-bullying and embed up to date information and safety messages throughout the curriculum.

## **17. Advice on Physical Contact with Young People**

17.1 Integral to a clear understanding of standards of behaviour expected of Kilronan staff is a clear understanding of the acceptable boundaries of physical contact with young people.

Many of Kilronan pupils need physical support to aid movement and/or physical prompts to facilitate learning. Young children and pupils with profound difficulties need high levels of physical assistance during intimate care procedures such as toileting/washing/dressing. All staff are required to preserve pupil dignity and respect the pupils right to privacy and to follow advice contained in our Intimate Care Policy and pupil Intimate Care Plans.

In the case of managing challenging behaviours, it is important that all staff follow the guidelines for handling such behaviours (i.e. Positive Support Plan) using the positive approaches to behaviour management as recommended by the 'TEAM TEACH' philosophy. Teachers and classroom assistants are trained and updated in using the 'TEAM TEACH' approach. We have three TEAM TEACH trainers on our staff. Staff trained in these strategies are competent in the use of strategies to support a child with the minimum risk of injury. Strategies used to control challenging behaviours must also be in agreement with EA procedural guidelines and parental approval. (See Kilronan Sustaining and Supporting Positive Behaviour Policy for further guidance). Staff managing pupils with severe to challenging behaviour must follow the Positive Support Plans agreed between professionals and parents after an initial risk assessment has been completed by members of the Behaviour Support Team.

## **18. Operation Encompass**

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

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support

within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the pupil's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

## 19. Monitoring and Review

### MONITORING AND REVIEW

This policy will be monitored appropriately and reviewed for revision as necessary.

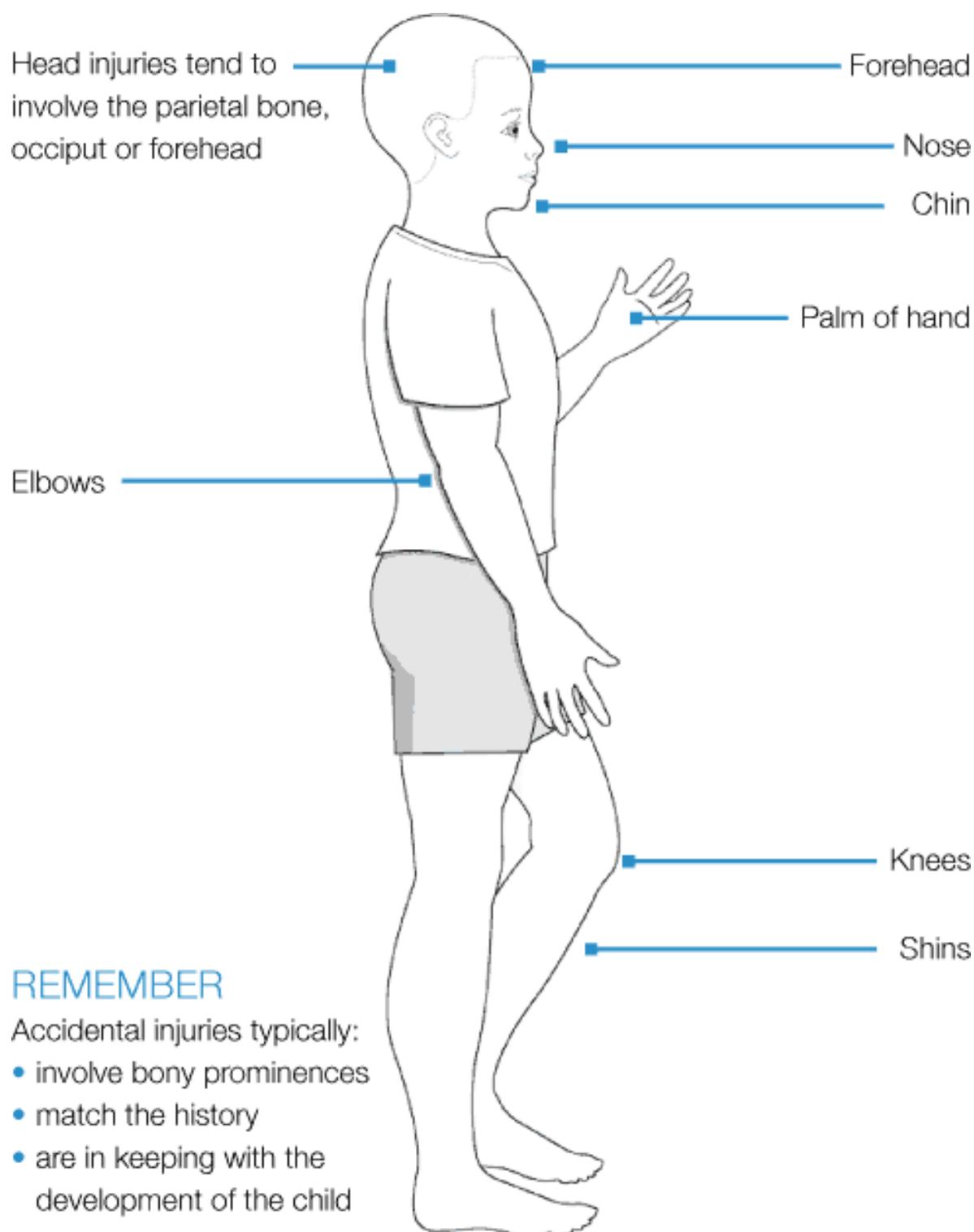
Signed:  (Chairperson of Board of Governors)

Signed:  (Principal)

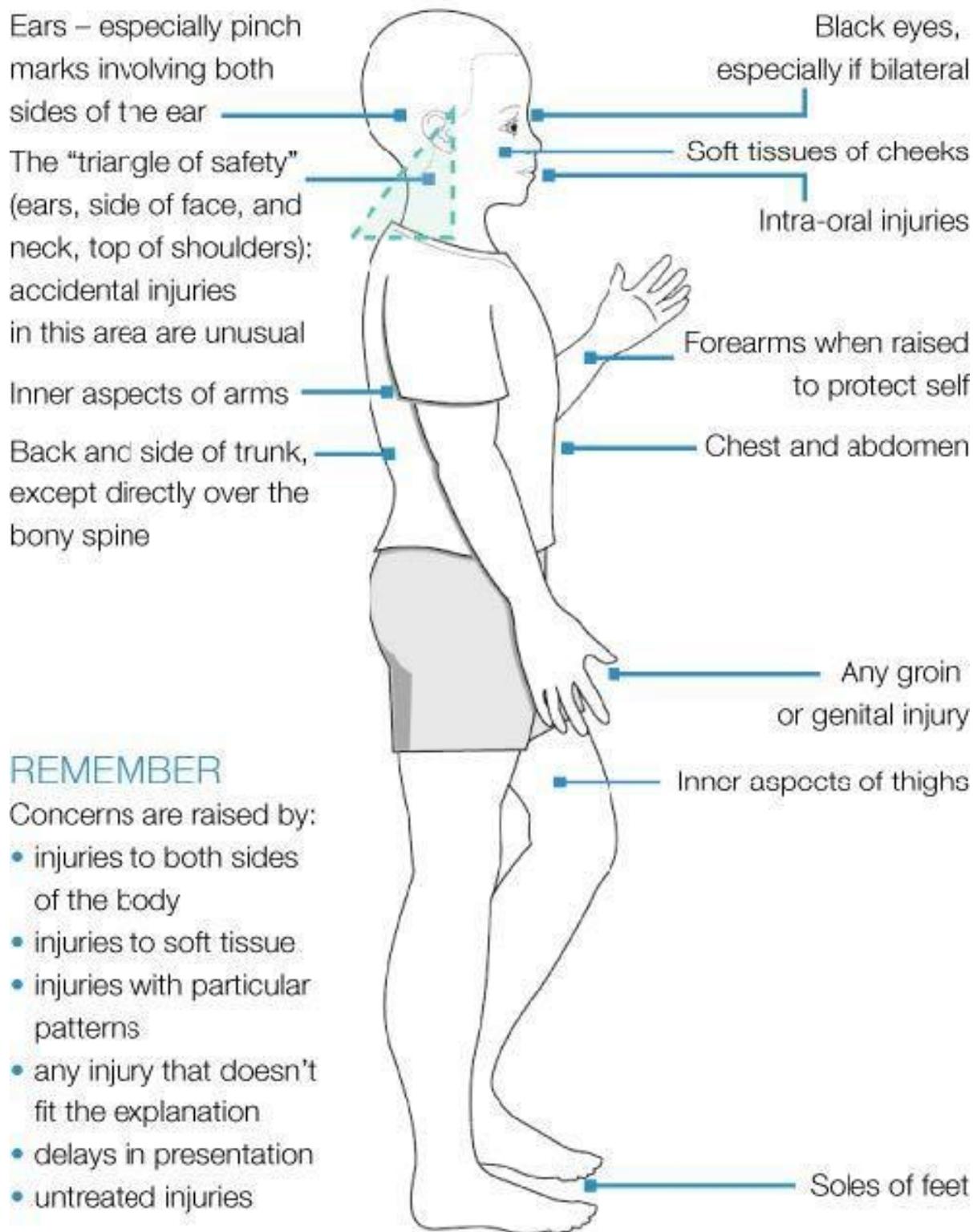
Date: 13<sup>th</sup> Feb 2023

Version	Date	Revision Author	Summary of Changes
2	Feb 2023	Mrs Tracy Shaw (Designated Teacher)	Updated information on Operation Encompass (no 18) added.

## 20. Appendix 20.1: Signs of Accidental Injury

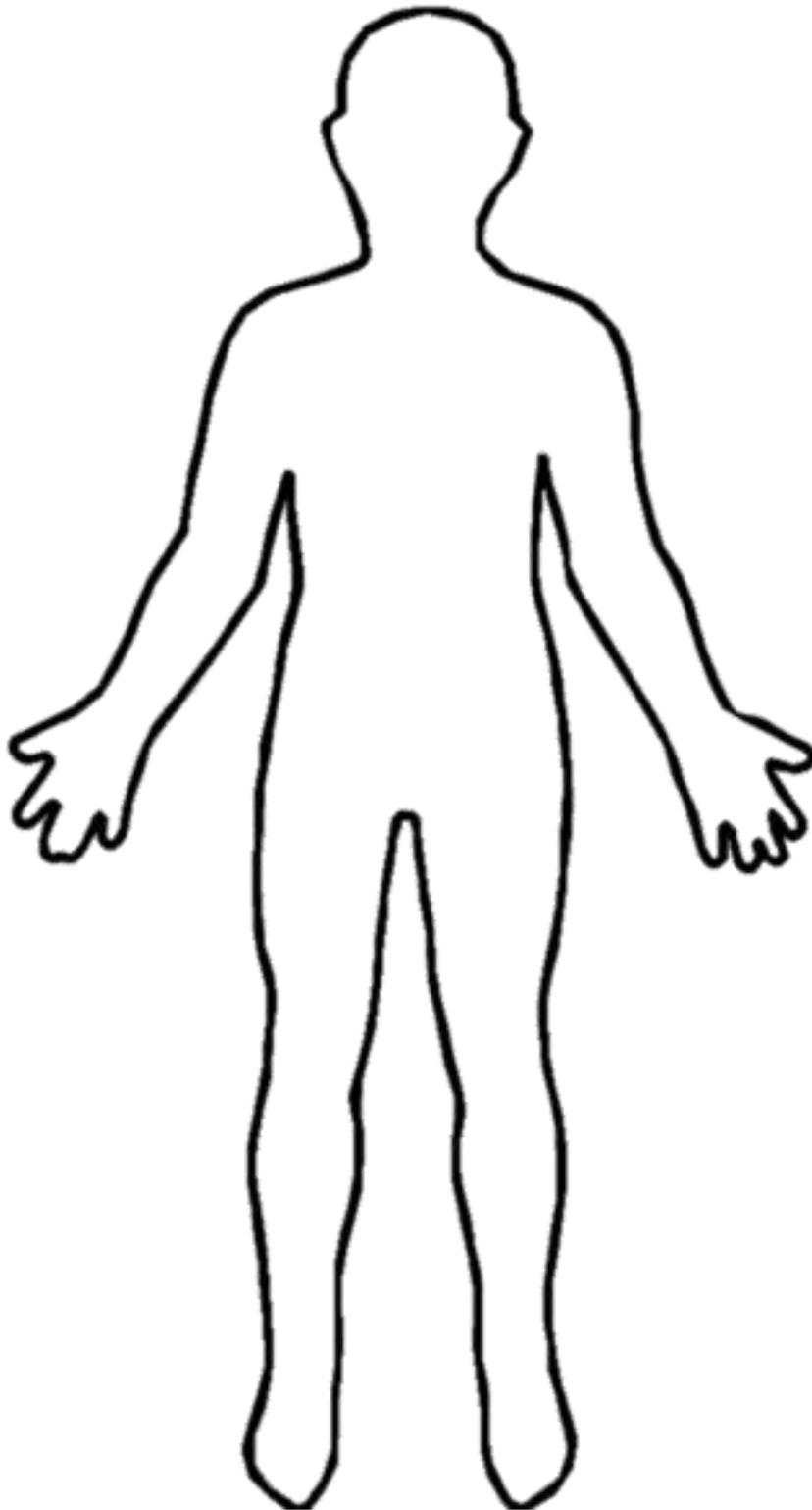


## Appendix 20.2 : Signs of Non-Accidental Injury



**Appendix 20.3: Body Outline to record observations**

**Accurately record position, size, shape and colour of any markings on the body.**



## Appendix 20.4

### Specific Types of Abuse

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

Adults may misuse online settings e.g., chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs. Practitioners should be aware that those involved in grooming may themselves be children or young people and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm.

If the staff in Kilronan become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures. The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

**20.4.2. 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 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.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

### **20.4.3 Statutory Responsibilities**

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

### **20.4.4 Domestic and Sexual violence and abuse**

The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic and Sexual Violence and Abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

**20.4.5 Domestic violence and abuse** is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

**20.4.6 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.

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

**20.4.7 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. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

**20.4.8 Forced Marriage** A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in Kilronan we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

#### **20.4.9 Children Who Display Harmful Sexualised Behaviour**

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

It 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 centred.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic', 'abusive', 'violent' 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. The CPSS will advise if contact with PSNI or Social Services is required. We will also take guidance from DE Circular 2022/02 to address concerns about harmful sexualised behaviour displayed by children and young people.

#### **20.4.10 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.

**20.4.11 Abusive Sexual Behaviours** are of significant concern and guidance on the management of the pupils and referrals to other agencies such as Social Services or the Police should be sought from CPSS.

Some examples of abusive sexual behaviours are victimising intent or outcome, the misuse of power, coercion and force to ensure victim compliance, they may be intrusive and may include elements of expressive violence, informed consent is lacking or is not given by the victim, for example because of their special needs or they may have been under the influence of alcohol or other substances

**20.4.12 Violent Sexual Behaviours** are also of significant concern. They may have features of threat, force, coercion or harm to others.

Some examples of violent sexual behaviour include physically violent sexual abuse which is highly intrusive, instrumental violence which is physiologically and or sexually arousing to the perpetrator and may involve sadism.

Advice from CPSS will be required if we are aware of a young person displaying violent sexual behaviour.

#### **20.4.13 Adverse childhood experiences (ACEs)**

ACEs are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance abuse disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance misuse.

#### **20.4.14 E Safety/Internet Abuse**

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

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

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

We in Kilronan 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.

**20.4.15 Sexting** is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

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

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

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

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

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

#### **20.4.18 Adult Safeguarding**

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case by case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met.

The main forms of abuse are:

#### **20.4.19 Physical abuse**

Physical abuse is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

#### **20.4.20 Sexual Violence and Abuse**

Sexual abuse is any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping). Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

#### **20.4.21 Psychological/Emotional Abuse**

Psychological/emotional abuse is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, Controlling, Intimidation and Coercion.

#### **20.4.22 Financial Abuse**

Financial abuse is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

### **20.4.23 Institutional Abuse**

Institutional abuse is the mistreatment or neglect of an adult by a regime or individuals in settings which adults who may be at risk reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

### **20.4.24 Neglect**

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

## **20.5 Children with Increased Vulnerabilities**

### **20.5.1 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 are aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff working with children with disabilities receive

appropriate training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

### **20.5.2 Children with limited fluency in English**

Kilronan pupils 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.

Designated Teachers will work with school staff and seek advice from the Allied Health Professionals and EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. Kilronan School is a place where all children Learn, Grow and Achieve Together, where pupils for whom English is not their first language, are empowered to feel confident to discuss these issues or other matters that may be worrying them.

### **20.5.3 Pre-school provision**

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

### **20.5.4 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.

### **20.5.5 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.

### **20.5.6 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.

### **20.5.7 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.

### **20.5.8 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.

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

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

#### **20.5.10 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.

#### **20.5.11 Gender identity issues and sexual orientation**

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation. Young people from the LGBTQ+ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBTQ+ community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

#### **20.5.12 Boarding schools and residential settings**

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

#### **20.5.13 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.

**Please see Educational Visits Policy.**

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

#### **20.6.1 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.

#### **20.6.2 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.

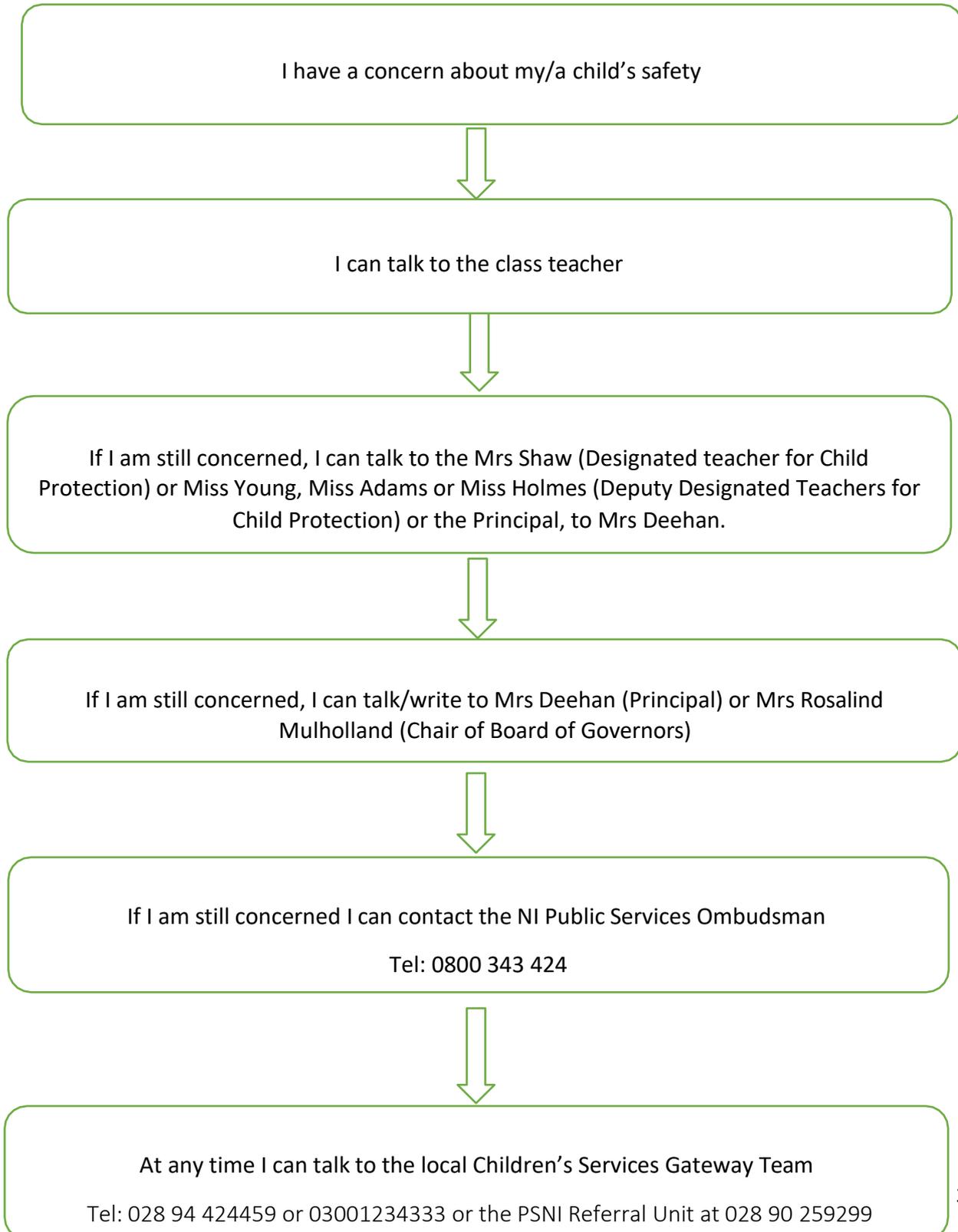
### **20.6.3 Suicidal Ideation**

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

## Appendix 20.7

### How a Parent can make a Complaint

If a parent has a potential child protection concern:



Appendix 8

Appendix 5

Appendix 20.8

**CONFIDENTIAL**

**KILRONAN SCHOOL NOTE OF CONCERN**

**Child Protection Record- Reports to Designated Teacher for Child Protection**

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:
Action taken at the time:
Details of any advice sought, from whom and when:

Any further action taken:		
Written report passed to Designated Teacher: If 'No' state reason:	Yes:	No:
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 20.9: Procedure where Kilronan School has concerns, or has been given information, about possible abuse by someone other than a member of staff**

Member of staff completes the Note of Concern on what has been observed or shared and must **ACT PROMPTLY**.

Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with Mrs Shaw (Designated Teacher) or Miss Young, Miss Adams or Miss Holmes (Deputy Designated Teachers) in her absence and provides note of concern.



Designated Teacher(s) should consult with Mrs Deehan (Principal) or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.



**Child Protection referral is required**

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.



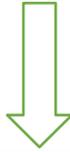
**(Child Protection referral is not required)**

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

## Appendix 20.10: Dealing with Allegations of Abuse Against a Member of Staff

**Key Points** Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BOG as appropriate.



### Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



### Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BOG to agree a way forward from the options below.



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed



Alternatives to precautionary suspension imposed

