

SACRED HEART GRAMMAR SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

1. Child Protection Ethos

We in Sacred Heart Grammar School are fully committed to the care and protection of the children in our care. We aim to provide a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, Teaching and Non-Teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools – A guide for Schools” (DENI 2017/04) and the Area Child Protection Committees’ Regional Policy and Procedures (2005).

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

- It is a child’s right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident, the child’s welfare must be paramount: this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child’s interest must always come first.

3. 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 of other school policies including:

- Pastoral Care Policy
- Positive Behaviour Policy.
- Anti-Bullying Policy.
- Special Educational Needs Policy.
- Safe and Acceptable Use of the Internet and Digital Technologies Policy. (*Under Review*)

**These policies are available via the school app and the school website at www.shsnewry.com
Any parent requiring a hard copy should contact the School Principal.**

4. School Safeguarding Team

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

- Designated Teachers: Mrs B Rankin-Sands & Mrs L Curtis.
- Deputy Designated Teacher: Mrs S McCaffery, Mrs M Bell, Mrs M T Brennan, Mrs F Quinn
- Principal: Mr P Kane.
- Designated Governor for Child Protection: Sr M James.
- Chair of the Board of Governors: Mrs P Gilsenan.

5. Roles and Responsibilities

5.1 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 the school's child protection arrangements for parents.
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate.
- Liaise with the Designated Officers for Child Protection at DE Child Protection Support Service for Schools (CPSSS)
- Maintain records of all child protection concerns.
- Keep the School Principal informed.
- Provide written annual report to the Board of Governors regarding child protection.

5.2 The Principal

The Principal must ensure that:

- The safeguarding and child protection arrangements in school are in keeping with the guidance in the DE document: 'Safeguarding and Child Protection – A Guide for Schools'. (DE circular 2017/04)
- That a designated teacher and deputy/deputies 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.

5.3 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 termly updates and full Annual Designated Teachers' Report.
- Recruitment, selection and vetting of staff.

5.4 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 termly updates and a full written annual report in relation to child protection activity.

5.5 Other Members of School Staff

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

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.

5.6 Parents

Parents should play their part in Child Protection by:

- completing the “explanation for absence” note in the student planner on the child’s return to school after an absence, so as the school is reassured as to the child’s situation.
- letting the school know in advance if their child is staying at an address other than their own home.
- familiarising themselves with the school’s Pastoral Care, Anti Bullying, Positive Behaviour, Safe and Acceptable Use of the Internet and Digital Technologies and Child Protection Policies.
- reporting to the office when they visit the school.
- raising concerns which they have in relation to their child with the school.

5.7 The Board of Governors

Board of Governors must ensure that:

- the school has a Safe-Guarding and 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.

6. What Is Child Abuse?

The following definitions of child abuse are taken from *Cooperating to Safeguard Children and Young People in Northern Ireland (2016)*

6.1 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.

6.2 Types of Abuse

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. The abuse may take a number of forms including:

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

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology).

Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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

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

Exploitation¹ is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature

Sexual Exploitation of Children and Young People

Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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.

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

Emotional Abuse

¹ Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

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

Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
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.	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.

Child Sexual Exploitation

Physical Indicators	Behavioural Indicators
Unexplained signs of physical harm, such as bruising and cigarette burns	Going missing for periods of time or returning home late regularly; skipping school or being disruptive in class; unexplained gifts or possessions that can't be accounted for; health problems which may indicate an STD; mood swings and changes in temperament; using drugs/alcohol; displaying inappropriate sexualized behaviour

7. Procedures for Making Complaints in Relation to Child Abuse

7.1 How a Parent can make a complaint

At Sacred Heart Grammar School, 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 or to the NI Public Services Ombudsman. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

7.2 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 of concerns, or are 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 CPSSS 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 a referral needs to be made the designated teacher will telephone Social Services Gateway Team. 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 CPSS 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**.

7.3 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 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 Chairperson of the Board of Governors will be informed immediately.

Child protection procedures will be followed in keeping with current Department of Education guidance. This procedure 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

8. 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.

9. Confidentiality And Information Sharing

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

10. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked cupboard. 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.

11. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the school are vetted in accordance with relevant legislation and departmental guidance.

12. Code Of Conduct For all Staff Paid Or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behavior towards the child and young people in their charge must be above reproach. The school's code of conduct is available on request.

13. Staff Training

Sacred Heart Grammar School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and Procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and refresher training every other year. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

14. The Preventative Curriculum

Personal Development lessons are delivered during Form Period where students are encouraged to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates. Year Heads devise appropriate programmes to address topical issues relevant to their respective year groups. Student Support is provided by trained counsellors on site and may be accessed by students directly or via teacher referral.

During the school year child protection issues are addressed through PSHE, assemblies, talks etc, while posters of child protection information are widely displayed throughout the school building. The school 'Anti-Bullying Ambassadors', a team of students from different year groups, have been trained to play a role within school in raising awareness of how bullying behaviours are to be avoided.

Other initiatives which address child protection and safe guarding issues:

- All students are provided with an Acceptable Use of Digital Technologies policy as part of the Registration process, this includes an agreement to be signed by student and parent.
- Specific PSHE lessons address the importance of online-safety.
- Subject Teachers provide guidance on internet safety whenever its use is required within a classroom/subject task.
- Particular guidance is provided for those students who 'Bring Their Own Devices' to school.
- The use of Mobile Phones in school is prohibited, unless permission is granted by a teacher.
- Parents and students are offered information and advice as appropriate throughout the school year via messages on the school app and/or website relating to current social media or other e-safety issues.
- Speakers from outside agencies are regularly invited to address groups of students on a range of child protection issues such as: improving mental health, coping with stress, suicide awareness, internet safety.

15. Monitoring And Evaluation

The Safeguarding Team in Sacred Heart Grammar School 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 2018

Signed:

_____ (Designated Teacher)

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Appendix 1

**Sacred Heart Grammar School
Child Protection Incident Report**

Child's Name: _____

D.O.B. _____

Class: _____

Details of Incident/Disclosure*

Name of Person completing the report: _____

Designation: _____

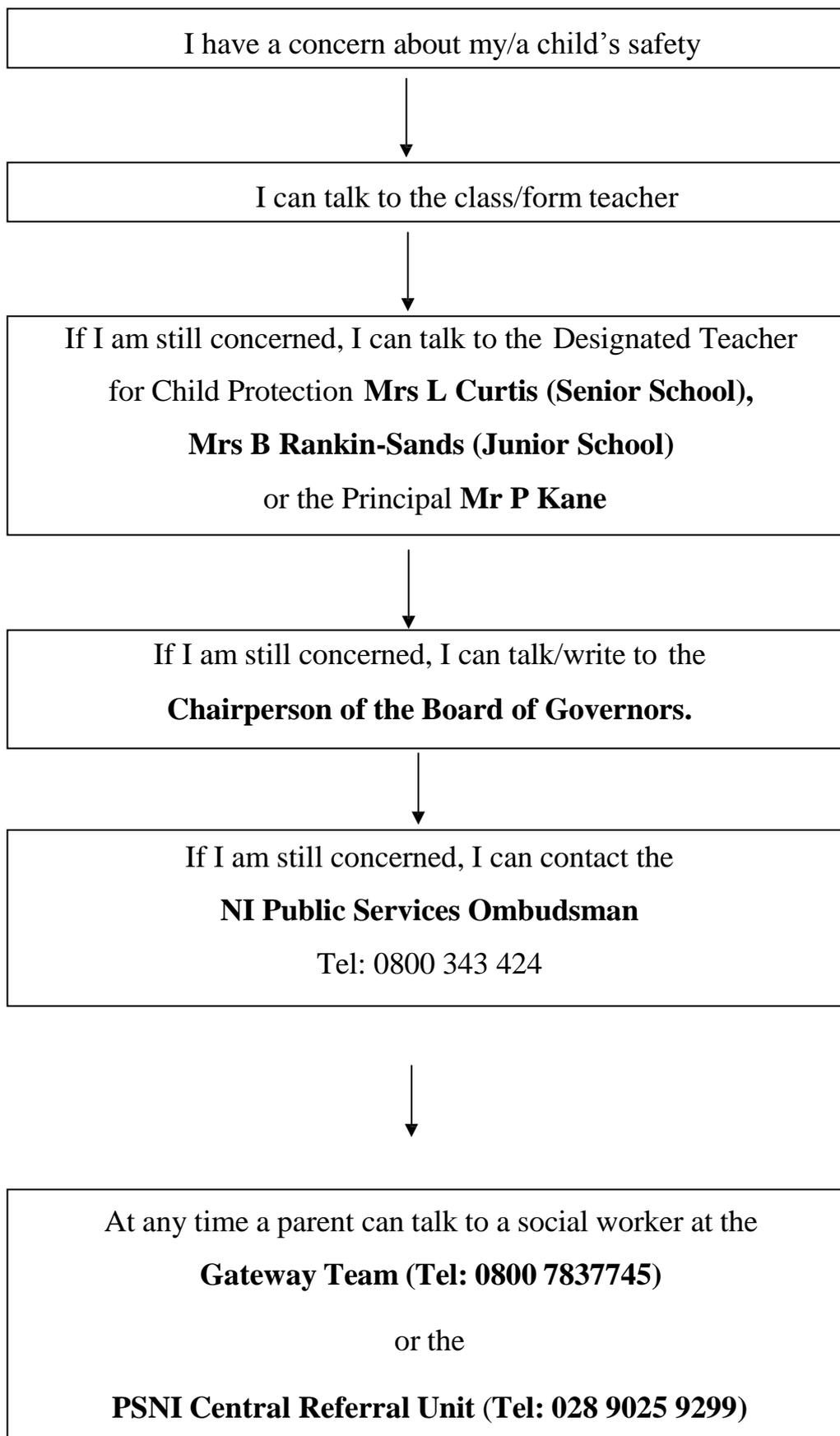
Signature: _____

Date: _____

*** Record actual words used by the child/young person**

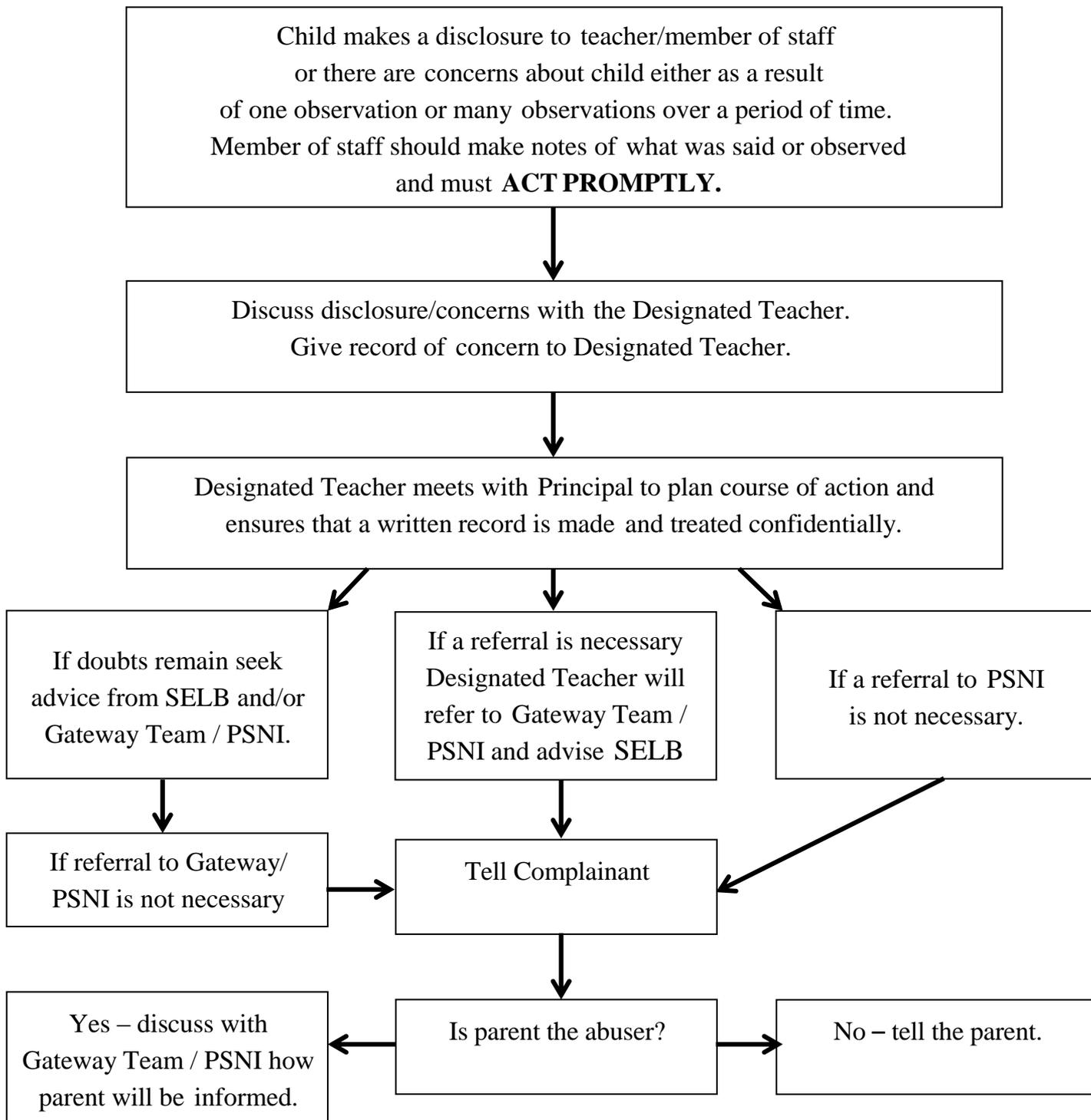
Appendix 2

How a Parent can make a Complaint



Appendix 3

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



Useful Contact Numbers

Southern Health & Social Care Trust (Tel: 028 30825000)

PSNI Central Referral Unit (Tel: 028 9025 9299)

Appendix 4

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

