

# **Lisneal College**



## **Safeguarding and Child Protection Policy**

Date Ratified by Board of Governors:

Date of Review:

## **Child Protection Ethos**

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

### **1. Principles**

The general principles which underpin our work are those set out in the Convention on the Rights of the child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003, the Department of Education (Northern Ireland) guidance 'Pastoral Care in Schools- Child Protection'(DENI Circular 99/10, the Area Child Protection Committees' Regional Policy and Procedures (2005), Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Safeguarding Board Act Northern Ireland (2011).

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

- It is the 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 a conflict the child's interest must always come first.

### **2. Other Relevant Policies**

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

- Behaviour for Learning Policy

- Pastoral Care Policy
- Bullying Prevention Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Relationships and Sexuality Education Policy
- Use of Mobile Phones Policy
- Attendance Policy
- Complaints Policy
- Intimate Care Policy
- Positive Handling Policy

### **3. Roles and Responsibilities**

#### **3.1 The School Safeguarding Team**

The following are members of the school's safeguarding team:

- Chairman of the Board of Governors - Mr P. Eakin
- Designated Governor for Child Protection - Mrs L. Watson
- Principal – Mrs R. Mullan
- Designated Teacher for Child Protection – Mrs L. Loughery
- Deputy Designated Teachers for Child Protection – Mrs K. McAvoy and Miss U. Bradley

The main role of the team is to:

- Ensure the safety and wellbeing of all students in our school.
- Monitor and periodically audit the safeguarding and child protection arrangements in the school.
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements.
- Provide support for the Designated and Deputy designated teachers in the exercise of their child protection responsibilities.

The roles and responsibilities of individual members of the safeguarding team are summarised in **Appendix 1**.

#### **3.2 The Board of Governors**

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- A Designated Governor for Child Protection is appointed.

- A Designated and Deputy Designated Teacher for Child Protection are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- Ensuring that safeguarding/child protection is a standard item on the agenda of Board of governor meetings.
- Approving the school's Safeguarding and Child Protection Policy at least once every 2 years.
- Ensuring the school has a Bullying Prevention Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- Ensuring all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- Receiving annual child protection reports.
- Ensuring there is a staff code of conduct for all adults working in the school.
- Attending relevant child protection/safeguarding training for Governors.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.

### 3.3 School Staff

- All staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher for Child Protection.
- Concerns must be made in writing using the 'Child Protection Online Management System' (CPOMS).
- Form Teachers or Team Principals should use the 'Continuous Monitoring of Neglect' template included in this policy (**Appendix 9**) to record and monitor concerns over attendance and punctuality, presentation, behaviour, relationships, health and attitude/disposition.
- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures.
- **Staff should not** investigate, nor should they ask leading questions.

### 3.4 Parents

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

Parents can play their part in safeguarding by:

- Sharing any concerns, they may have in relation to their child with the school.
- Informing the school if the child has a medical condition or educational need.

- Informing the school if there are any Court Orders relating to the safety or wellbeing of a parent or child.
- Informing the school if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Informing the school if there are any changes to arrangements about who brings their child to and from school.
- Ensuring procedures for absence, such as providing the form teacher with a written reason for absence upon return to school, are followed at all times.
- Closely monitoring their child's use of mobile devices, including social media.
- Familiarising themselves with the schools safeguarding policies e.g. Bullying Prevention Policy, Behaviour for Learning Policy, Safeguarding and Child Protection Policy and Pastoral Care Policy.

More information on parental responsibility can be found on the EA website at:

[www.eani.org.uk/schools/safeguarding-and-child-protection](http://www.eani.org.uk/schools/safeguarding-and-child-protection)

## 4. Child Protection Definitions

### Definition of Harm

*(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)*

Harm can be suffered by a child or a young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

**(Co-operating To Safeguard Children and Young People in Northern Ireland 2016)**

Harm can be caused by:

- Physical abuse - 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 - 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.
- Neglect - 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.
- Exploitation - the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

## 5. Dealing with Abuse

### 5.1 Signs and Symptoms of Abuse

A comprehensive overview of Signs and Symptoms of different categories of abuse are included in **Appendix 5**.

### 5.2 Specific Types of Abuse

In addition to the types of abuse described in section 4 there are also some specific types of abuse that we in Lisneal College are aware of and have therefore included them in our policy. Please see these in **Appendix 3**.

### 5.3 Children and Young People with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 6**.

### 5.4 Dealing with Disclosures of Abuse

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

**Receive** – Listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

**Reassure** – Ensure the child is reassured that he/she will be safe, and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

**Respond** – Respond to the child only as far as is necessary for you to establish whether you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions as this may invalidate your evidence and the child in any later court proceedings. Do not criticise the perpetrator as the child may love this person and reconciliation may be possible. Explain what you must do next and who you have to talk.

**Record** - Make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what is seen and said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries.

Under no circumstances should a child be photographed, or a child's clothing removed. Do not destroy original notes.

**Report** - Refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

## **5.5 Responding to Safeguarding and Child Protection Concerns**

### **How can a parent raise a concern?**

We aim to work closely with parents/guardians in supporting all aspects of their 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:

- Their child's Form Teacher
- Their child's Team Principal
- The relevant Head of School
- The Vice-Principal (Pastoral Care) who is also the Designated Teacher for Child Protection
- The Deputy Designated Teacher for Child Protection
- The Principal

If they are still concerned, they may talk to the Chair of the Board of Governors.

At any time, a parent may talk to a social worker in the local Gateway team, The PSNI Central Referral Unit or to the NI Public Services Ombudsman. Details of who to contact are shown in the flowchart in **Appendix 10**.

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

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 these concerns immediately to the Designated Teacher using CPOMS (**Appendix 11**).

This record should be factual, objective and include what was seen, said, heard or reported. It should include details of the place and time and who was present and



should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she may also seek advice or clarification from Social Services (Gateway Team) or from the Education Authority Designated Officer for Child Protection. The Designated Teacher may also seek clarification from the child or young person and/or their parent/carer. If felt appropriate they may invite the young person's parent/carer to be present when speaking to their child. However, this may not always be possible or necessary, especially as it is not the role of the Designated Teacher to investigate but rather to try and clarify facts.

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

Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral. Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. A copy of the UNOCINI form will be placed in the school's child protection file.

## **5.6 Consent**

Prior to making a referral to Social Services the consent of the parent/carer and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would:

- put that child, young person or others at increased risk of significant harm
- put an adult at risk of serious harm
- undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible, respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will make referral in cases where consent is withheld if we believe on

the basis of the information available that is in the best interests of the child/young person to do so.

This procedure with names and contact numbers is shown in **Appendix 11**.

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

When a complaint about possible child abuse is made against a member of staff the Principal (or Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 7** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

**6. Attendance at Child Protection Case Conferences and Other Social Services Meetings.**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend initial and review Child Protection Case Conferences, Core Group Meetings or Family Support Meetings convened by the Health & Social Care Trust. Form Teachers and Team Principals may also attend if appropriate. Feedback will be given to staff on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored and supported in accordance with their child protection plan.

**7. 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 investigation agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. 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.

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

## **8. Operation Encompass**

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

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

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

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

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022.](#)

## **9. Record Keeping**

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

In order to meet these requirements all child protection records; information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher(s) and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

## **10. Safe Recruitment Procedures**

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

## **11. 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 behaviour towards the child and young people in their charge must be above reproach.

All members of staff are expected to comply with the schools Code of Conduct for Employees and Volunteers which is included as **Appendix 2** to this policy.

## **12. Staff Training**

When new staff or volunteers start at the school they are provided with a summarised copy of the Child Protection Policy and Code of Conduct. Full copies are available both in electronic and paper copy upon request. All staff receive basic child protection awareness training and annual refresher training. The Principal Designated Teacher/Deputy Designated Teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Services for schools.

## **13. Safeguarding in the Curriculum / The Preventative Curriculum**

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

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

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent Safeguarding notice board in the school's front foyer. This displays the school's Safeguarding Team and child helpline numbers.

#### **14. Monitoring and Evaluation**

This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the schools Safeguarding Team. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

<b>Date Policy Reviewed:</b>	
<b>Signed:</b>	<b>Designated Teacher</b>
<b>Signed:</b>	<b>Principal</b>
<b>Signed:</b>	<b>Chair of Board of Governors</b>

## **Appendix 1**

### **The School Safeguarding Team**

#### **Roles & Responsibilities**

##### **1. Chair of the Board of Governors**

The Chair of the Board of Governors:

- Has a pivotal role in creating and maintaining a safeguarding ethos.
- Receives training from CPSS and HR.
- Assumes lead responsibility in the event of a CP complaint or concern about the principal.

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school.
- Ensuring that a Designated Governor for Child Protection is appointed.
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection.
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensuring that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report.

##### **2. Designated Governor for Child Protection**

**The Designated Governor for Child Protection takes the lead in Safeguarding and Child Protection issues in order to advise 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, vetting and induction of staff.

The designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the designated teacher.

### **3. Principal**

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular 'Pastoral Care in Schools – Child Protection' (1999) is implemented within the school.
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda.
- Maintaining and securely storing the School Record of Child Abuse Complaints and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection.
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

### **4. Designated and Deputy Designated Teacher(s) for Child Protection**

Every school is required to appoint a Designated Teacher with responsibility for child protection. They must also appoint a Deputy Designated Teacher who as a member of safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing child protection training for all teaching and non-teaching staff. Whole school training will be delivered a minimum of once every two years.
- Taking lead responsibility for the development and annual review of the school's child protection policy.
- Promoting a child protection ethos in the school.
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns.
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse.
- Making referrals to other agencies.
- Maintaining and securely storing appropriate child protection records.
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable.
- Providing an annual report to the Governors on child protection activity.

The Deputy Designated Teacher will deputise for them in their absence.

## **Appendix 2**

### **Code of Conduct for Staff & Volunteers**

#### **Introduction**

This Code of Conduct 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. It is built on the premise that staff must always be mindful of the fact that they hold position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. However, it is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff.

#### **Private meetings with pupils**

- A. Staff should be aware of the possible misconceptions or potential risks which may arise from private interviews with individual pupils. It is recognised that in the normal course of school life 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. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.
- C. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern he or she should ensure that another adult (or if this is not possible another pupil) is present or nearby.

#### **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.
- D. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- E. Staff who need 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.
- F. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- G. 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 the Vice-Principal (Pastoral).
- H. 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.

### **Choice and Use of Teaching Material**

- 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 teacher, might after the event be criticised.
- C. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

### **Relationships and Attitudes**

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.

## **E-Safety and Internet Use**

- A. Staff must exercise caution when using information technology and be aware of the risks to themselves and other. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times.
- B. Staff should be mindful of the potential risks involved in the use of social networking sites accessed by pupils.
- C. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- D. Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts established by others.
- E. Contact with students should only be made via the use of school email accounts or telephone equipment when appropriate.
- F. Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given.

## **Conclusion**

It would be impossible and inappropriate to lay down fixed 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. It is therefore important that staff exercise judgement and seek advice if unsure about a situation. From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

## Appendix 3

### Specific Types of Abuse

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

If the staff in Lisneal College become aware of signs that may indicate grooming they will take prompt action and follow the school's child protection policies and procedures.

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

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

**The potential indicators of CSE can include, but are not limited to:**

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care.
- Returning distraught/dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend'
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self-harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it not.

**Domestic and Sexual Violence and Abuse** can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

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

**Female Genital Mutilation (FGM)** is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

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

### **Child Abuse in Other Specific Circumstances**

#### **Bullying**

Bullying is not defined as a category of abuse with the Area Child Protection Committees 'Regional Policy and Procedures (2005)'. The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at extreme cause them significant harm (including self-harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when bullying prevention procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm or where concerns exist in relation to the parent's/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

## **Appendix 4**

### **Children who Display Harmful Sexualised Behaviour**

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

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy,' 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention; however, consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

#### **What is Harmful Sexualised Behaviour?**

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's 'Promoting Positive Behaviour Policy', but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and we will follow the procedures in the child protection policy and seek support from the EA CPSS.

## **E Safety and Internet Abuse**

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

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

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

We in Lisneal College have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will educate pupils on how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

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

### **Sexting Between Individuals in a Relationship**

As part of the Key Stage 3 Personal Development curriculum students are educated in the dangers of sharing sexualised messages and/or images, even in trusted relationships.

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

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

### **Sharing an Inappropriate Image with an Intent to Cause Distress**

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

If a young person has shared an inappropriate image of themselves that is now being shared further, the child protection procedures of the school will be followed.



## Appendix 5

### **Signs and Symptoms of Abuse**

The information contained in this section is not an exhaustive list. It helps provide guidance for staff and should not be used as a checklist.

*Signs and symptoms are indicators and simply highlight the need for further investigation and assessment,*

The first indication that a child is being abused may not necessarily be the presence of a severe injury. Concerns may become apparent in a number of ways such as:

- bruises or marks
- remarks made
- observing inappropriate behaviours or changes in a behaviour
- repeated visits to a general practitioner or hospital

It is important to remember that abused children do not necessarily show fear or anxiety and may appear to have established a sound relationship with their abuser(s).

Suspicious should be raised when:

- there is a discrepancy between an injury and the explanation given, or when conflicting explanations are given.
- there is a delay in seeking treatment for any health problems.
- there is a history of previous concerns or injuries.
- parents show little, or no, concern about the child's condition or show little warmth or empathy with the child.
- there is evidence of domestic violence.

## **Neglect**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
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 there is no carer is at home; Low self-esteem; Persistent non-attendance at school; Exposure to violence including unsuitable videos.

## **Physical Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
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 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; Behaviour extremes (withdrawn or aggressive); Appears frightened or cowed in presence of adults; Improbable excuses to explain injuries; Chronic runaway; Uncomfortable with physical contact; Coming to school early or staying last as if afraid to be at home; Clothing inappropriate to weather – to hide part of body; Violent themes in artwork or stories

## **Emotional Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
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);	Apathy and dejection; Inappropriate emotional responses to painful situations; Rocking/head banging; Inability to play; Indifference to separate from family indiscriminate attachment; Reluctance for parental liaison; Fear of new situation; Chronic runaway; Attention seeking/needing behaviour; Poor peer relationships

## **Sexual Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
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's sexuality; parent/child role reversal; Over concerned for siblings; Poor self-esteem; Self-devaluation; Lack of confidence; Peer problems; Massive weight change; Suicide attempts (especially adolescents); hysterical/angry outbursts; Lack of emotional control; Sudden school difficulties e.g. Deterioration in schoolwork or behaviour; Inappropriate sex play; Repeated attempts to run away from home; Unusual or bizarre sexual themes in children's artwork or stories; Promiscuity; Exposure to pornographic material

## **Appendix 6**

### **Children and Young People with Vulnerabilities**

#### **Children with a Disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse. Those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult.

#### **Children with Limited Fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

The Designated Teachers will work with their Learning Support Co-ordinator along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have.

#### **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

## **Young People in Supported Accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support, as necessary.

## **Young People who are Homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

## **Separated, Unaccompanied and Trafficked Children and Young People**

**Separated Children** and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver.

**Unaccompanied Children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

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

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

## **Children of Parents with Additional Support Needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

### **Gender Identity and Sexual Orientation**

Young people from the LGBTQ+ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

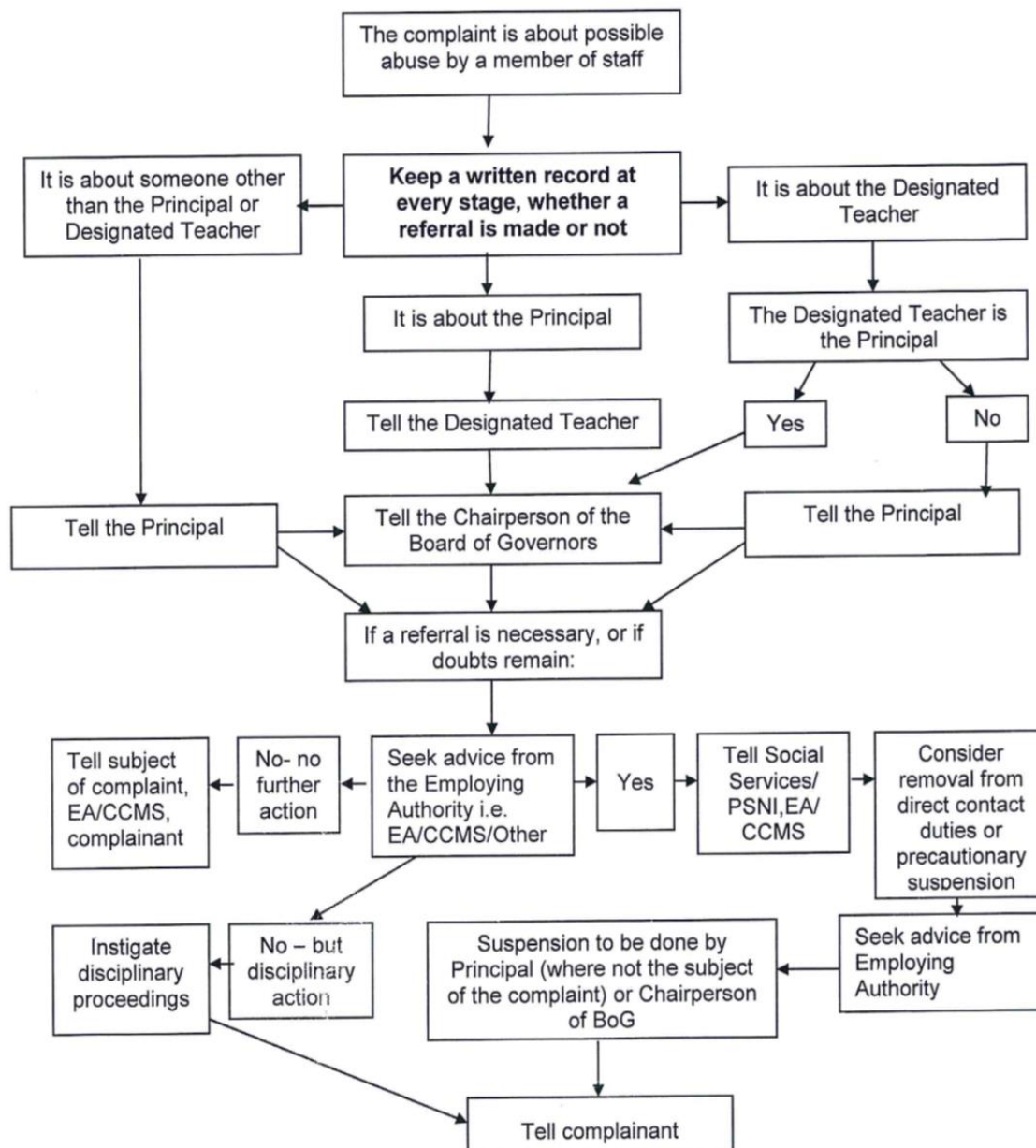
As a staff working with young people from the LGBTQ+ community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

### **Work Experience, School Trips and Educational Visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

## Appendix 7

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



## **Appendix 8**

### **Children and Young People's Behaviours**

#### **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

#### **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

#### **Suicidal Ideation**

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

All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom



English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

### **Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour**

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **Appendix 4** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken, and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

### **Indecent Photographs**

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

### **Young Person whose Behaviour places him/her at Risk of Significant Harm**

A child whose own behaviours e.g., self-harming behaviour, leaving school without permission etc. Places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

### **Domestic Violence and Abuse**

Is defined as threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member. **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).**

## **Sexual Violence and Abuse**

Is defined as 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).

Please note that coercive, exploitative and harmful behaviour includes taking advantages of an individual's incapacity to give informed consent. **(Stopping Domestic and Sexual Violence and Abuse Northern Ireland A Seven Year Strategy: March 2016).**

A child may live in a family where there is domestic abuse, or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the Education Authority's Designated Officer for Child Protection will contact the school in order to help assess the child/young person's needs to ensure that he/she receives appropriate support.

## Appendix 9

### Continuous Monitoring for Pupil at Risk of Neglect

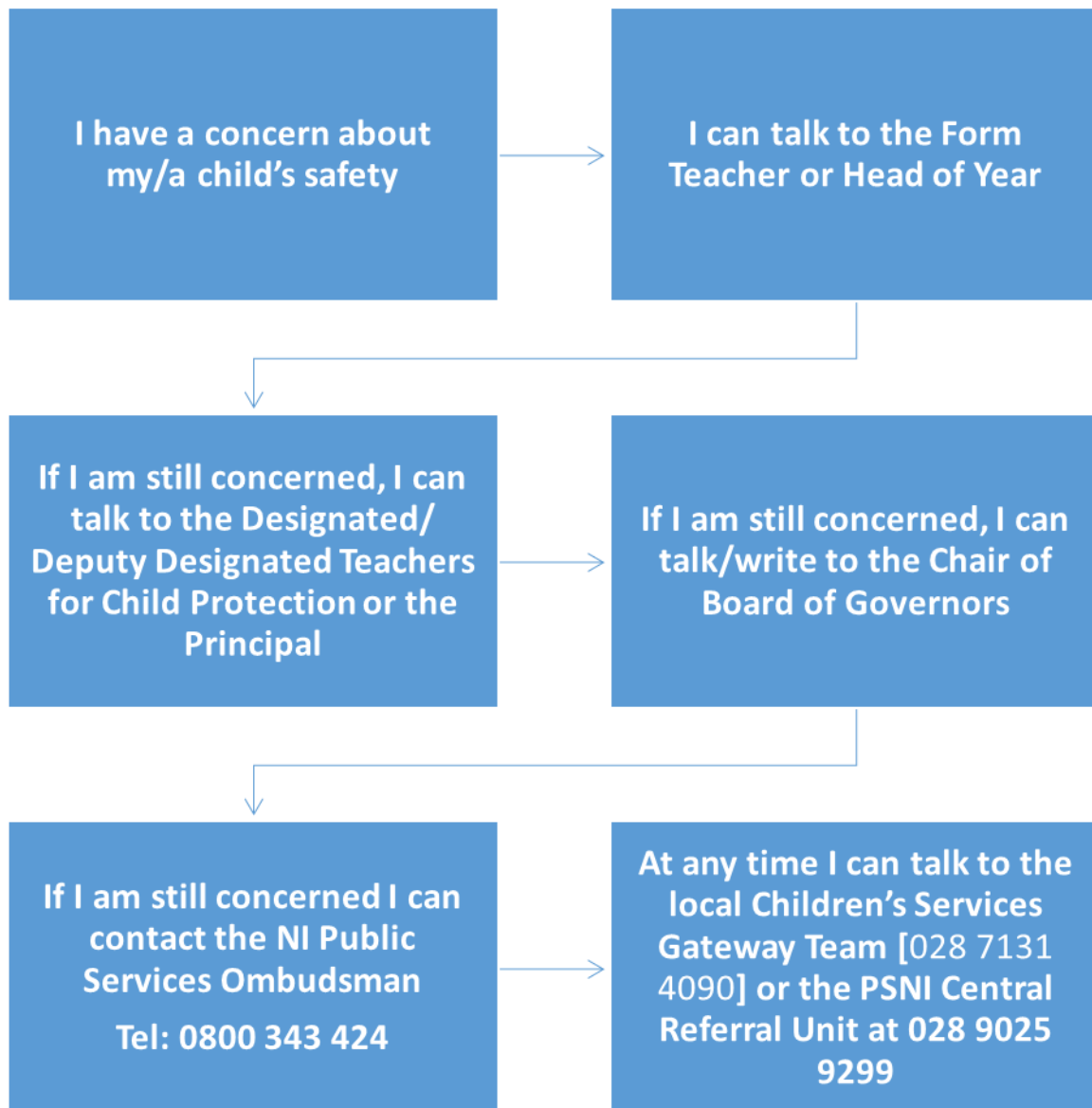


Observations	Initial Comments	Update 1	Update 2	Update 3
Presentation <i>Clothing, footwear, hygiene, hair etc</i>				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:
Attendance and Punctuality				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:
Behaviour				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:

Relationships  <i>With peers and/or staff</i>				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:
Health  <i>General Health, physical health and/or emotional health</i>				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:
Attitude, demeanour and disposition				
	Name:	Name:	Name:	Name:
	Date:	Date:	Date:	Date:

## Appendix 10

### Procedure for Parents who wish to raise a Child Protection Concern



## Appendix 11

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

