

Safeguarding & Child Protection Policy



Rosstulla School

'Together Towards Tomorrow'

Agreed by Governing Body September 2018

Rosstulla School
“Together Towards Tomorrow”
CHILD PROTECTION POLICY & PROCEDURES
2018/19
Agreed by Governing Body, Sept 2018. To be reviewed August 2019

Rosstulla School caters for pupils with Moderate Learning difficulties with a varying range of additional complex needs whose ages range from 4 years 6 months to 17 years.

Safeguarding / child protection ethos

Everyone at Rosstulla plays a part in keeping children and young people safe from harm and abuse. All staff, both teaching and non-teaching, have a responsibility to ensure that the protection and welfare of our students is paramount.

“Safeguarding is more than **child protection**. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration”.

Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

Our school aims reflect our belief that our pupils have the right to a happy, secure and supportive environment and acknowledge the need to maintain and develop the school’s Pastoral Care System.

The roles and responsibilities of the Designated Teachers

Designated Teacher	- Mrs Avril Fryers (Vice Principal)
Deputy Designated Teacher	- Mrs Suzanne Sloan (Secondary)
Deputy Designated Teacher	- Mrs Fiona Jamison (Primary)

The Designated Teacher (D.T.) is the initial contact if raising concerns re a child protection issue - staff should raise concerns directly to the D.T. and avoid discussing the issue with other staff members (in the interests of confidentiality).

It is the duty of the D.T. to co-ordinate action on child protection matters.

The role of the Deputy Designated Teacher (D.D.T.) is to work co-operatively with the D.T. in fulfilling her responsibilities. She works in partnership with the D.T. so that she develops sufficient knowledge and experience to undertake the duties of the D.T. when required.

School's Safeguarding Team

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school has a Safeguarding Team which comprises of:

Chair of the Board of Governors (Dr Alan Preston)

Designated Governor for Child Protection (Mrs Lynda Stewart)

Principal (Miss Laura Matchett)

Designated Teacher (Mrs Avril Fryers)

Deputy Designated Teacher – Secondary Dept (Mrs Suzanne Sloan)

Deputy Designated Teacher – Primary Dept. (Mrs Fiona Jamison).

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school. The responsibilities of the team should include:

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

Recognising Child Abuse

“Children may be abused by a parent, sibling or other relative, a carer (i.e. a person who has actual custody of a child, such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or young person. The abuse may be the result of a deliberate act or failure on the part of a parent or carer to act or to provide proper care, or both.”

(extract from “Co-Operating to Protect Children” (*Children(N.I.) Order 1995*, Volume 6)

There are four categories of abuse under which a child/young person may be placed on the Child Protection

Register: (*see Appendix 4 for details*)

- **Neglect**
- **Physical**
- **Sexual**
- **Emotional**

Exploitation (Child sexual exploitation -CSE)

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.

The definitions of these categories are clearly laid out in the DENI publication – *Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017*

Procedures of Reporting suspected (or disclosed) child abuse.

The Designated Teacher (D.T.) for child protection is Mrs Avril Fryers. In her absence Mrs Suzanne Sloan (Secondary), & Mrs Fiona Jamison (Primary), Deputy Designated Teachers (D.D.T.) 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 Social Services – but should report the concerns immediately to the D.T., discuss the matter with her and keep a comprehensive written record.
- The D.T. will clarify the situation. She will immediately inform the E.A. C.P.S.S. Child Protection Officer by phone.
- It is not, however, her role to investigate the complaint. She will liaise with Social Services and the P.S.N.I. over cases of actual or suspected abuse. If required, she will then complete a U.N.O.C.I.N.I. (Understanding the Needs of Children in Northern Ireland) form and forward it to Gateway (Social Services).
- The procedures to be followed are clearly laid out in Appendix 1 & 2.
- The D.T. will also discuss the matter with the Principal as a matter of urgency to plan a course of action, and again, ensure a written report is recorded.

If a complaint about possible child abuse is made against a member of staff:

- The Principal must be informed immediately (or D.T. if Principal is not available). For details on further action – see Appendix 2.
- 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 Chairperson of Board of Governors will be informed immediately.

If a parent/carer wishes to raise a concern about his/her/a child's safety – see Appendix 3

If you are not satisfied with the manner with which your complaint/concern has been handled, the matter should be referred to the D.D.T. or to the Chairman of the Board of Governors, Dr Alan Preston.

Support for Schools

Staff can seek external guidance and advice from the following individuals/services:

E.A. Child Protection Support Services (C.P.S.S.)	028 95 985590
Mrs Sharon Crawford (Head of Children's Disability Services)	028 94 424600
P.S.N.I. Central Referral Unit	028 90 259299
Childline	0800-1111

Contribution of the Curriculum

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

In recent years, the use of "keeping safe messages" and the term "preventative curriculum" have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community

School teaches pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

This is carried out through a range of learning experiences e.g. cross-curricular themes, workshops, presentations by external agencies.

The School Governors have ultimate responsibility for decision making with regard to the inclusion and delivery of the R.S.E. programme within the school and how best to make parents aware of the same.

Vetting of all staff working with our students

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for vetting all people who work with children and vulnerable adults.

From 01 April 2008, the criminal background checking service is provided by Access NI. (see D.E.N.I. Circular No. 2008/03 – available on request from school office).

See also:

D.E. Circular 2013/01 (updated September 2015)

D.E. Circular 2012/19 (volunteers)

The guidelines for selecting and vetting of the school's staff, including volunteers and governors, will be strictly adhered to using the Access NI service.

Security Arrangements within School

In the interests of Child Protection, all visitors must gain entrance via the school security system on the front door. Following entry, all visitors are expected to sign in and gain a visitor's pass which is returned on completion of their visit when they will then sign out.

Confidentiality

All matters relating to child protection are sensitive and care should be exercised when dealing with such matters. Information will be disseminated on a "need to know" basis and all staff must be mindful that such matters should not be openly discussed. It is, however, important to identify that if an issue is raised or information disclosed of a sensitive nature, no promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse. (See Confidentiality Policy for further details).

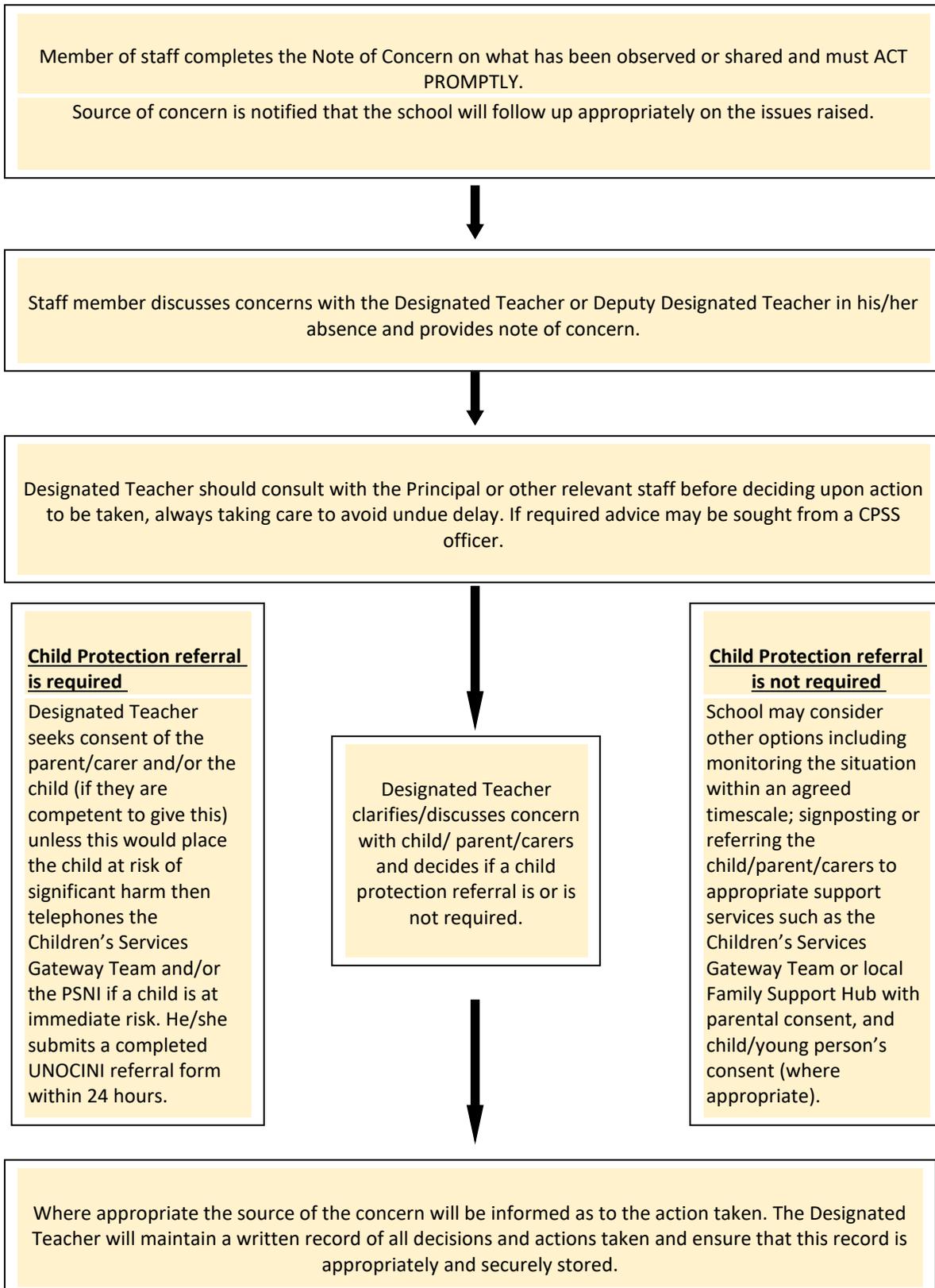
Related Policies: Code of Conduct for Staff, Behaviour, Reasonable Force & Safe Handling, Confidentiality, Anti-Bullying, Intimate Care, E-Safety, Acceptable Use, Attendance, Educational Visits

This policy is reviewed annually and updated as appropriate.

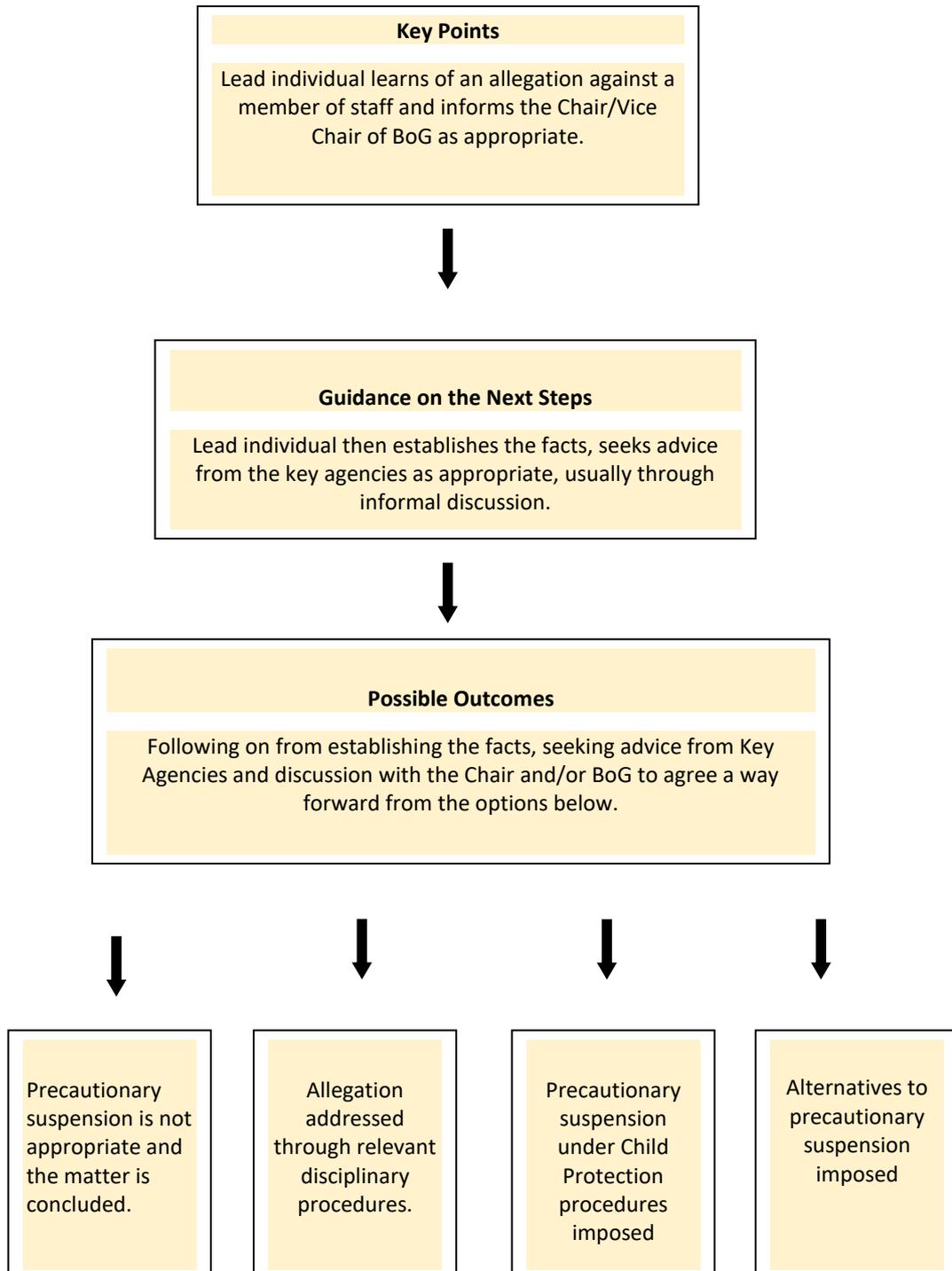
Avril Fryers (Vice Principal)

September 2018

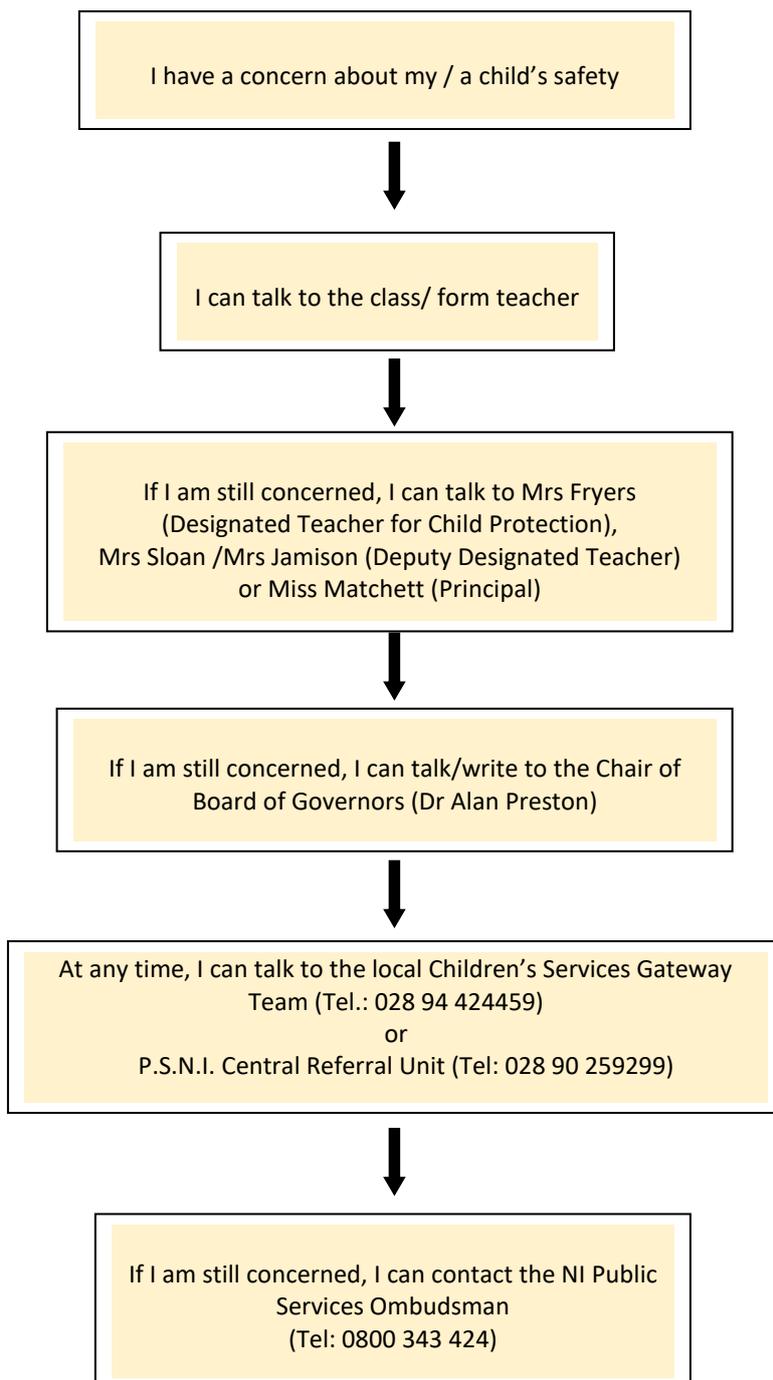
Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff



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



If a parent has a potential child protection concern:



Child 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 opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

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

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

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

Domestic Violence and Abuse is:

'Threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) by a current or former intimate partner or family member'.

Sexual Violence and Abuse is:

'Any behaviour (physical; verbal, virtual/digital) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) without their informed consent or understanding.