



Aghnacloy College

CHILD PROTECTION POLICY

2012~2013

ETHOS

The College which opened in 1963 occupies a pleasant rural site on the outskirts of Aghnacloy. The school has undergone significant growth over the past ten years with the school doubling in size. The school prides itself in the excellent academic outcomes of the pupils and the extensive curriculum on offer which enables Year 11 and 12 pupils to choose from 24 GCSE subjects. The curriculum incorporates a wide variety of both academic and vocational courses

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

OBJECTIVES

At Aghnacloy College, we acknowledge the right of each child to grow, learn and develop in a safe, supportive and caring environment where each child can achieve his/her full potential. Our College is founded on the principles of mutual respect and tolerance. We believe in a child’s right to be heard, listened to and taken seriously. We recognise that we have a pastoral responsibility towards the children and young people in our charge and that we should take all reasonable steps to ensure that their safety is preserved.

The vision and ethos of our college is integrally child-centered. In this way, in all matters relating to child protection, the best interests of the students is our paramount consideration. We aim

- To develop the pupils’ self-confidence and self-discipline.
- To provide a happy and challenging learning environment.
- To promote the development in pupils of attitudes this will lead to high standards of behaviour and good personal relationships.
- To establish a creative and secure education partnership between the College, the contributory primary schools, the home and the community.
- To equip pupils to meet the challenges of adolescent and adult life.
- To recognise that all pupils are individuals and as such have unique talents and needs.

Safe Guarding Team

Mrs Alison Watt	Designated Teacher for Child Protection
Mr Clive Bowles	Deputy Designated Teacher for Child Protection
Mr Colin Berry	Principal
Mr Bell	Chair of Board of Governors
Mr Nelson	Designated Child Protection Officer on Board of Governors

Other Relevant Policies

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

- Anti Bullying
- Use of reasonable force/Safe Handling
- Special Educational Needs
- Educational Visits
- ICT and access to the internet / cyber bullying

Roles And Responsibilities

The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

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

The Principal

The Principal must ensure that:

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

The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the designated teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment.
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the SELB Child Protection Support Service for Schools, the SELB Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive a full written annual report in relation to child protection activity

Other Members of School Staff

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

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

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

In addition the Class Teacher should:

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

Parents

Parents should play their part in Child Protection by:

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

The Board of Governors

Board of Governors must ensure that:

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

CONFIDENTIALITY

Staff has a professional and often legal responsibility to share relevant information about the protection of children with the Designated Teacher.

Before a child makes a disclosure a professional must sensitively make the child aware that they can **never promise confidentiality**.

We at the college appreciate the need for children to have someone to talk to. As a result, posters are distributed throughout the college to alert students to the help available to them.

If we at the college discover that any of our students (**under 16 years**) are engaged in sexual activity it is our responsibility to pass this information on to Social Services.

Staff should be aware that care must be taken when asking questions to a child or interpreting his/her responses. Leading questions should not be used, nor should the child be encouraged to change his/her version of events in any way.

Staff are advised to note the date, time, place of any discussions which have taken place, including those who were present and what was said, preferably quoting words actually used.

RECORD KEEPING

All child protection records, information and confidential notes are kept in separate files in a locked filing cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal.

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

IDENTIFYING SIGNS OF ABUSE

What Is Child Abuse?

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

Definition of Abuse

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

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the willful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

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

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

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

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

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

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

Emotional Abuse

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

Neglect

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

Signs and symptoms of abuse ~ Possible Indicators

Sexual Abuse

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

ANTI-BULLYING

The College's Anti-Bullying Policy outlines guidelines and procedures for dealing with bullying. Bullying at the college is not tolerated.

RECRUITMENT OF STAFF/VOLUNTEERS

(See also Staff Appointments Procedure)

All staff at the college, whether on a paid or voluntary basis, are subject to a pre-employment check through Access Northern Ireland. As from 1 November 2010, all new employees and volunteers must register with Access NI before they can be considered for employment.

CODE OF CONDUCT WHETHER PAID OR UNPAID

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The school's code of conduct is available on request.

PROCEDURE FOR DEALING WITH VISITORS TO COLLEGE

- All visitors should report to reception/main office, where their name and other details are recorded in the Visitors' Book.
- Visitors are always dealt with promptly and courteously.
- They should be seated in foyer until the person they are visiting can come and meet them, or a member of the office staff escorts them to the appropriate room.
- **If a stranger is seen on the college premises, he or she should be accompanied to the office to ensure that staff knows his/her identity and business.**

STAFF TRAINING

The Principal, and the Designated Teacher and the Deputy Designated Teacher at the college have received training on Child Protection. They are responsible for making all staff aware of the college's Child Protection Procedures through whole school training. Student Teachers, Beginning Teachers and teachers new to the college are trained on Child Protection issues as part of their induction programme.

PARENTAL LINKS/COMPLAINTS PROCEDURE

Procedures for making complaints in relation to child abuse

How a Parent can make a Complaint

At Aughnacloy College we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

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

Where staff become aware, has concerns or is approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the designated teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.

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

The designated teacher may consult with the Southern Education & Library Board's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the SELB Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the SELB Designated Officer for Child Protection.

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

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

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

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

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

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

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

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

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

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

Attendance at Child Protection Case Conferences and Core Group Meetings

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

INTERNET SAFETY

Role of College

To safeguard students and staff in school from abusive material.

Preventative

- Ensure there is no access to inappropriate sites in school.
- Through the preventative curriculum to educate young people about internet safety.
- Include in school discipline policy and cross reference to other policies.
- Inform parents and student

The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies and there is a **permanent child protection notice board in the locker area**, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in the staff room.

Monitoring And Evaluation

The Safeguarding Team in Aughnacloy College will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed: December 2012

Signed:

Mrs. Watt (Designated Teacher)

Mr. Berry (Principal)

Mr. Bell (Chair of Board of Governors)

Aughnacloy College

Child Protection – Record Sheet

Child's Name: _____ Class _____

DOB: _____

Date:	Time:
Place: (including context)	
People Present:	
What was said (always use the child's words): Any noticeable non-verbal behaviour:	

When were concerns reported? _____

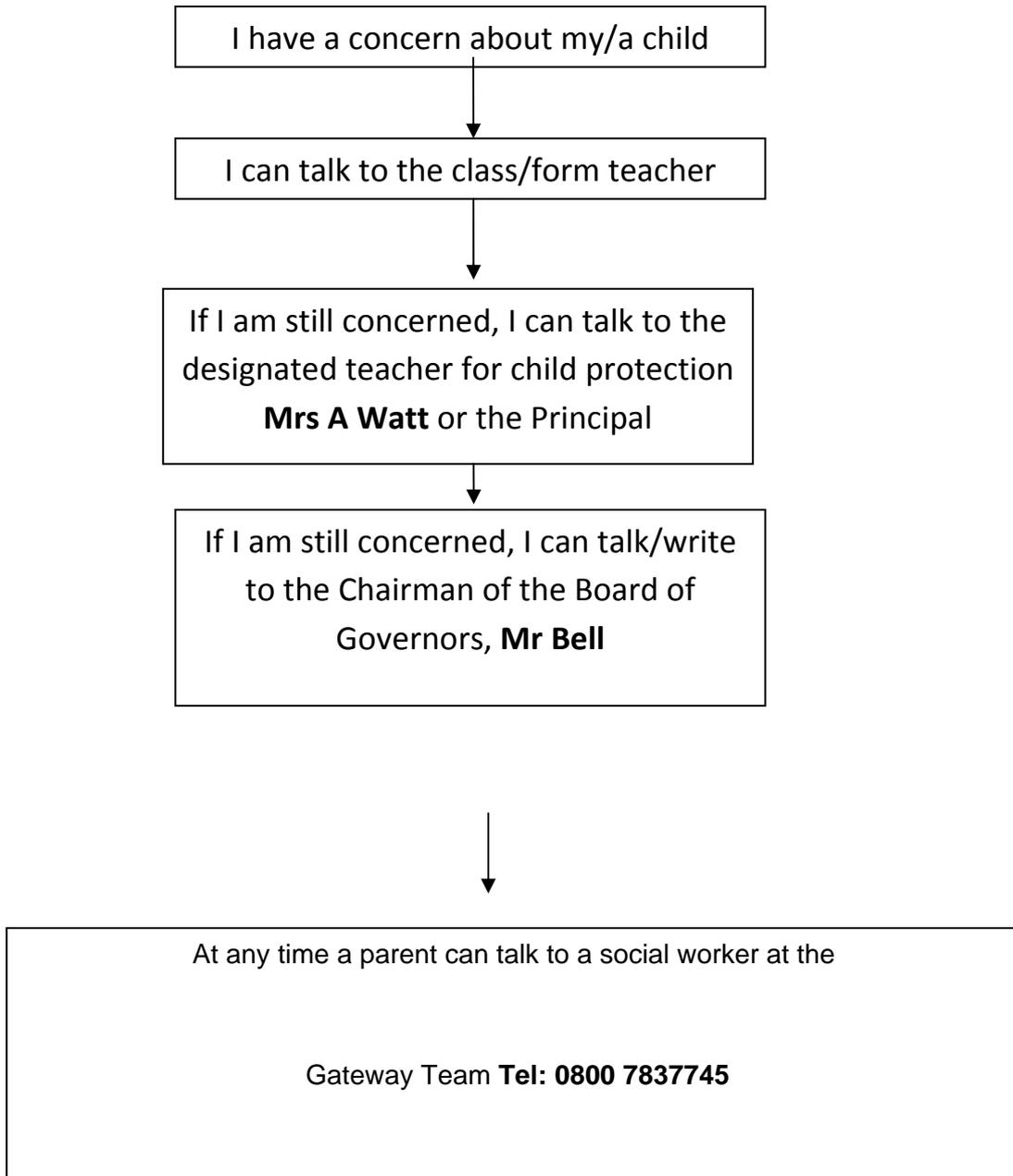
To who were they reported? _____

Signed: _____ Date: _____

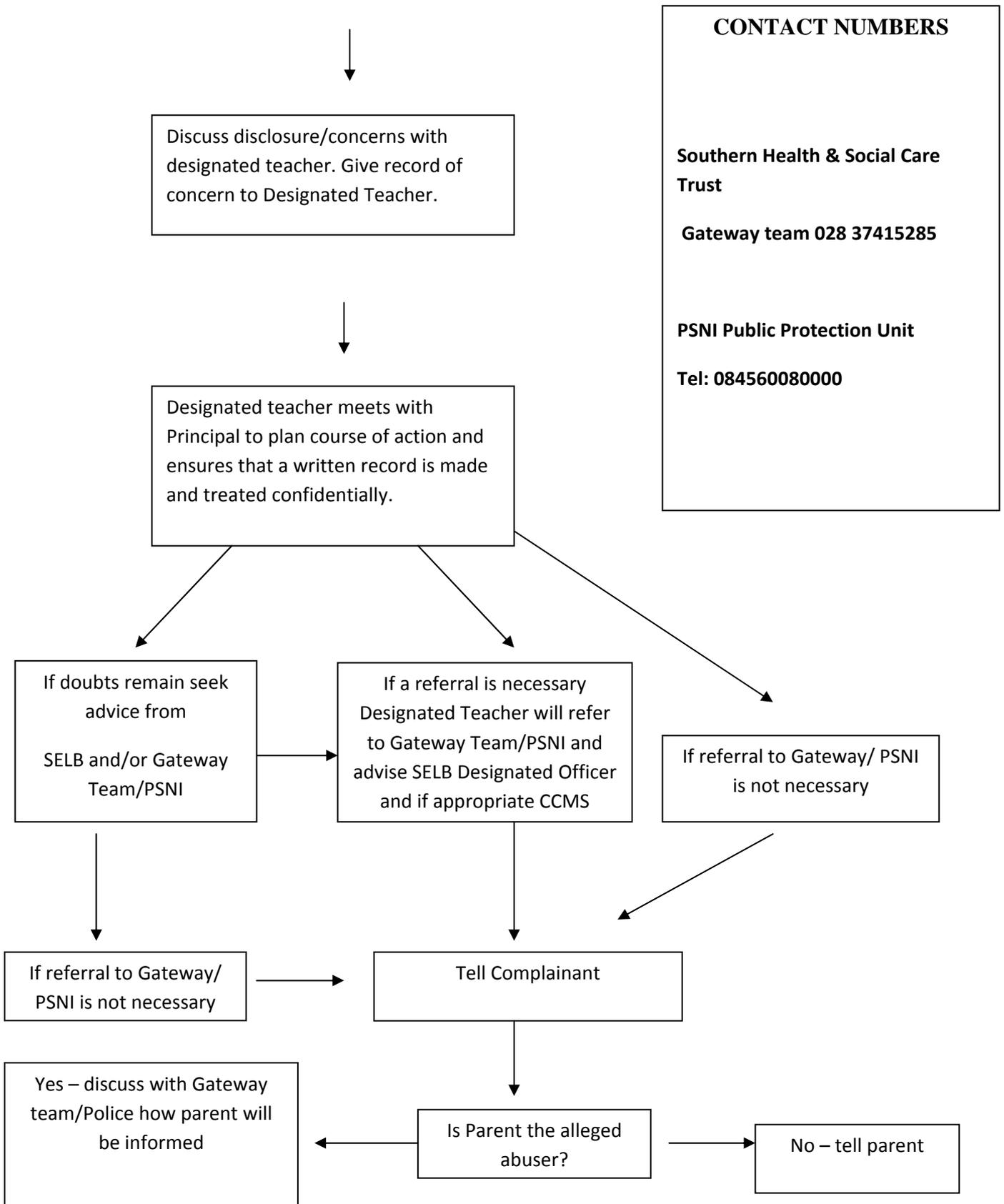
Please forward this sheet to A Watt

Appendix 2

How a Parent can make a Complaint



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



Appendix 4

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

Child makes a disclosure to teacher/member of staff or there are concerns about child either as a result of one observation or many observations over a period of time. Member of staff should make notes of what was said or observed and must **ACT PROMPTLY**

Discuss disclosure/concerns with designated teacher. Give record of concern to Designated Teacher.

Designated teacher meets with Principal to plan course of action and ensures that a written record is made and treated confidentially.

CONTACT NUMBERS

Southern Health & Social Care Trust

Gateway team 02837415285

PSNI Public Protection Unit

Tel: 084560080000

If doubts remain seek advice from SELB and/or Gateway Team/PSNI

If a referral is necessary Designated Teacher will refer to Gateway Team/PSNI and advise SELB Designated Officer and if appropriate CCMS

If referral to Gateway/PSNI is not necessary

If referral to Gateway/PSNI is not necessary

Tell Complainant

Yes – discuss with Gateway team/Police how parent will be informed

Is Parent the alleged abuser?

No – tell parent

Procedure where a complaint has been made about possible abuse by a member of the school's staff

