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SECTION 1 GENERAL INFORMATION

1 Relevant Personnel

The Principal, Miss SL Hynds, is responsible for overseeing Child Protection issues.

The Chairperson of the Board of Governors is Mr W Dick.

The designated member of the Board of Governors for Child Protection is Mr James Megraw.

Each member of staff within the School has a pastoral responsibility towards children and young people in their charge.

The designated teacher for Child Protection is Mrs R Bradley. She has responsibility for:

- Training staff in Child Protection Policy and procedures;
- Co-ordinating action by teachers in cases of suspected child abuse and ensuring it is reported to the appropriate agencies;
- Reviewing and updating the Child Protection Policy every two years and making it available to parents;
- Reporting annually to the Board of Governors.

The Deputy Designated teacher for Child Protection is the Principal, Miss S Hynds.

The Special Educational Needs Co-ordinator is Mrs R Elliott.

Point of Entry - Gateway Services (SE Trust) 0300 100 0300

Child Protection Duty Social Worker Downpatrick 028 44613511
Ballynahinch 028 97565456

Board's Designated Officers

Colum Boal 02890 566434
Alison Casey 02890 566274
Address EA (South Eastern Region) Headquarters
 Grahamsbridge Road
 Dundonald
 BT16 2HS

2 Rationale

Saintfield High School recognises that not only does it have statutory obligations in relation to pupils' learning, but it also carries pastoral responsibility towards all pupils in its care. The School accepts that all pupils in its charge have a fundamental right to be protected from harm and the School will do whatever is reasonable to safeguard and promote the safety and well-being of its pupils.

3 Introduction

This policy draws upon the advice provided by the Area Child Protection Committees' Regional Policy and Procedures, Safeguarding & Child Protection (2017), Pastoral Care in Schools - Child Protection, SBNI and further documents from EA which take into account of the requirements outlined in the Children Order (NI) 1995.

4 The Rights of the Child

Article 19 of the UN Convention on the Rights of the Child states that,

"Children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them. Moreover, Article 3 provides that when adults or organisations make decisions which affect children, they must always think first about what would be best for the child."

<p>NB THE FUNDAMENTAL PRINCIPLE IN CHILD CARE LAW AND PRACTICE IS THAT THE WELFARE OF THE CHILD MUST BE PARAMOUNT.</p>

The central thrust of the Children Order (NI) 1995 is that the welfare of the child must be the paramount consideration. It is the essential principle which underpins the Code of Practice in Saintfield High School.

The Children Order

Parts V and VI of the Children Order (Northern Ireland) 1995, which came into operation on 4 November 1996, place duties on a number of agencies, including Education and Library Boards, acting on behalf of children in need or enquiring into allegations of child abuse.

- all schools and colleges have a pastoral responsibility towards the children and young people in their charge, and should take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved;
- every school should designate a teacher to have specific responsibility for child protection, and all staff, teaching and non-teaching, should know who this is;
- there should be clear procedures in place;
- all staff, teaching and non-teaching, should be aware of the signs of possible abuse;

- where abuse is suspected, the designated teacher should immediately make a referral either to Social Services of the local Health and Social Services Trust, or to the Police, and alert the Principal. Where an arrestable offence is suspected, the referral should be to the police. Controlled and Maintained should also notify the designated officer of the Education and Library Board;
- any preliminary enquiries should be made carefully and sensitively; it is not the responsibility of education staff to undertake investigations or to make extensive enquiries of other family members or carers;
- every school should develop a child protection ethos and a child protection policy statement, within its pastoral care policy which reflects both its legal duties and its pastoral responsibilities.

The European Convention on Human Rights is incorporated into local law by the Human Rights Act 1998. Schools are required to protect the human rights of their students. The following are the key rights from the European Convention on Human Rights that are now protected by the Human Rights Act 1998.

- the right to life (article 2)
- the right to freedom from torture, inhuman and degrading treatment or punishment (article 3)
- the right to liberty and security of the person (article 5)
- the right to a fair trial (article 6)
- the right to respect for private and family life, home and correspondence (article 8)
- the right to freedom of thought, conscience and religion (article 9)
- the right to freedom of expression (article 10)
- the right to peaceful assembly and freedom of association (article 11)
- the right to enjoy convention rights without discrimination (article 14)
- the right to education (article 2, first protocol)

5 Principles underpinning Child Protection

- The welfare of the child (0-18 years) is paramount, overriding all other considerations.
- Listening to and engaging children and their families is fundamental in ensuring their full participation when decisions are being taken which affect them.
- Children and their families should receive responses and services which engage them as partners.
- Children and their families have a right to services which are developed and tailored to best meet their assessed needs regardless of gender, racial group, age, religious belief, political opinion or sexual orientation.

6 Policy Statement

We in Saintfield High School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Procedures for reporting suspected (or disclosed) child abuse.

The designated teacher for child protection is Mrs R Bradley. In her absence Mrs Convill, DDT, will assume responsibility for child protection matters.

If a child 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 child, **the member of staff must act promptly.**

He/she should not investigate - this is a matter for the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes.

The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the designated teacher, will decide whether, in the best interests 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 parents will be informed immediately.

The Principal may seek clarification or advice and consult with the EA Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest

consideration and on appropriate advice. **The safety of the child is our first priority.**

Please note:

- 'a child', for the purposes of this guidance, is any child or young person under the age of 18;
- it is a child's right to be heard, listened to and taken seriously, and to be consulted according to his/her age and understanding about the proposed action;
- all schools and colleges have a pastoral responsibility towards the children and young people in their charge, and should take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved;
- in all matter relating to child protection procedures or policies, the best interests of the child must be the paramount consideration.

7 Responsibilities of Parents/Guardians

Parents/guardians are asked to ensure that:

- their child behaves in non-abuse and non-violent ways towards both staff and other pupils. Parents will be informed if it was necessary to use reasonable force to protect a pupil from injury or to prevent them from harming others;
- the school is informed of any accidental bruising or injury which might otherwise be misinterpreted;
- they inform the school of any changes in home circumstances which might lead to changes in their child's behaviour;
- if they have any complaints about staff behaviour, they initiate the complaints procedure.

8 Responsibilities of Staff

All staff who work in the School during the hours in which pupils are on the premises, including ancillary staff and volunteers accepted to work in the School, need to be aware of Child Protection procedures.

The pupils are the foundation of our School; in dealing with them we will strive to:

- Treat them with respect, courtesy, tolerance and sensitivity;
- Avoid prejudice on such matters as religion, race, family background, appearance;

- Avoid compromising the rights of the individual to confidentiality (subject to legal and regulatory disclosure regulations);
- Provide a healthy and safe workplace;
- Achieve a consistently high standard of education, both academic and pastoral;
- Make learning interesting and enjoyable;
- Praise achievements, and offer criticism only in a constructive manner, avoiding offence and recrimination.

(Practical guidelines on staff conduct are outlined in the Staff Code of Conduct)

SECTION 2 POSSIBLE ABUSE

1 Categories of Abuse

The following is from 'Cooperating to Safeguard Children and Young People in Northern Ireland', March 2016.

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 the young person, professionals may be in a position to observe the indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

The abuse may take a number of forms, including:

Neglect: This is the failure to provide a child's basic needs, whether it is inadequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse: Is deliberately hurting a child. It might take a variety of forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse: This 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 a sexually inappropriate way or grooming a child in preparation for abuse (including e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. It doesn't always involve physical contact; it can happen online also.

Female genital mutilation (FGM) is also a form of sexual abuse and can be defined as ‘a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons.

Emotional Abuse: This is the persistent emotional maltreatment of a child. It is also sometimes referred to as psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. It may involve deliberately telling a child that they are worthless, or unloved or inadequate. It may include not giving a child the opportunities to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

Other types of abuse:

Domestic violence and abuse is ‘Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member. (DHSSPS/DOJ, ‘Stopping domestic and sexual violence and abuse in NI’, March 2016)

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, engaging 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 exploitation. Exploitation can be sexual in nature.

Domestic violence and exploitation are not classified as separate categories of abuse; they are types, however, both will link to some or all above categories of abuse.

2 Identifying Abuse

Because of their day-to-day contact with individual children, school staff - especially teachers, lunch-time supervisors, ancillary or auxiliary staff - are particularly well placed to observe outward symptoms. However, some symptoms may be due to bereavement, other disruption in family circumstance, drug, alcohol or solvent misuse.

List of Signs and Types of Behaviour

In themselves they are not evidence of abuse, but may suggest abuse, particularly if a child exhibits such signs or behaviour.

Note - There can be other explanations for a child showing such signs. "Even for 'experts' abuse is not easy to diagnose".

Signs

- repeated minor physical injuries (eg bruising, cuts etc)
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to
- deterioration in school work or significant changes in behaviour without explanation
- aggressive behaviour, severe tantrums
- an air of 'detachment or don't care' attitude
- overly compliant behaviour 'watchful' attitude
- sexually explicit behaviour - inappropriate for the child's age
- the child who is reluctant to go home or is kept away from school by a parent for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' - with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed-wetting
- running away from home, suicide attempts, self-inflicted wounds
- reverting to younger behaviour, depression, withdrawal
- relationships between the child and adults which are secretive and exclude others
- pregnancy - overly secretive about father or complete denial of the pregnancy

Physical Abuse

Alerting features - all without reasonable explanation of cause.

A Bruises and Skin Marks - particularly bruises of a regular shape which may suggest the use of a strap or mark of a hand.

Typical sites for non-accidental bruises are:

- lower back and buttocks
- inner thighs
- ear lobe -black ear
- cheek
- upperlip and frenulum
- neck - marks on neck

Pattern hand marks, grab marks, slap marks, pinch marks, bites, scratches, strap marks, rod marks.

B Eye Injuries "Black eye" - particularly two black eyes.

C Lacerations

D Burns particularly lesions that look like cigarette burns

D Fractures

F Bite Marks

Neglect where parents fail to meet the basic and essential needs of their children

- 1 Medical care neglect eg lack of treatment for illnesses
- 2 Educational neglect - non-attendance, persistent lateness etc
- 3 Nutritional neglect - inadequate feeding, failure to thrive, hunger
- 4 Physical neglect - inadequate clothing, uncleanliness

Signs - unusually withdrawn, miserable, over-aggressive, eating problems, dirty or smelly.

Severe Emotional Deprivation

Physical Signs - poor hair, poor skin.

Behavioural signs - apathy and dejection, rocking/head banding, inability to play, eating problems, indifference to separation from family, indiscriminate attachment, aggressive behaviour, lack of confidence, low self-esteem, excessive dependence or attention seeking.

Report if child is:

- chronically dirty, cold or hungry;
- very sad.

Sexual Abuse

Behaviour especially noticeable in school

- 1 Inability to make friends.
- 2 Inability to concentrate, sudden drop in school performance.
- 3 Unusual reluctance to participate in physical activity or to change clothes for physical education classes.
- 4 Regular avoidance and fear of school medical examinations.
- 5 Unusual or bizarre sexual themes in their art work or stories.

- 6 Frequent absences from school that are justified by one parent only without any regard to the child's school performance.
- 7 Unusual reluctance or fear of going home after school.
- 8 Display over-sexualised behaviour inappropriate for their age.

Physical Signs:

- 1 Recurrent urinary tract infections.
- 2 Pregnancy, especially where the identity of the father is vague or secret or where there is complete denial of the pregnancy by the girl and her family.

Behavioural Indicators:

- 1 Frequent running away from home.
- 2 Sleep problems - insomnia, recurrent nightmares, fear of going to bed or overdressing for bed.
- 3 Dependence on alcohol or drugs.
- 4 Suicide attempts and self-mutilation.
- 5 Hysterical behaviours, depression, withdrawal, mood-swings.
- 6 Fear of intimate relationships or promiscuity.
- 7 Diet problems - anorexia nervosa and bulimia.
- 8 Low self-esteem and low expectations of others.
- 9 Persistent stealing.
- 10 Fear or abhorrence of one particular "individual".

3 Reporting Procedures in School

The signs and symptoms already described could be due to alternative medical, psychological or social explanations. Therefore, they can do no more than give rise to concern - they are not proof that abuse has occurred. However, we can be alert to all of the signs, particularly if they appear in combination or are regularly repeated.

Where a member of staff, teaching, ancillary or lunch-time supervisors, is concerned that abuse may have occurred, he or she must report this immediately to the designated teacher.

We as a staff have a professional responsibility to share relevant information about the protection of children with other professionals.

NB All contact with outside agencies must be through the designated teacher or the Principal, in the Principal's absence the Vice Principal will follow procedures.

All staff must recognise, in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others in the child's best interests.

No promise of confidentiality can or should ever be given where abuse is alleged.

NB Where the designated teacher is suspected to have abused a child, the member of staff who is made aware of this allegation should inform the Principal immediately. Where the Principal is suspected, the matter should be reported immediately to the designated teacher.

Child abuse usually comes to the attention of teachers in four ways:

- 1 Direct allegation from the child who has been abused;
- 2 A third party (eg friend, other child, relative) report;
- 3 Through the child's behaviour;
- 4 You observe an injury to the child.

4 Self Harm

All confirmed instances of self harm will be reported to the designated teacher for Child Protection or in her absence the deputy designated teacher. This information will be recorded, the parents/guardians will be informed as soon as possible and they will be advised to seek an urgent appointment with their GP. A referral will be made to Social Services if it is felt the child is in danger or someone else may be in danger.

Defining Self Harm

There are ongoing debates on such fundamental issue as what to call the range of behaviours exhibited by young people who cause harm to themselves. Walsh and Rose (1988) offer the term self mutilation while most young people refer to it as self-abuse according to Mental Health Foundation (2006).

<p>There is also a debate about what behaviours constitute self-harm. The National Self Harm Enquiry, for example excludes anorexia and bulimia as well as drug and alcohol use (Mental Health Foundation, 2006). Others describe a fuller range of behaviours that cause harm both physically and psychologically to young people (Turp, 2003). Self-harm and its purpose(s) are also subject to differing descriptions. The World Health Organisation defines self-harm as,</p>	<p>This definition is widely accepted as useful and used in the national Institute for Clinical Excellence guidelines on the assessment and treatment of self-harm in primary and secondary care (2004). The definition ties self-harm firmly to observable behaviour and does not acknowledge the hurting of oneself through, for example, negative self-talk or negative cognitive processes. Pembroke (2004) tells us that young people self-harm in order to communicate distress in a culture that permits too narrow a range of expression. Young people who harm themselves tell us that they do so to seek some order from chaos (Ross, 2004) or to communicate some otherwise incommunicable message about their difficult and often traumatic lives.</p>
<p>“an act with non-fatal outcome, in which an individual deliberately initiates a non-habitual behaviour that, without intervention from others, will cause self-harm, or deliberately ingests a substance in excess of the prescribed or generally recognised therapeutic dosage, and which is aimed at realising changes which the subject desired via the actual or expected physical consequences” (Platt et al., 1992).</p>	<p>It is interesting to note that non-verbal communication is thought to convey affective content and meaning about the nature of the relationships young people have with others (Dallos, 2006). Even so, to the observer, often what is seen is the injury itself rather than what meaning lies “behind the scar” (NCH, 2002). In these cases the witnessing of the injury of another, especially a child or a young person, can give rise to powerful negative feelings in the observer. These feelings are often difficult to manage, process, understand and communicate. Added to this is the relationship between self-harm and suicide. It is recognised that there is some link between the two (of all people who complete suicide, 70% will have a history of serious self-harm according to figures from the national Self-Harm Enquiry, 2006). In spite of this, the psychological and communicative processes involved in self-harm are often quite distinct from those in suicide. Young people who self-harm often speak of self-harm as a coping mechanism, a way of getting on with living rather than ending life. For others, the delineation between self-harm and suicide may not be so clear.</p>

The Feelings Behind Self Harm

In the midst of these debates are young people who continue to behave in ways that are damaging and harmful to themselves. Their pain and distress is undeniable.

We have no firm findings from research about a model of intervention that is flexible and robust enough to be effective when used to help these young people. In fact, in Northern Ireland there is a lack of research on the topic of self-harm. This is highlighted both in the national Self-Harm Enquiry, Mental Health Foundation (2006) and the Protect Life Suicide Strategy for Northern Ireland (DHSSPS, 2006).

When self-harm occurs situations are created whereby both the person witnessing or responding to the self-harm and the young people who self-harm are experiencing the communicating strong emotions (though these communications are often nonverbal and without recognition of their meaning). Dallos (2006) noted that communication is essentially co-constructed (between sender and receiver) and often the message being sent is at an unconscious level.

In turn, the receiver often misconstrues the message. In their reaction to the misconstrued message, the receiver of the message can actually escalate the feelings of the sender. It can often be seen that these interactions between the injured and the witness to the injury simply often serve to reinforce the negative self-image of the injured. In turn the observer can feel wronged by the young person who self injures.

These transactions (Berne, 1964) are often repeated in the relationship of injured and observer(s) and become an unspoken form of communicating mutual distress in the form of behaviours and dialogues that mask the genuine feelings and stories that lie beneath for both parties.

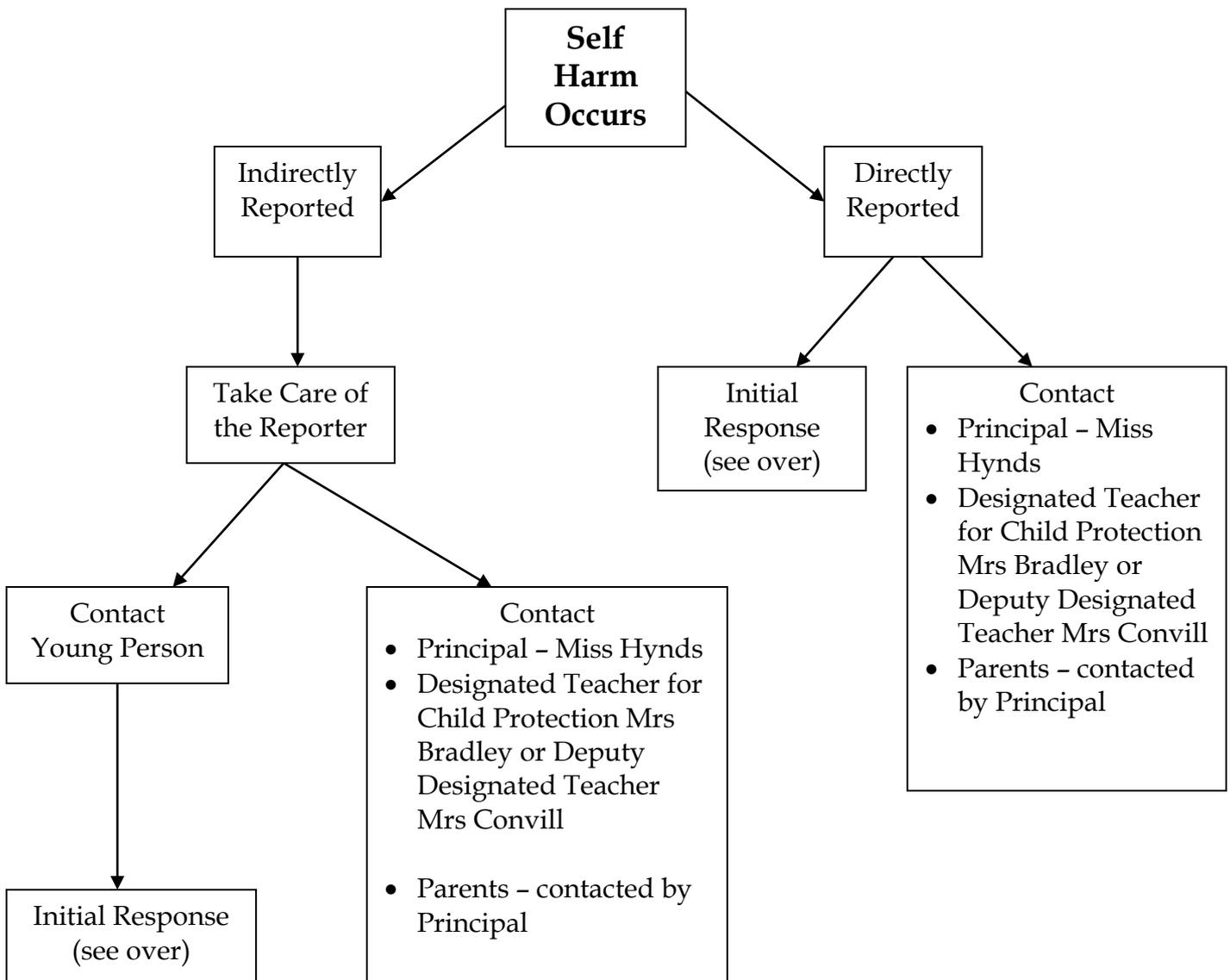
Self Harm Action Plan for Saintfield High School

Principles of Intervention

- 1 Respect for dignity – no matter how they present, young people who self harm are often distressed and anxious.
- 2 Make known confidentiality limits.
- 3 Keep the young people in the school environment.
- 4 Self harm is a coping mechanism and young people have a right to a means to explore other ways of coping.
- 5 Life is precious and all incidents of self harm will be recognised for their communication of distress or unhappiness.
- 6 Each young person's experience is unique and will not be minimised.
- 7 All information will be recorded accurately and non-judgmentally.

Receiving the Information

Incidents of self harm can be reported directly by the young person involved, discovered by a member of staff or reported indirectly by another young person. Whether reported directly or indirectly, there should be no delay in responding. Remember that the person who reports the self harm will need to have time to talk about their feelings. If there is no immediate risk to the young person, staff should talk with the 'reporter' at the time. If there is an immediate risk to the young person, time should be made as soon as possible to help the 'reporter' debrief.



Initial Response

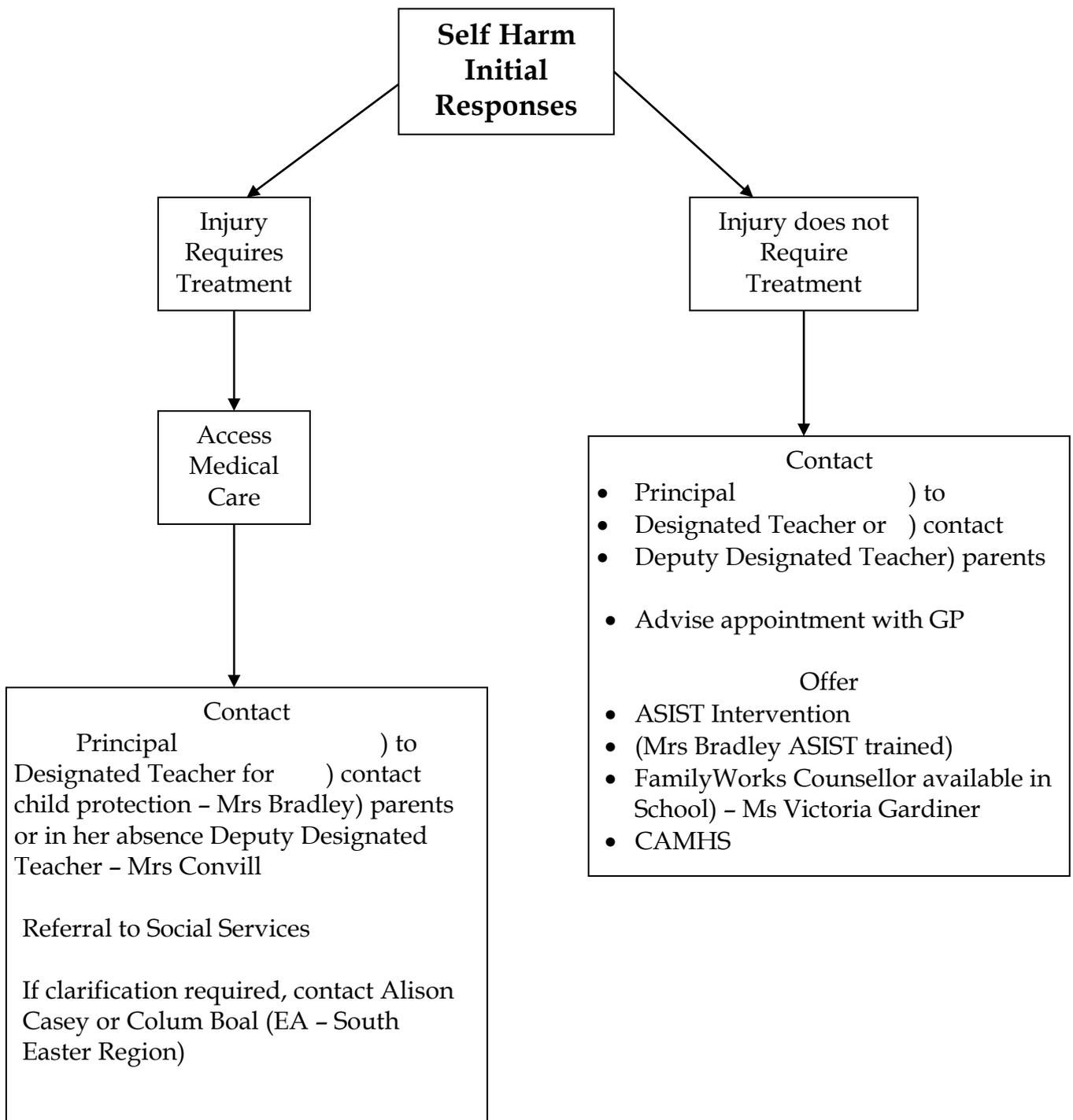
Research shows that our initial responses to young people who self harm are critical and will set the tone for subsequent interactions. Staff should note that witnessing and responding to self harm can lead to experiencing many, often powerful, feelings. Often we feel anxious or even that we have failed. We need to remember that it is OK to feel these feelings. However, often staff can 'act out' their anxiety in the interaction with the young person. When responding to self harm, staff should remain calm, working to the principles set out earlier and always keep the safety of the young person at the heart of their response.

The first thing to consider is the level of immediate risk to the young person. The type of level of self harm, as well as how recently the self harm was completed, will dictate the first response. If the young person involved has an injury that requires medical treatment, then this should be the first response offered to that young person. However, if the young person does not require medical treatment, the member of staff must make an assessment of the situation vis-à-vis

- Emotional well being of the young person
- Desire to cause more self harm
- Suicidality
- Forms of support
- What the young person wants to happen next

This may help the young person deal with the immediate feelings they present with. It may be useful for staff to train in such interventions as ASIST (Applied Suicide Intervention Skills Training) or in counselling. This will make the first response offered a meaningful, therapeutic and supportive one that will allow the young person the space to discuss their feelings and perhaps the reasons for their self harm.

Initial Response



Breaking Confidence

(see confidentiality guidelines)

In cases of self harm no promise of confidentiality can or should ever be made to a child or anyone else giving information.

5 Children with Thoughts of Suicide

Inevitably teachers will from time to time be concerned about out of character behaviour exhibited by pupils. For some this may be a talkative child who has become quiet or a quiet pupil who shows aggression or irritability. Indeed there are a number of ways that people can let us know they are in distress.

Having picked up on these signs and begun to explore what they mean, a teacher may find that the pupil is very distressed. Sometimes the pupil may say that they have considered suicide but more often the teacher may have to, given what they have seen, heard, sensed and learned about, ask about suicidal thoughts.

The following pages are a guide to help teachers deal with the situation.

The ASIST trained member of staff in Saintfield High School is Mrs R Bradley.

Children with Thoughts of Suicide Action Plan for Schools

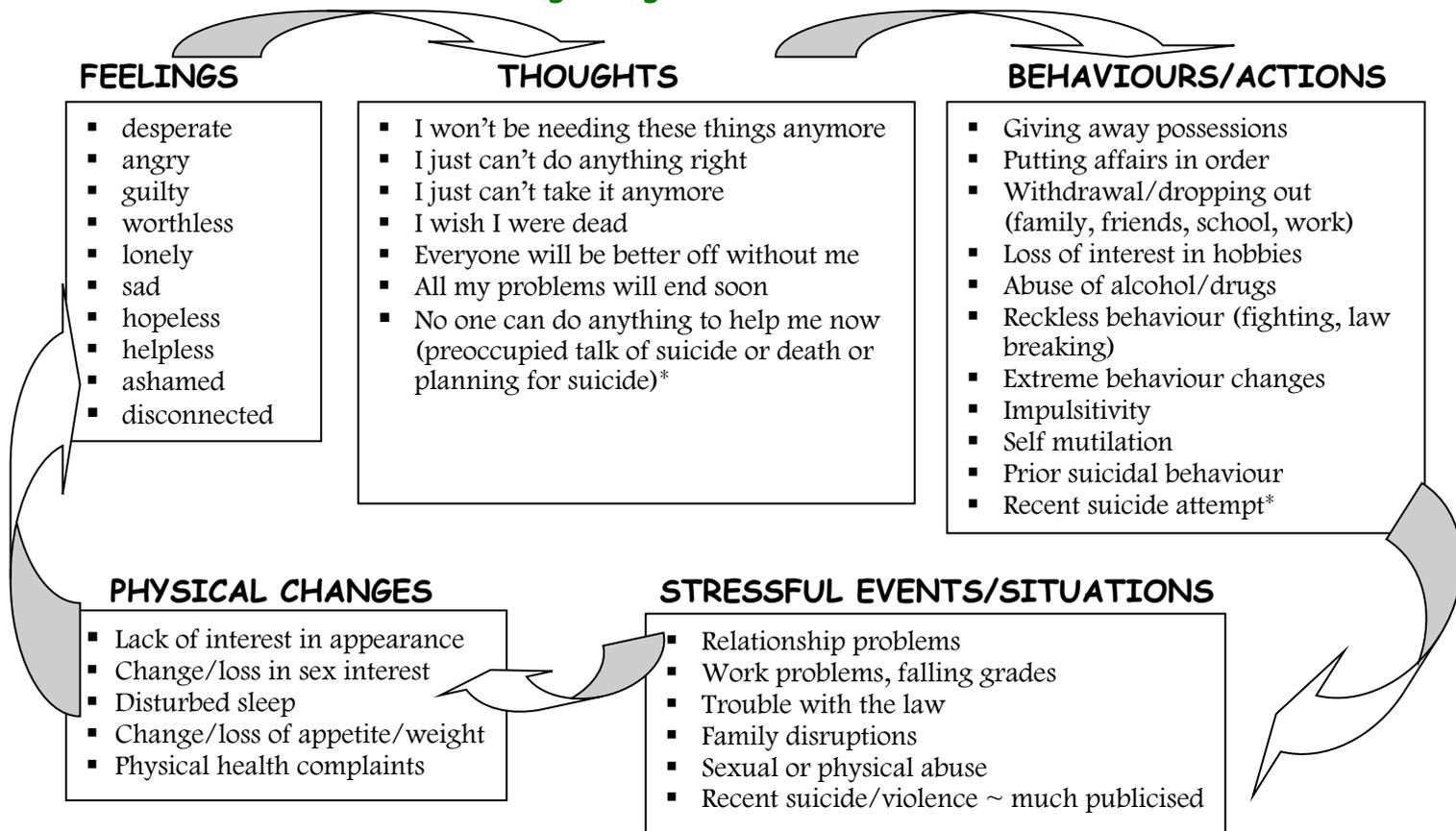
STEP 1 WHAT TO LOOK FOR → STRESS → DISTRESS



CONNECTING



They want to connect with you. Below are invitations for you to consider about whether the child could be having thoughts of suicide.



STEP 2 WHAT TO DO NOW

UNDERSTANDING



You now need to ENGAGE with the young person by:

BEING OBSERVANT

1

- Recognise signs for concern
- Suicide may be an option for anyone
- Pay attention to your hunches

SHOWING RESPECT

3

- Try to understand
- Be natural/be yourself
- Take it seriously

REACHING OUT

2

- Show you care
- Tell them what you have noticed
- Hear what they are saying

LET THEM TALK

4

- Stay with their concerns
- Do not offer advice
- Listen carefully

STEP 3 YOU NOW NEED TO ASK DIRECTLY AND OPENLY ABOUT SUICIDE

Remember that asking about suicide will not put the idea in their head and make them suicidal. If they have been thinking about suicide they will be relieved on two counts

- (i) their distress has been noticed
- (ii) they now have 'permission' to talk about their suicidal thoughts

"ARE YOU HAVING THOUGHTS OF SUICIDE?"

.....if..... YES.....

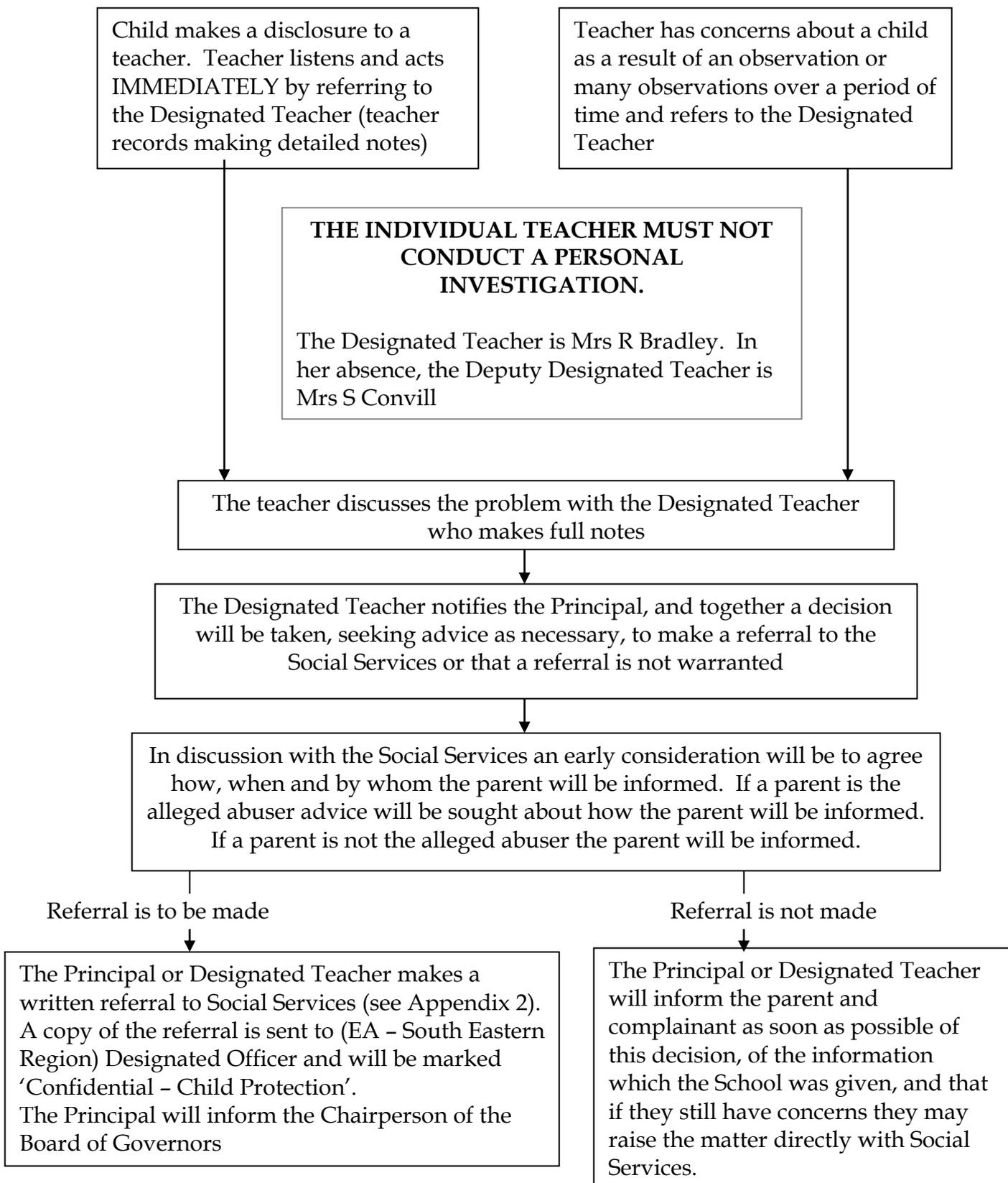
Refer to ASIST Trained Staff to continue

If ASIST trained teacher not available refer to designated teacher for child protection who will alert relevant agencies

SUMMARY OF ACTION

- ~ You must inform the Principal – Miss SL Hynds
- ~ You must inform ASIST Trained Staff/designated Teacher – Mrs R Bradley
- ~ Parents/guardians must be informed
- ~ GP must be informed – via parent/guardians
- ~ Social Services must be informed via Principal or designated Teacher

6 Procedures for Reporting an Incident of Suspected/Disclosed Child Abuse

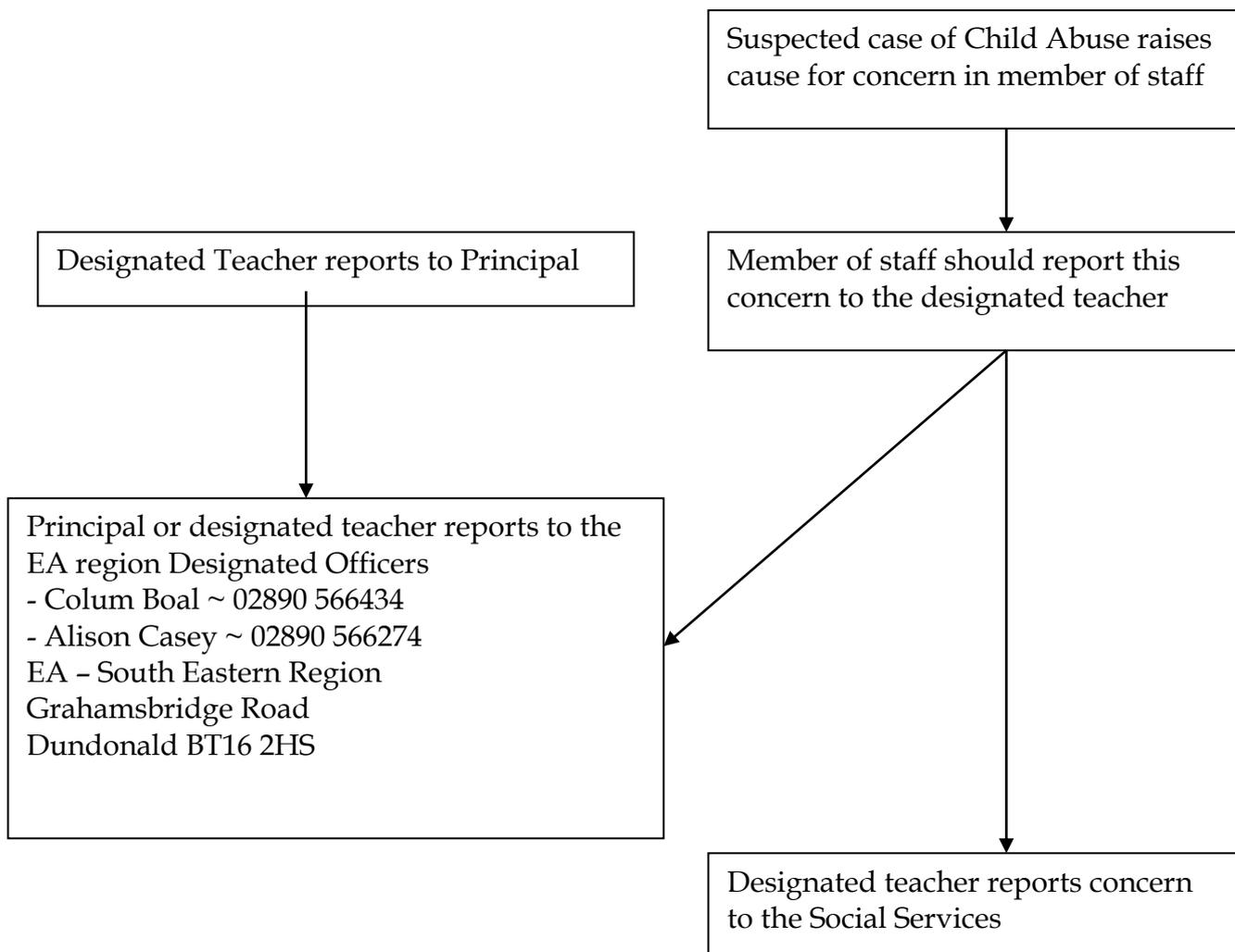


Throughout this procedure full notes will be made. The welfare of the child will be constantly monitored.

To all members of staff

SAINTFIELD HIGH SCHOOL

Summary of child Abuse Procedures for the School



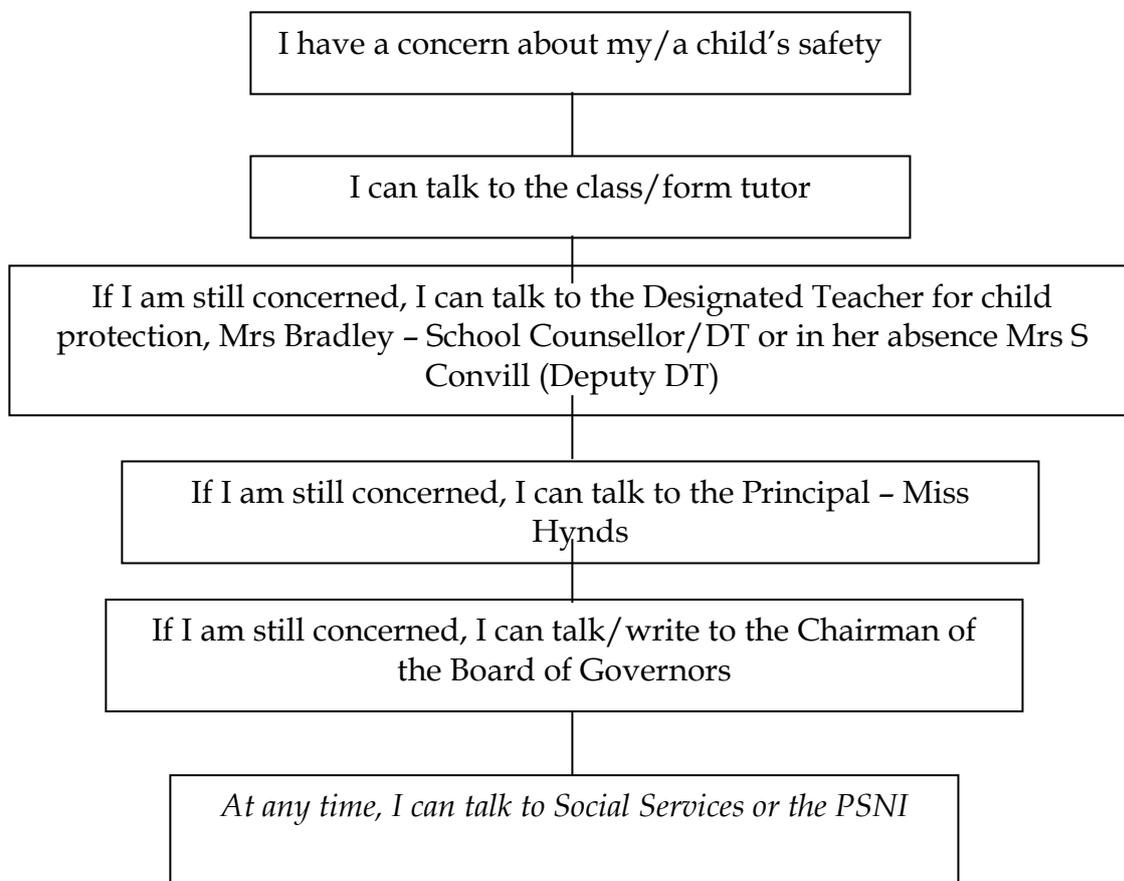
The designated Teacher in Saintfield High School for suspected cases of Child Abuse is: Mrs R Bradley.

In her absence, all cases should be referred to the DDT, Mrs S Convill or the Principal, Miss Hynds.

6 Saintfield High School's Child Protection Arrangements

- (a) If any parents have concerns about the safety of their (or another) child they can Inform:
- (1) The Principal, or
 - (2) Mrs Bradley, who is the Designated Teacher responsible for co-ordinating action on Child Protection Arrangements or DDT - Mrs S Convill
- (b) Reporting back on the progress and outcome of a complaint will be by the Designated Teacher approached.
- (c) Other avenues open to parents to pursue their complaint if they remain dissatisfied with the outcome, is first to refer the matter to the Principal if he has not as yet been involved, or second to refer the matter to the Chairperson of the Board of Governors. A flow-chart of the process is shown below.
- ⇒ This information is given to all parents at the Annual Board of Governors Public Meeting on alternate years.

HOW A PARENT CAN MAKE THEIR CONCERNS KNOWN TO THE SCHOOL



7 Anti Bullying Policy

Saintfield High School does not tolerate bullying in any form. We believe that every child has the right to learn in an atmosphere free from fear and intimidation.

WHAT IS BULLYING?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It comes in several forms.

- **PHYSICAL** – kicking, punching, poking someone.
- **VERBAL** – name-calling, teasing and taunting.
- **GESTURE** – shaking a fist at someone or giving threatening looks.
- **EXTORTION** – taking someone's dinner money, crisps, sweets etc
- deliberately damaging another person's property or equipment
- forcing someone to steal money, etc
- **EXCLUSION** – excluding someone from a group, making them feel isolated and alone.

HOW CAN YOU HELP? WHAT CAN YOU DO?

- First tell your child that it is not their fault.
- Advise your child to tell an adult eg a liked and trusted teacher.
- Identify places where bullying takes place and work out a way to avoid these. If this is not possible then advise your child to ensure that there are other trusted people about.
- Advise your child not to buy the bully off with sweets or other 'presents'.
- Together with the appointed teacher and your child, work out a plan of action.
Should the bullying be repeated an adult must be told that it has happened again.
- Siblings and friends should be advised to persuade the victim to tell and encourage them to talk about what is happening.
- Prepare your child when starting a new school of the procedures.
- Keep a written record if the bullying persists. Who? What? Where? When?
- Try to understand how the school deals with bullying. Do not become angry if it seems that the bullies are not being punished. Punishment can help to deter bullying but there are other methods of dealing with it.
- Before bullies can be punished. Schools need proof and this can take time, so patience is important.

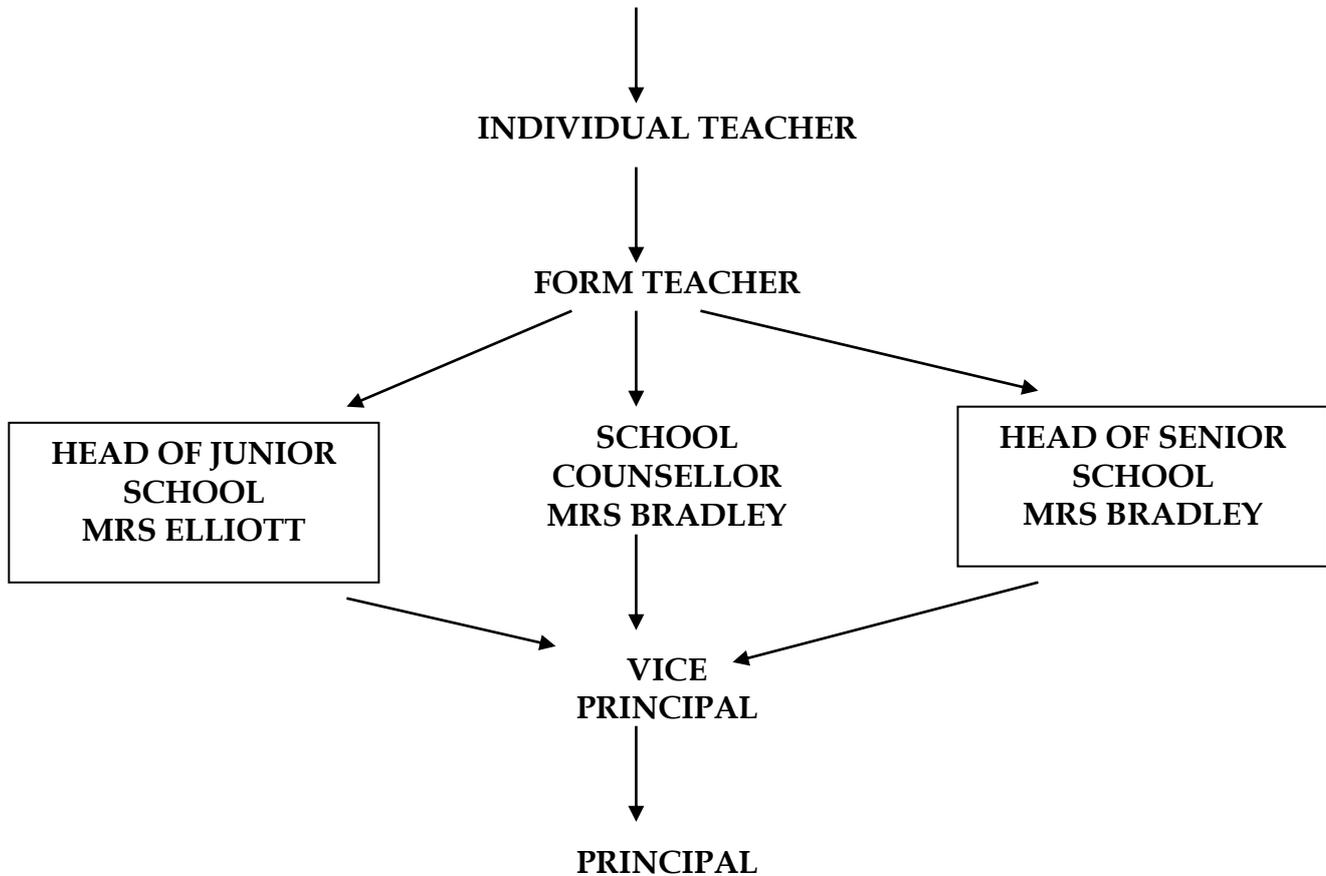
WHAT NOT TO DO

- Do not use violence.
- Do not tell the victim to sort it out themselves.
- Do not try to deal with it on your own.

PROCEDURES

- If your child is being bullied or if your child is bullying you should inform the school and ask to speak to your child’s Form Tutor.
- If a teacher witnesses a bullying incident or has a bullying incident reported to them they will either deal with it themselves or refer the incident.

HOW A PARENT MAY REPORT A BULLYING INCIDENT



**IF YOU ARE STILL UNHAPPY YOU CAN CONTACT THE FOLLOWING:
PARENT/GOVERNOR AT THE SCHOOL, LOCAL EDUCATION AUTHORITY,
SOLICITOR, GP OR HELP LINE**

8 Responding Positively to Clarification "Interviews" or Disclosure Regarding Abuse

Six things to do:

1 Receive

- stay calm - over-reacting can frighten the child and compound feelings of guilt
- **listen** - take what the child says seriously
- accept information - do say 'Tell me what has happened' rather than 'Did he/she do X to you?'
- Take notes, informing the child why you are doing so.

2 Reassure

- not the child's fault
- do not make promises about confidentiality
- affirm feelings
- do not make promises about the future
- explain to the child what will happen next
- four things to say:
 - 1 "I am glad you have told me this"
 - 2 "I am sorry this has happened to you"
 - 3 "It is not, nor ever was your fault"
 - 4 "We are going to do something together about this".

3 Result

- do not interrogate - seek clarification from the child with tact and understanding
- do not ask leading questions - they may invalidate the child's testimony in court
- keep questions to a minimum
- do not criticise perpetrator
- do not ask child to repeat disclosure to another person/staff member
- do not video tape interview
- do not photograph bruising
- do not invite other staff into "interview" as scribes/witness
- do not tape record "interview"
- do not put pressure on a child to sign any written notes/records
- do not enquire into details of the abuse - this should be left to an 'interviewer' skilled in asking such questions.

4 Record

- take brief notes at the time
- write up later
- record time, date, place, behaviour, words of the child and people who were present
- draw a diagram if useful eg for size and site of bruising.

5 **Remember**

- to follow your setting's procedures (see summary of Child Abuse Procedures for schools)
- consult as appropriate
- refer to appropriate person/agency.

6 **Relax**

- access support for yourself
- know your limitations
- support the child

9 Role of the Designated Teacher

The Board considers that the ultimate responsibility lies with the Board of Governors and the Principal to ensure that all ancillary staff are aware of the Board's procedures.

A teacher shall be designated in each school with responsibility for:

- ensuring that all teaching and ancillary staff whether full-time or part-time, or temporary, are aware of the Board's procedures
- co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate Social Service Officer and the EA region's Designated Officer
- ensuring that the Principal, teachers and the School's Educational Welfare Officer are kept aware of children "Looked After" or on the Child Protection Register.
- the name of the designated Teacher should be forwarded to the Board's Designated Officer.

SECTION 3 CODE OF CONDUCT

1 What All Staff Need to Know

All staff who work in the school during the hours in which pupils are on the premises, including ancillary staff, and any volunteers accepted to work in the school, need to know:

- how to identify the signs and symptoms of possible abuse;
- what the relevant child protection procedures are, including the school's own internal procedures, where they are held in the school and how they can be referred to if necessary; and, in particular, what the reporting procedures are;
- how to talk to children about whom there are concerns in an appropriate way, and how to record the information they have acquired; and
- who the designated teacher is and who will carry out his/her responsibilities if he/she is unavailable or is the subject of the complaint.

All such members of staff should be aware of the roles played by the designated teacher, the Principal and the Chairperson of the Board of Governors respectively, and the school's internal arrangements should enable each of these to carry out the duties of their role effectively and with appropriate support and training.

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

2 Private Meetings with Pupils

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

- (c) Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

3 Physical Contact with Pupils

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

4 Choice and Use of Teaching Materials

- (a) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- (b) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials eg in connection with sex education programmes.
- (c) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

5 Relationships and Attitudes

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

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

6 Reference

See Saintfield High School – Relationships and Sexuality Policy

Vulnerable Areas

One to one:

- Toilets
- Classrooms/mobiles
- Cars/minibuses
- After school
- Your home

Guidelines About Touching

- Breasts, buttocks and groin should be avoided.
- If such part of the anatomy require touching due to intimate care or assistance in physical activities, others should be made aware.

Guidelines about Restraint

- To prevent injury to the child/other children, yourself/other staff member
- To prevent damage to property
- To prevent the commission of a criminal offence.

6 Confidentiality

"All staff should recognise that in order to protect people from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action by informing and involving others in the child's best interests".

"no promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse".

- School staff may pick up worrying information about children from other parents, neighbours, or even other children. This should be passed on to the Principal or Designated Teacher and may be recorded in their "working notes" for a time, or passed on to the key worker if there is one.
- Threats to a child's safety and welfare can justify setting aside normal principles of confidentiality. This may be the case where abuse of a child is suspected but not proven, or where the child is still with a known perpetrator, resulting in the need for all staff dealing with the child to be alerted to watch for signs of abuse. It may not be advisable in such circumstances for the family to know of these monitoring arrangements.
- Precautions should be taken to ensure that information is only given to the appropriate person.
- All personnel working within a school should be aware of the confidential nature of personal information about a child and the means of maintaining that confidentiality.

- Personal information about a child's family should be regarded as confidential.
- Any disclosure by a pupil should be led by the pupil at her/his pace, without pressure for detail from the teacher.
- If abuse is suspected, information should be given only to the strictly relevant people, such as the Principal or Designated Teacher.

7 Procedures

Procedures for Reporting Suspected (or disclosed) Child Abuse

The designated teacher for child protection is Mrs R Bradley. In her absence Mrs S Convill (DDT) or Miss Hynds, Principal will assume responsibility for child protection matters.

If a child 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 child, **the member of staff must act promptly.**

He/she should not investigate - this is a matter for the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes.

The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the designated teacher, will decide whether, in the best interests 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 parents will be informed immediately.

The Principal may seek clarification or advice and consult with the Educational Region's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. **The safety of the child is our first priority.**

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher, if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Designated Teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the Designated Teacher (or her deputy if she is not available) must be informed immediately. She will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the Designated Teacher.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

SECTION 4 REPORTING AND RECORDING

1 General Issues

Concerns about POSSIBLE ABUSE by anyone other than a member of school staff

Principal to ensure that the proper records, dated and signed, are kept of all complaints received and all concerns about possible abuse are noted by staff.

Staff Reporting

- proper records must be kept
- factual and in neutral language
- nature of information
- days, dates, times
- observations - where the concern related to signs or symptoms of possible abuse, a description of these.
- Staff must immediately contact Mrs Bradley or Miss Hynds if they suspect or have any concerns relation to FGM (Female Genital Mutilation).

Principal or Designated Teacher Reporting

- the details of any advice sought, from whom and when
- the decision reached as to whether the case should be referred to Social Services and if so,
 - how, when and by whom this was done
 - or, reasons for not referring to Social Services
- person making the complaint should be informed of the decision. How this is done, when and by whom should be included in the record.

All disclosures of domestic abuse must be referred to Mrs Bradley (Designated Teacher) or Mrs Convill (Deputy Designated Teacher). The Designated Teacher, following clarification with the Principal regarding the disclosure, will contact Point of Entry and complete a UNOCINI.

All concerns or disclosures of FGM must be referred to Mrs Bradley (Designated Teacher) or Mrs S Convill (Deputy Designated Teacher) immediately. The Designated Teacher, following clarification with the Principal regarding the disclosure, will contact Point of Entry and complete a UNOCINI. It is imperative that at this stage that family members or others in the community are not made aware of any enquiries relating to FGM as this could increase the risk to the girl.

2 Complaints Against a Teacher

- Every time a parent raises a complaint against a Teacher regarding their child's safety/well-being, a record must be entered in the 'Child Abuse Complaints Book' by the Principal and kept by him/her (this book is about child protection **only**).
- If the Designated Teacher receives complaint, he/she must immediately inform the Principal.
- Principal must inform the Chairman of the Board of Governors as a child or parent can go directly to the Chairman.
- Keep a record of all initial details - time, date, brief details of nature of complaint, by whom and against whom it was made, if complaint formally referred, to whom it was referred and date of referral.
- Carry out discrete preliminary clarification: when seeking clarification never use tapes; video or photographs.
- Do not ask witnesses to write down anything but notes must be kept of what is said if it may shed light on the situation.
- You can talk to the child or teacher concerned.
- If the complaint is against the Principal, the Designated Teacher must immediately inform the Chairman of the Board of Governors.
- Principal or Designated Teacher may seek advice from CCMS/EA (South Eastern Region)/SS/PSNI but make sure everything is recorded who you spoke to, when etc and what advice was given.
- Confidentiality must be maintained - the teacher has rights as has the child.

3 Principal's Choices

Principal has three choices

- 1 If there is evidence to prove teacher could not have committed any form of abuse - **no further action**.
 - Advise parent that child made these allegations.
 - Record kept on child's file.
 - Child Abuse Complaints Book - record written down and line drawn through it and signed by Principal.

- 2 If teacher's behaviour is questionable, the Principal may give a verbal or written warning (refer to school's disciplinary procedures) and make a brief note of outcome.
 - All details must be placed on child's file.
 - All details must be placed on the staff members file for **five years**.

- 3 If complaint is upheld and abuse has taken place:
 - Social Services must be informed.
 - Staff member may have a precautionary suspension or reduction in duties.
 - Noted in child's file until he/she is **30 years old**.
 - Noted on staff's file.
 - Recorded in Child Abuse Complaints Book.
 - If child is placed on Child Protection Register and transfers, new school must be informed child is on the Child Protection Register, give the name of the child's Social Worker and the new school must contact the Social Worker for relevant information. **Old records of case conferences etc should be destroyed.**

NB Every time a parent/guardian raises a complaint against a teacher regarding their child's safety/well-being, it must be entered in the **Child Abuse Complaints Book**.

- The school's Record of Child Abuse Complaints should be made available to the Board of Governors at least **annually**.
- The Education and Training Inspectorate will ask to see the Record during inspections.

4 Maintaining Records

<i>No referral/not placed on Child Protection Register</i>	<ul style="list-style-type: none"> • On child's file > 30th • Send a confidential copy to subsequent school.
<i>If child's name placed on Child Protection Register</i>	<ul style="list-style-type: none"> • Record fact and associated information on child's file.
<i>If child moves school</i>	<ul style="list-style-type: none"> • Inform receiving school name is on register. • Destroy all Social Services records.
<i>If child's name is removed from Child Protection Register</i>	<ul style="list-style-type: none"> • Social Services inform school • All Social Services records destroyed.

5 Information Storage and Data Protection

Information Storage

Record Keeping

Staff are asked to keep written records in a secure location.

Staff are advised not to store personal information about named children upon home computers or laptops.

Images of Children

In regard to images of children, privacy and respect for the individual are key considerations.

Year 8 parents are issued with a letter requesting permission for photographs to be taken and displayed, and an image of each child is taken for the computer system. The details of the parental response are held in the School Office; staff should check these details prior to image use.

Images may be taken at school activities throughout the academic year and may be used, with parental assent, for display purposes in the school, for publication in the press or for promotional purposes.

Teachers are asked not to display pupil names along with images used for display purposes. Class teachers should monitor the use of images on display in the classroom; images used in corridors should be placed on covered display boards. The teacher will be responsible for the removal, storage and destruction of such images.

Teachers are advised not to store images of pupils on computer, personal or otherwise.

Departments may consider the development of a secure central storage location, where images of departmental relevance may be stored upon CD/USB.

Information Storage

The school will endeavour to address the risks posed by the evolution of technology through education and policy development. (Refer to the Acceptable Use of the Internet Policy).

Staff should take steps to self-protect: it may be unwise to divulge personal email addresses and/or mobile phone numbers.

Data Protection Acts

Data Protection Act 1984 (Computerised Data)

The Data Protection Act 1984 deals with the rights of individuals to obtain copies of personal data, held on computer, of which they themselves are the subject. This right can be exercised by the individual, or by a person appointed by that individual or someone acting on his behalf eg a parent. A Principal must take care that the *request is made in the interests* of the child and not the parent.

NB - subject access need not be given in any case where to do so would be to prejudice the prevention and detection of crime or the prosecution or apprehension of offenders. If in doubt the Principal should consult with the Education and Library Board.

Data Protection Act 1998 (Manually Held Data)

Information relating to child abuse or possible abuse is however exempted from the disclosure requirements. Under the Education (Pupils Records) Regulations (NI) 1998 any information held manually in school on a child whether or not directly related to possible child abuse, **need not be disclosed** where in the opinion of the Principal, disclosure may cause serious physical or emotional harm to the child or any other person. Cases which come to Court - the Court may require the school to provide its full records.

6 Complaints Against School Staff

The Principal

- seeks discreet preliminary clarification of complaint
- informs the Designated Teacher - complaint recorded
- consult with Designated Officer of the EA region
- consult with Chairperson of Board of Governors

3 Possible Decisions

- allegation without substance - no further action
- immediate referral to Social Services/PSNI
- inappropriate behaviour to be considered under the school's disciplinary procedures.

Complaint Against a Member of School Staff - No Further Action

The Principal should place a brief record of the complaint on the file of the pupil concerned, indicating the nature of the complaint, when, by whom and to whom it was made, and a short explanation why it was considered that no further action should be taken, together with copies of any correspondence on the complaint.

Complaint Against a Member of School Staff - Formal Referral

The Principal should ensure that a detailed written record of the complaint, including dates and times is maintained. This should include:

- when, by whom and to whom the complaint was made
- what supplementary evidence, if any, was offered, from whom, and its nature
- details of any physical injury noted
- from whom advice was sought, and its nature
- the decision taken and how, when, by whom and to whom it was conveyed, and the reasons for it
- by whom, to whom and when the referral was made
- a copy of any correspondence of complaint
- signed and dated by the Principal
- countersigned by the Designated Teacher
- retained on the file of the child and staff member
- entry on school's record of Child Abuse

Complaints to be Pursued Under the School's Disciplinary Procedures

The Principal should ensure that details of the spoken communications and copies of all correspondence, are maintained on the file of both the member of staff and of the child or children concerned, for a period of 5 years, and a summary entered in the school's Record of Child Abuse Complaints. (It should be noted that this recording procedure in disciplinary cases applies **only** to those cases raised in the context of child protection.

Record Keeping

Where

- retained on child's file
- if against a member of staff on their file
- record of Child Abuse Complaints

How Long

- record should be maintained indefinitely on child's file
- if after investigation staff exonerated deleted from staff file and Record of Child Abuse Complaints
- if disciplinary matter, details of complaint and sanction maintained on child and staff file for a period of 5 years
- summary entered on Record of Child Abuse Complaints

Schools Record of Child Abuse Complaints

When?

- formal referral
- school disciplinary procedures

What?

- the date and brief details of nature of complaint
- by whom and against whom it was made
- if complaint formally referred, to whom it was referred and the date of referral
- if dealt with under school's disciplinary procedures - brief note of the outcome.

Who?

- Principal
- made available to Board of Governors annually
- Education & Training Inspectorate.

Complaints Against:

- A A member of the Board of Governors
- follow the procedures for "Complaints against a person other than a member of staff"
 - Principal inform Chairperson immediately
 - if complaint against the Chair, Vice chair should be informed
 - for controlled school designated Officer at ELB.
- B A Volunteer
- follow the procedures for "Complaints against a person other than a member of staff"
 - Principal informs the Chairperson
 - inform ELB if appropriate.
- C A Principal
- follow the procedures for "Complaints against a member of staff"
 - the role set out for the Principal will instead be exercised by the Chairperson of the Board of Governors
 - employing authority to be immediately consulted.

7 Off-Site Activities

Before taking children out of school, teachers should ensure that written parental consent has been given. Forms are available from, and must be returned to, the School Office. Follow procedures and, when possible, be accompanied by at least one other adult.

Car Journeys

Staff should never have children/young people on their own in a vehicle. Under certain circumstances staff may have a number of children in a car but the children should leave the car in such a way that no single child is left with the teacher. Teachers should ensure that their car insurance covers them for making such journeys.

Work Experience

Work experience is an important aspect of the Career Education of Year 11 pupils and involves a period of one week during which pupils experience the world of work in a wide variety of work situations.

Saintfield High School is anxious that each pupil is in a safe environment during these visits. Therefore, the following guidelines have been put in place... (see Mrs Dempsey).

Appropriate vetting procedures will be followed by the responsible person for organisation of work experience placements.

Residential Situations

Residential situations may be experienced for a number of reasons e.g. Duke of Edinburgh, school trip etc.

Great care is taken by staff in the planning of these visits to promote the safety of every participant.

The teacher in charge of a proposed visit will liaise with Mrs Crowe (Health and Safety Advisor) re:

- completion of appropriate forms
- details of the purpose of the journey/visit
- sites to be visited
- programme of activities
- emergency - contingency plans
- supervision
- qualification of leaders
- travel arrangements
- insurance
- communication to parents and consent forms required

Once the Principal is satisfied that all aspects of the journey/visit have been considered and planned carefully, he/she will give approval. (In certain circumstances, approval may be sought from EA - South Eastern Region).

Residential Trips - staff will follow guidelines as set out in SHS Residential Policy.

8 Visitors to School Premises

Temporary visitors are asked to:

- clarify the purpose of, and the practical arrangements for, the visit with the link member of staff;
- report to reception at the beginning of each visit;
- collect and wear a badge/pass;

- limit access to the designated area and be accompanied by the appropriate member of staff;
- return badge/pass to reception and sign out.

Substitute Staff and Student Teachers

Child Protection information will be provided for these groups by Mrs Derby (Vice - Principal) who holds responsibility in that area.

SECTION 5 RECRUITMENT AND VOLUNTEERS

1 Recruitment

Saintfield High School recognises the valuable contribution made by employees and volunteers to the work of the School.

However, the protection of children is of paramount importance. Saintfield High School will, therefore, follow procedures for the recruitment of those who contribute to all aspects of the School community in line with DENI guidance:

DE Circular 2006: Child Protection: Recruitment of People to Work With Children and Young People in an Educational Setting;

DE Circular 2006/07: Child Protection: Employment of Substitute Teachers;

DE Circular 2006/08: Child Protection: Training Requirements for School Governors on Staff Selection and Recruitment Panels;

DE Circular 2006/09: Child Protection: Criminal Background Checking of Staff in Schools - programme to extend the coverage.

DE Circular 2006/25: Child Protection: Vetting of School Governors.

Volunteer Reference Form (see Appendix 8)

2 Volunteers

WHO IS A VOLUNTEER

An individual who:

- assumes unpaid duties in a school on a regular basis on more than two occasions

OR

- is engaged by the school to accompany or assist in:
 - school visits or trips
 - summer activity schemes
 - residential activities
 - coaching in sports activities.

Volunteers to be given a copy of Code of Conduct and Child Protection Policy.

Categories of Volunteers

- During school hours involving direct contact with pupils
 - assistance in an activity under teacher supervision
 - assistance in basic tasks to release a teacher to work with pupils
 - assistance with supervision of children on educational visits.
- Outside school hours involving direct contact with pupils
 - residential trips
 - summer programmes
 - literacy/numeracy schemes
 - Duke of Edinburgh award schemes
 - homework or after school club
 - accompanying Teachers to sports fixtures
 - sports coaching
- During school hours but not usually involving direct contact with pupils
 - clerical and administrative tasks in office, library or resources area.

Considerations Pre-Selection

- what are the school's needs for voluntary support?
- what are the areas of work and the relevant duties?
- what are supervisory arrangements regarding the volunteer?
- what are the implications for Child Protection?
- what conditions and expectations need to be attached to the volunteer's role?
- have the Board of Governor's agreed the need for the volunteer?

Process of Selection for all Volunteers

- procedures explained to volunteer
- assessment of individual's skills and experience to the voluntary duties and activities identified

- completion of an application form
- agreement from the individual for a Criminal record check to be carried out
- names of two referees - non family members or school staff
- attendance at an interview with the Principal OR Nominated Teacher

Why Have Volunteer Application Forms?

- aid the selection process
- a vehicle for gaining specific information
- to elicit individual's reason for volunteering/ other skills to be possibly drawn on in the future
- to gain consent for further checks, eg references, criminal records check
- to ensure equal opportunity of recruitment and selection of volunteers
- use of a standard application form helps structure "interviews" with volunteers
- ensures that the volunteer is clear about their role and responsibilities
- reduces the likelihood of "unsuitable" adults gaining access to children and young people in the school
- (Extracts from Wandsworth Volunteer Bureau Publication)

Interview

- Assessment of individual's:
 - motivation
 - skills
 - personal qualities
- Confirmation of details on Application Form
- Proof of Identity

References should always be taken up

Why Take up Volunteers' References?

- reinforces information from the application form and interview (if carried out)
- provides additional information
- screens out "unsuitable" people
- demonstrates that volunteering is taken seriously
- evidence of a facility fulfilling their "duty to protect".
- (Extracts from Wandsworth Volunteer Bureau Publication)

Further Vetting

- individuals who work on a regular basis with children in the classroom or other school-based activities
- individuals on school trips
- individuals involved in summer activity schemes on residential activities
- individuals engaged to coach children in sports activities.

SECTION 6 CONTACT AND HELPLINES

Social Services Trust Areas

AGENCY	NAME AND STATUS	CONTACT DETAILS
Eastern HSS Trust Area 12-22 Linenhall Street Belfast BT2 8BS	<u>Director of Social Services</u> Mr Hugh Connor	Tel: 02890 321313
Northern HSS Trust Area County Hall 182 Galgorm Road Ballymena BT42 1QB	<u>Assistant Director of Social Services (Child Care)</u> Mrs Margaret Black	Tel: 02825 662218
Southern HSS Trust Area Towerhill Armagh BT61 9DR	<u>Assistant Diector of Social Services</u> Mr Tony Rodgers	Tel: 02837 410041
Western HSS Trust Area 15 Gransha Park Clooney Park Clooney Road Londonderry BT47 1TG	<u>Assistant Director of Social Services</u> Mrs Carmel Rooney	Tel: 02871 860086

Education Authority Areas

AGENCY	NAME & STATUS	CONTACT DETAILS
Belfast 40 Academy Street Belfast BT1 2NQ	<u>Designated Officer</u> Mrs Maxine Devenney	Tel: 02890 564000 Fax: 02890 331714
North Eastern County Hall 182 Galgorm Road Ballymena BT42 1HN	<u>Designated Officer</u> Mrs Pamela Woods	Tel: 02825 662563
South Eastern Grahamsbridge Road Dundonald Belfast BT16 2HS	<u>Designated Officers</u> Colum Boal Alison Casey	Tel: 02890 566900 Tel: 02890 566434 Tel: 02890 566274 Fax: 02890 566377
Southern 3 Charlemont Place Armagh BT61 9AX	<u>Designated Officer</u> Mr Alex Bar	Tel: 02837 512384 Fax: 02837 512490
Western 1 Hospital Road Omagh BT79 0AW	<u>Designated Officer</u> Mrs Margaret Harte	Tel: 02882 411456

Southern Trust

AGENCY	CONTACT DETAILS
Armagh & Dungannon HSS Trust Gosford Place The Mall Armagh BT61 9AR	Tel: 02837 522262
Craigavon & Banbridge HSS Trust Bannvale House Moyallen Road Gilford BT63 5JX	Tel: 02838 831983
Newry & Mourne HSS Trust 5 Downshire Place Newry BT34 1DZ	Tel: 02830 260505

Western Trust

Foyle HSS Trust Riverview House Abercorn Road Londonderry BT48 6SA	Tel: 02871 266111
Sperrin Lakeland HSS Trust Strathdene House Tyrone & Fermanagh Hospital Omagh BT79 0NS	Tel: 028

Health & Social Care Services

Eastern Trust

AGENCY	CONTACT DETAILS
Down & Lisburn HSS Trust Lisburn Health Centre 25 Linenhall Street Lisburn BT28 1BH	Tel: 02837 522262
North & West Belfast HSS Trust Glendinning House 6 Murray Street Belfast BT1 6DP	Tel: 02890 327156
South & East Belfast HSS Trust Trust Headquarters Knockbracken Healthcare Park Belfast BT8 8BH	Tel: 02890 790673
Ulster Community & Hospital HSS Trust 22-25 Regent Street Newtownards BT23 4AD	Tel: 02891 816666

Northern Trust

AGENCY	CONTACT DETAILS
Homefirst HSS Trust The Cottage 5 Greenmount Avenue Ballymena BT43 6DA	Tel: 02825 633700
Causeway HSS Trust 8E Coleraine Road Ballymoney BT53 6BP	Tel: 02894 666000

PSNI CHILD PROTECTION AND SEXUAL OFFENCES UNITS

AGENCY	CONTACT
Newtownabbey Care Unit Newtownabbey Police Station 416 - 426 Shore Road Newtownabbey BT37 9RT	Tel: 02890 650222
Newtownards Care Unit Newtownards Police Station 4-40 John Street Newtownards BT23 4LZ	Tel: 02890 650222
Portstewart Care Unit Portstewart Police Station 59 Coleraine Road Portstewart BT55 7HP	Tel: 02870 835254
Willowfield Care Unit Willowfield Police Station 227 Woodstock Road Belfast BT6 9DN	Tel: 02890 650222
Woodburn Care Unit Woodburn Police Station 139 Stewartstown Road Suffolk Belfast BT11 9NB	Tel: 02890 650222
Lisburn Road Care Unit Lisburn Road Police Station 276 Lisburn Road Belfast BT9 6GG	Tel: 02890 650222

AGENCY	CONTACT DETAILS
Ballymena Care Unit Ballymena Police Station 26 Galgorm Road Ballymena BT43 5EY	Tel: 02825 653355
Cookstown Care Unit Cookstown Police Station 19 Molesworth Road Cookstown BT80 8NT	Tel: 02886 766000
Enniskillen Care Unit Enniskillen Police Station 48 Queen Street Enniskillen BT74 7JR	Tel: 02866 322823
Mahon Road Care Unit Mahon Road Police Complex Portadown BT62 2EH	Tel: 02838 334411
Maydown Care Unit Maydown Police Complex Maydown Road Londonderry BT47 1TU	Tel: 02871 367337
Newry Care Unit Ardmore Police Station 3 Belfast Road Newry BT34 1EF	Tel: 02830 650222

COUNCIL FOR CATHOLIC MAINTAINED SCHOOLS

AGENCY	NAME AND STATUS	CONTACT DETAILS
Down & Connor Diocesan 193 - 195 Donegall Street Belfast BT1 2FL	<u>Designated Officer</u> Mrs Margaret McGuckin	Tel: 02890 327875 Fax: 02890 327866
Dromore Diocesan 56 Armagh Road Newry BT35 6DN	<u>Designated Officer</u> Mr Martin Cromie	Tel: 02830 262423 Fax: 02830 266703
Armagh Diocesan 1 Killymann Road Dungannon BT71 6DR	<u>Designated Officer</u> Mr Paddy Hoey	Tel: 02887 752116 Fax: 02887 752783
Clougher Diocesan Ros Erne House 8 Darling Street Enniskillen BT74 7EP	<u>Designated Officer</u> Ms Suzette Bracken	Tel: 02866 322709 Fax: 02866 327939
Derry Diocesan 1A Millar Street Londonderry BT48 6SU	Designated Officer Mr Brendan Smyth	Tel: 02871 261931 Fax: 02871 271368

4 Contacts and Helplines

Helplines:

NSPCC
Jennymount Court
North Derby Street
Belfast BT15 3HN
Tel: 02890 351135

NSPCC Child Protection Helpline
24 hours call free -
0808 800 5000

NI Childline
PO Box 1111
Belfast BT1 7DZ
Tel: 0870 336 2943

Contact Youth Counselling Services
139 Ravenhill Road
Belfast (4pm - 9pm)
Tel: 02890 457848
Helpline: 'Youthline' 0808 808 8000

Childline UK
Freepost 1111
London N1 0BR
Tel: 0800 1111 (free)

45 Folgate Street
London E1 6GL
Tel: 0207 650 3200

Other useful contacts:

Child Care (NI)
216 Belmont Road
Belfast BT4 2AT
Tel: 02890 652713

Children's Law Centre
2nd Floor, Philip House
124-137 York Street
Tel: 02890 245704
Advice Line: 02890 434242

Youthnet
The Warehouse
7 James Street South
Belfast BT2 8DB
Tel: 02890 331880

Barnardos
Childcare Office
542-544 Upper Newtownards Road
Belfast BT4 3HE
Tel: 02890 67233 Fax: 02890 672399

Kidscape
2 Grosvenor Gardens
London SE1 0DH
Tel: 020 7730 3300

Save the Children
Popper House
15 Richmond Park
Belfast BT10 0HB
Tel: 02890 431123 Fax: 02890 431314

Anxiety, Depression and Stress

Aware Defeat Depression 02890 321734
Aware Helpline (10am - 4pm) 0845 120 2961

Bereaved by Suicide

PIPS Ballynahinch 07729 139 275
PIPS Downpatrick 07709 861 310
PIPS Newcastle 07756 795 044

Bereavement

CRUSE Bereavement Care 02890 434600
CRUSE Helpline (9am - 5pm) 0870 167 1677
Young Peoples Helpline 0808 800 1677

Down & Lisburn Health & Social Services Trust Services

Children & Adolescent & Family Services (Mental Health) 02892 501265
Family & Childcare Services - Lisburn Health Centre 02892 665181
Family & Childcare Services - Downpatrick Health Centre 02844 613511
(referrals to Childrens Disability Services
81 Market Street, Downpatrick, Co Down BT30 6LZ)
Ballynahinch Community Services 02897 565456

Eating Disorders

Eating Disorders Association 02890 235959

Mental Illness

NI Association of Mental Health 02890 328474
Action Mental Health - Downpatrick 02844 613791
Action Mental Health - Lisburn (The Junction 16-25 yr olds) 02892 676196

Family & Childcare Support

Parents Advice Centre 02890 310891
Gingerbread NI 02890 231417
NSPCC 02890 351135
NSPCC Child Protection Helpline 0808 800 5000
Childline NI 0870 336 2945
Childline Helpline 0800 1111

Hospitals

Lagan Valley Hospital 02892 665141
Downe Hospital 02844 613311

Relationships. Sexuality & Sexual Health Support

Relate 0870 242 6091
The HIV Support Centre 02890 249268
Caa Friend - Gay Helpline 02890 322023
Caa Friend - Lesbian Helpline 02890 238668
The Rainbow Project 02890 319030
Brook Clinic 02890 328866
FPA 02890 325488

Substance Misuse Services

AA Central Number	02890 434848	
Al-Anon and Alateen	02890 682368	
Dunleney Substance Advice Centre		02890 611162
RE-SOLV NI	02890 702493	
National Drugs Helpline	0800 77 66 00	
ASCERT	02892 604422	

Suicidal

Samaritans	02890 664422	
Samaritans Helpline	08457 90 90 90	
Youthline	0808 808 8000	

Counselling Services

Contact Youth	02890 457848	
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Further Information

If you require further information on any of the following:

- Recruitment and volunteers
- Contact and Helplines
- Our School Statement for Pupils and Child Protection
- UNOCINI – Referral form for Child in Need and Child Protection
- Family Works – Referral Form
- Child Protection Conference form
- SBNI

See Full Child Protection Policy available from:

- Mrs R Bradley – Designated Teacher for Child Protection
- Mrs S Convill – Deputy Designated Teacher for Child Protection
- Miss S Hynds – Principal
- Mrs S Hynds – In charge of Lunchtime Supervisors
- Ms I Leckey – In charge of Cleaning Staff
- Mrs B Gilmore – In charge of Canteen staff
- Mrs K Maxwell – In charge of Administration staff