

# HOLY TRINITY COLLEGE



## Safeguarding and Child Protection Policy 2017/2018

Promoting: Inspiration, Innovation, Excellence

## CHILD PROTECTION POLICY

This Safeguarding and Child Protection policy is based on guidelines and advice outlined in a recent Department of Education Circular 2017/04: "Safeguarding and Child Protection - A Guide for Schools" issued in May 2017. This supersedes the Circular 1999/10 "Pastoral Care in Schools: Child Protection" and Northern Area Child Protection Committee, Interagency Child Protection Procedures, issued autumn 1997.

There is increasing concern about child abuse and it is essential to have effective arrangements so that everyone who is in a position to help protect abused children, or children at risk of abuse, is enabled to do so effectively, whatever his/her relationship to the children concerned.

Co-operation between the agencies concerned with the protection of children is vitally important.

We in Holy Trinity College have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff have been subject to appropriate background checks. The staff of our school has also adopted a Code of Practice for our behaviour towards pupils. This code is attached to this policy statement.

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

# The Safeguarding Team at Holy Trinity College



**Mrs M Quinn**  
Designated Teacher



**Mrs A Campbell**  
Board of Governors



**Mrs I Russell**  
Principal



**Fr G Tremer**  
Board of Governors

## Deputy Designated Teachers



**Mrs P Coleman**



**Miss L McAlinden**



**Mrs M Tracey**

## DEFINITION OF CHILD ABUSE

The term child abuse includes physical injury, neglect (including emotional neglect), continued ill-treatment and sexual abuse.

**NEGLECT:** the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Signs: consistently poor personal hygiene, concerns about clothing, hunger or supervision, failure to seek appropriate medical attention, when required.

**PHYSICAL ABUSE:** physical injury to a child, whether deliberately inflicted or knowingly not prevented. In the document 'Tackling Violence at home' (DHSSPS/NIO 2005) also highlights the physical abuse of a child, as a result of domestic violence.

Signs: reluctance to go to school, fear of physical contact, no plausible explanation for injuries, self destructive tendencies.

**SEXUAL ABUSE:** the sexual exploitation of a child or young person for an adult's or another young person's sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Signs: promiscuity/risk taking behaviours, reluctance to go home, isolation, over-protective of siblings, inappropriate sexualised language or behaviour.

*Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is a school's responsibility to protect all children and young people from abuse. If you suspect a child/young person of CSE then follow the appropriate reporting guidelines in this policy.*

**EMOTIONAL ABUSE:** Persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effect on the emotional, physical and/or behavioural development of a child.

Signs: inability to accept praise, overreaction, developmental delay, fear of new situations.

**BULLYING:** Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. Bullying can take many forms: isolation, name calling, physical assault etc..and more recently with the wide use of new technology 'cyber-bullying' can occur through mediums such as: Facebook, twitter, e-mails, texts etc... All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified. (See E-safety & Acceptable Use of the Internet Policy and Bullying Information Leaflet for Parents).

**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. *[definition from Co-operating to Safeguard Children and young people in NI 2016]*

**GROOMING:** involves perpetrators 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 a child's/young person's loyalty to and dependence upon the person(s) doing the grooming. Grooming is often associated with Child Sexual Exploitation (CSE).

Adults may misuse online settings eg. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

**GRAVE CONCERN:** while strictly speaking not a form of abuse but a category of registration of abuse, this term covers children whose situations do not currently fit any of the four categories above but where social and medical assessments indicate that they are at significant risk of above. These could include situations where another child in the household has been harmed or the household contains a known abuser.

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 carry out any investigation or examination of the child but should immediately make their concerns known to **Mrs Quinn** (designated teacher for Child Protection); discuss the matter and make full notes. In the absence of **Mrs Quinn**, the Deputy Designated Teachers, **Mrs P Coleman, Mrs M Tracey or Miss L McAlinden** should be informed.

## **PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE**

Any teacher who suspects that a child has been (or is at risk of being) physically, emotionally or sexually abused or neglected will take the following action:

- 1 Record the reason for suspicion/actual works of disclosure.
- 2 The teacher will immediately refer the matter to the designated teacher for Child Protection - **Mrs Quinn** or in her absence, the deputy designated teachers, **Mrs P Coleman, Miss L McAlinden or Mrs M Tracey**. Discuss the matter with the designated teacher who will make full notes.
- 3 The designated teacher will meet with the Principal to plan a course of action and ensure that a written record is made.
- 4 The Principal, in consultation with the designated teacher, will decide whether the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The safety of the child is our first priority.

If a referral is to be made, the designated teacher will inform:

- Social Services or the Care Unit - this will be confirmed by completing a UNOCINI for reporting

At the same time copies of this form will be sent to:

- Designated Officer - EA [Mrs Kathryn Anderson]
- Designated Officer - CCMS

(This will be done in an envelope marked "**CONFIDENTIAL - CHILD PROTECTION**").

- 6 The Schools Education and Welfare Officer will be made aware of a child in care or on the Child Protection Register.
- 7 The designated teacher will prepare a report for a Child Protection Conference focusing on the child's educational progress and achievements etc. There is a standard pro-forma for such a report and this will be brought to any Child Protection Case Conference to which she is invited.
- 8 If the information about possible abuse by someone outside the school is given to a member of staff by a pupil, whether or not the pupil is the subject of the alleged abuse, the procedures described above apply, except that the parent of the pupil giving the information (unless he/she is the possible abuser) should be involved at the earliest stage.
- 9 A complaint made against a member of the Board of Governors or a person working in the school in a voluntary capacity, will be treated in the same manner as complaints against a person who is not on the school's staff and the above procedures will be followed.
- 10 If a complaint about possible abuse is made against a member of staff, the Principal (or designated teacher if he/she is not available) must be informed immediately.

The above procedures will apply (unless the Complaint is about the designated teacher). When the matter is referred to Social Services the member of Staff will be removed from duties involving direct contact with pupils. The Chairperson of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the designated teacher or the deputy, if she is not available, must be informed immediately. She will inform the Chairperson of the Board of Governors and together ensure that the necessary action is taken.

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

## DOMESTIC VIOLENCE

Holy Trinity College works closely with Womens' Aid who provide support for children and their families in the Cookstown area.

***Domestic Violence and Abuse:** 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member'.*

***Sexual Violence and Abuse:** '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)'.*

### Signs of Domestic Violence

- Destructive criticism and verbal abuse - shouting, mocking, name calling, verbally threatening;
- Pressure tactics - sulking, threatening to withhold money, disconnecting telephone, commit suicide, take the children away, report person to welfare agencies, lying to the person's friend;
- Disrespect - persistently putting the person down in front of others, not listening or responding, refusing to help with childcare or housework;
- Breaking trust - lying, withholding information from the other person, being jealous, having no other relationships, breaking promises;
- Isolation - monitoring or blocking telephone calls, telling the person where they can and cannot go, preventing them from seeing friends and family;
- Harassment - following and checking upon the other person, opening mail, repeatedly checking to see who has telephoned, embarrassing the person in public;
- Threats - making angry gestures, using physical size to intimidate, shouting at the person, destroying their possessions, breaking things, wielding a knife or gun, threatening to harm or kill the person or children;
- Sexual violence - using force, threats, having sex with the person when they don't want to have sex, degrading treatment;
- Physical violence - punching, slapping, hitting, biting, kicking, pulling hair, pushing, shoving, strangling;
- Denial - saying the abuse doesn't happen, saying the other person caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.



## SEXUAL ABUSE - GROOMING

### Signs and Symptoms

The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- Be very secretive, including about what they are doing on-line
- Have older boyfriends/girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes, mobile phones and they can't or won't explain where they obtained them
- Have access to drugs and alcohol

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

### SELF-HARM

Levels of self-harm are one indicator of the mental health and well-being of young people in our society today.

Self-harm describes a wide range of behaviours and is a symptom rather than the core problem. It masks underlying emotional and psychological trauma. In a number of cases self-harm goes undetected for quite some time. Self-harm can involve:-

- Cutting
- Burning with cigarettes
- Scalding
- Banging or scratching one's own body
- Breaking bones
- \* hair pulling
- \* ingesting toxic substances or objects
- \* head banging
- \* self-mutilation

Young people who self-harm mainly do so because they have no other way of coping with problems and emotional distress. This can be for a range of reasons: bullying, breakdown in the family, abuse, excessively high expectations. Self-harm is not a good way of dealing with such problems. It provides only temporary relief and does not deal with the underlying issues.

*[please refer to self-harm information leaflets for Parents and Pupils on our website]*

## **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It 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 a 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences. FGM is a form of child abuse and as such, teachers have a statutory duty to report cases, including suspicion, to the PSNI immediately.

## **FORCED MARRIAGE**

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence in NI and if a teacher has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

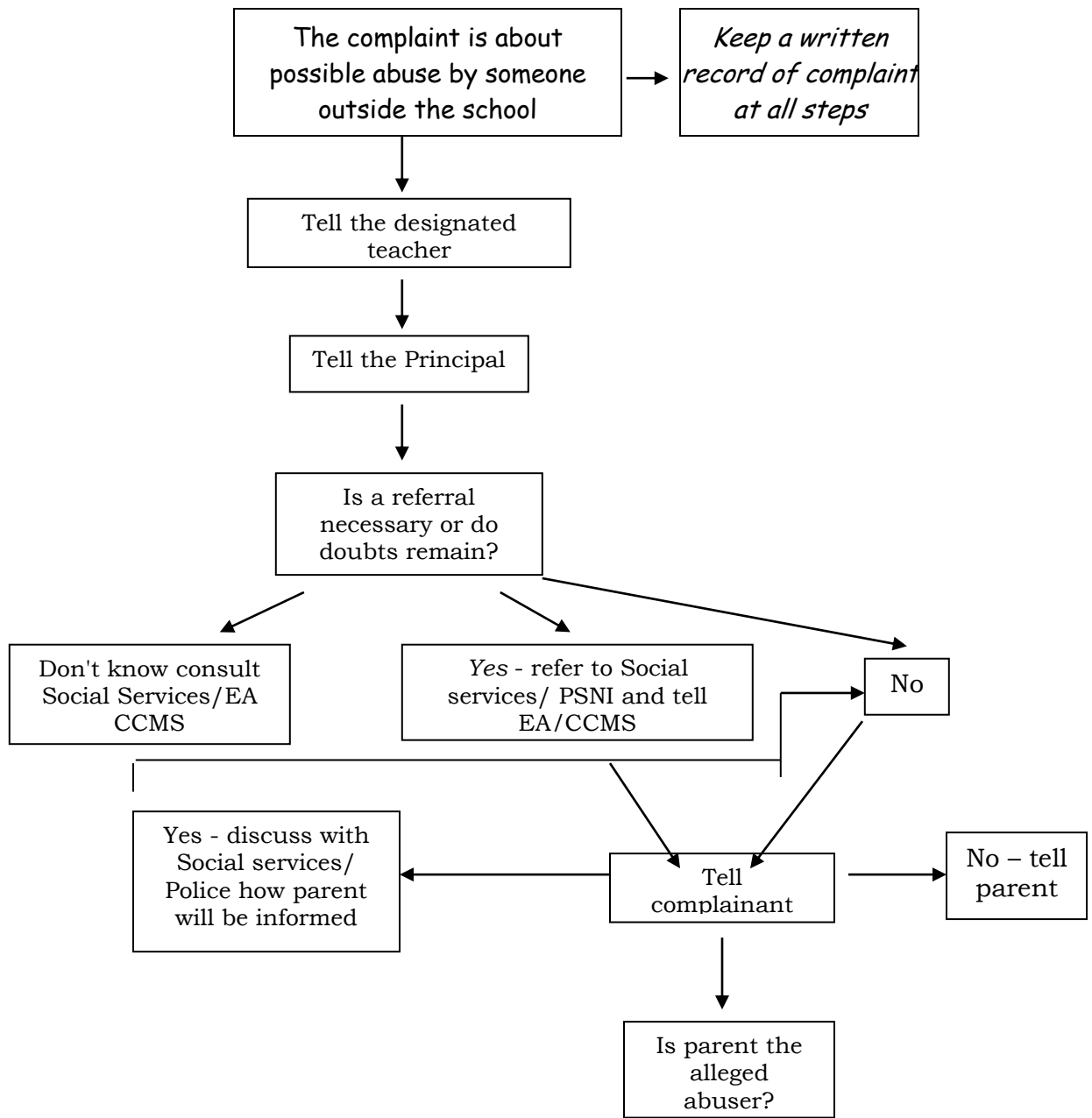
## **GENDER IDENTITY ISSUES/SEXUAL ORIENTATION**

Holy Trinity College strives to provide a happy environment where all young people in our care feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity and not to be treated any less favourably due to their actual or perceived sexual orientation.

Pastoral Care in Schools:  
**CHILD PROTECTION**

**Figure 1**

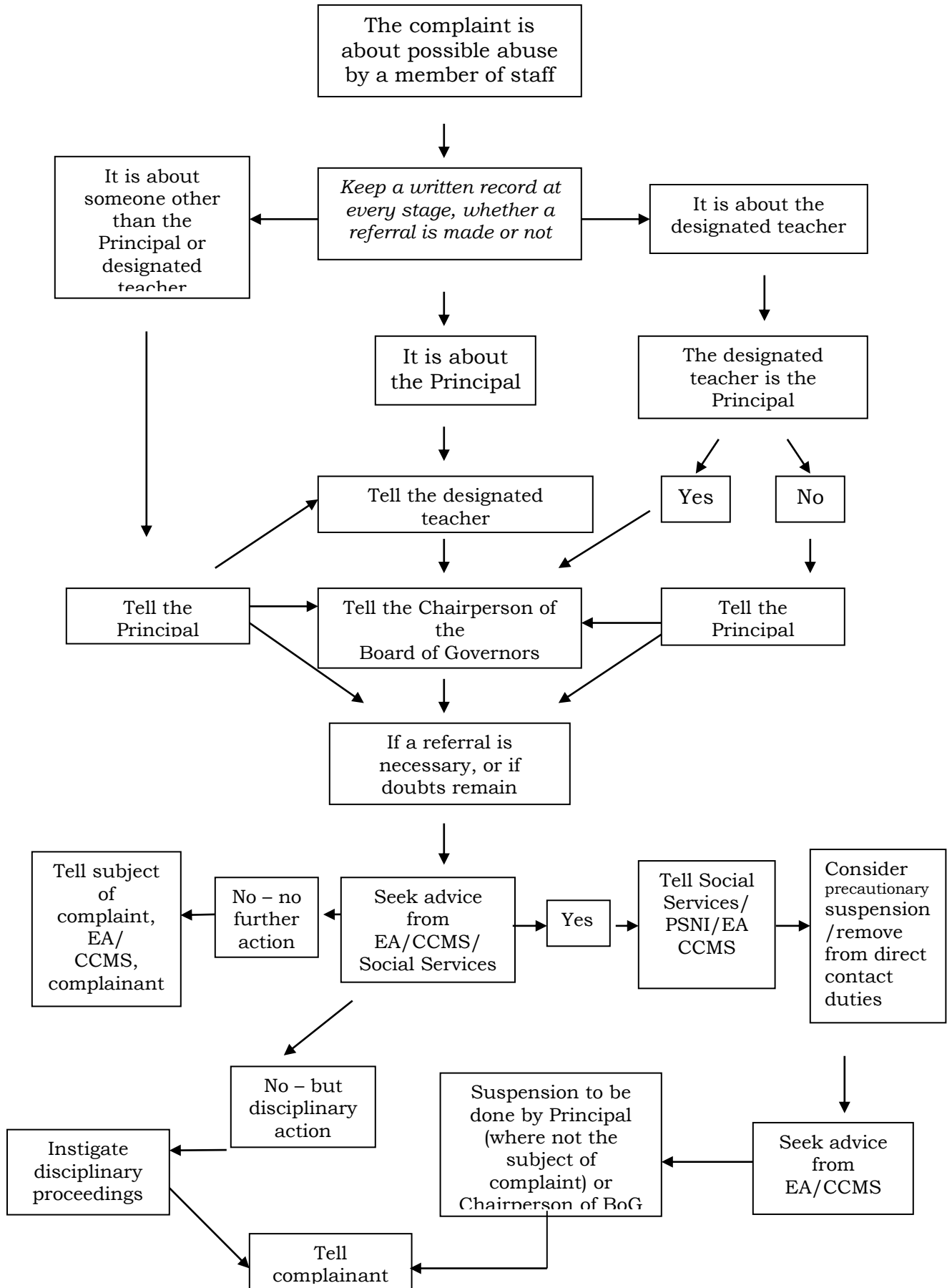
Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of the school's staff



## CHILD PROTECTION

**Figure 2**

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



# **A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people**

## **Introduction**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist Staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

## **Code of Conduct**

### **1. Private Meetings with Pupils**

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

### **2. Physical Contact with Pupils**

- a. *As a general principle, staff are advised not to make unnecessary physical contact with their pupils.*
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use

of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*).

- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.
- f. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- g. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- i. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### **3. Choice and Use of Teaching Materials**

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

#### 4. Relationships and Attitudes

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

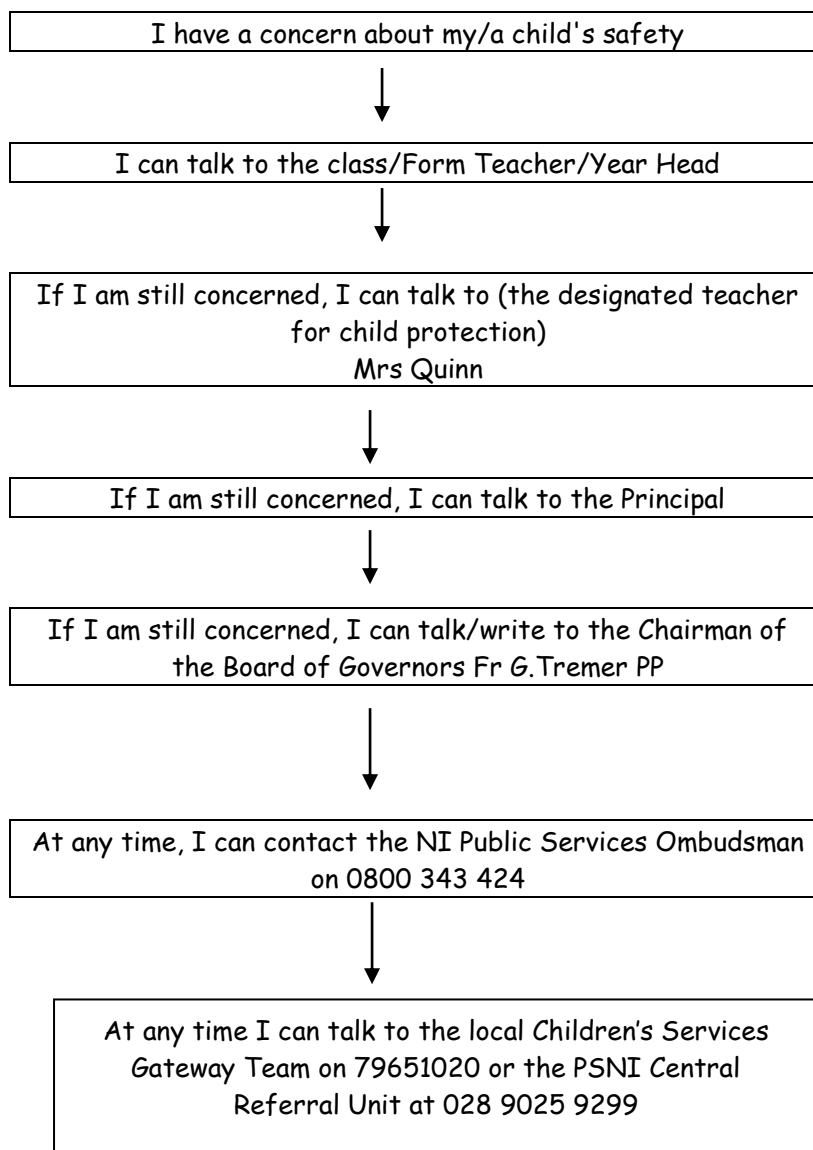
#### Conclusion

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

#### HOW A PARENT CAN MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE

The flow chart below shows the arrangements available for parents to make known to staff any concerns they may have about the safety of their child.

Parents may speak directly to the Principal on issues of Child Protection, or follow the steps outlined below.



## GUIDELINES FOR STAFF

The focus of your attention should be the child and where appropriate, having regard to the child's age and understanding, the process should be explained to him/her.

Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

Detailed enquiries into the circumstances of the case must be left to the investigating agencies. Care must be taken in interpreting children's responses to questions about indications of abuse. Abused children may have been told by the abuser what to say in response to questions and may have been threatened. The abuser may be a close relative.

**It is not the responsibility of school staff to undertake investigations or to make enquiries of parents or guardians, and in some cases it could be counter-productive to do so.**

However when child abuse is suspected, **it will be essential to have a record of all the information available. Staff should note carefully what they have observed and when they observed it. This note should record the date, place and people present, as well as what was said.**

Signs of physical injury observed should be described in detail, or sketched.

**Under no circumstances should a child's clothing be removed.**

Any comment by the child concerned, by a parent or guardian, or by an adult who might be the abuser, about how an injury occurred should be written down preferably quoting words actually used, as soon as possible afterwards. A note should also be taken of any subsequent conversation or contacts.

Staff should not give the young person undertakings of confidentiality although they should reassure that information will be disclosed only to those who need to know.



## **CODE OF CONDUCT FOR STAFF, TEACHING AND NON-TEACHING**

All schools are aware that they must safeguard and promote the welfare of the pupils in their charge.

It is the responsibility of the School Governors to ensure that all Staff are clear about the standards of behaviour expected of them.

As well as physical or sexual abuse members of Staff should be alert to the risk of emotional abuse, such as persistent sarcasm, verbal bullying or severe and persistent negative comment or actions.

Members of Staff should reflect on every aspect of their conduct with children which may give rise to perceptions or allegations of this form of abuse.

A code of conduct for staff, teaching and non-teaching, in their contact with pupils has been drawn up and agreed through Teachers' Negotiating Machinery and is attached to this document.

Adherence to this Code will reduce the risk of allegations being made.

## **COMPLAINTS AGAINST SCHOOL STAFF**

**In the event of a complaint being made about possible abuse by a member of staff of the school these are the procedures to be followed:**

- 1 The complaint should be made to the Principal (provided he/she is not the subject of the complaint) by the person to whom it was made.
- 2 The Principal may need to seek discreet preliminary clarification from the person making the complaint or from others who may have relevant information.

**It is not the responsibility of the school to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.**

- 3 If the Principal considers that a complaint has indeed been made he/she should:
- (a) inform the designated teacher (if he/she is not the subject of the complaint), who will initiate the record of the complaint;
  - (b) consult as a matter of urgency and in confidence, with the designated officer of the Education Authority and CCMS, to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action;
  - (c) consult the Chairperson of the Board of Governors.
- 4 the Principal (where he/she is not the subject of the complaint) in consultation with the Chairperson of the Board of Governors, will decide that:
- (a) the allegation is without substance, and no further action is necessary; **or**
  - (b) an immediate referral to the Social Services or the Police is warranted; **or**
  - (c) the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.

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

Where a Principal decides that a **formal referral of the complaint is necessary**, it is his/her responsibility to ensure that the following are notified immediately:

- the Social Services or PSNI
- the designated officer of the EA
- the designated officer of CCMS.

The Chairperson of the Board of Governors should bring the matter to the attention of the Board of Governors at the next available opportunity.

- 5 Where a formal referral is made, it is particularly important that the Principal should ensure that a detailed written record of the complaint, including dates and times, is maintained.

This should include:

- when, by whom and to whom the complaint was made;
- what supplementary evidence, if any, was offered, from whom and its nature;
- details of any physical injury noted;
- the decision taken and how, when, by whom and to whom it was conveyed, and the reasons for it;
- by whom, to whom and when the referral was made; and
- a copy of any correspondence on the complaint.

This record should be signed and dated by the Principal, countersigned by the designated teacher (where neither is the subject of the allegation) and retained in the school, on the files of both the child and member of staff concerned; an entry should also be made on the school's Record of Child Abuse Complaints.

- 6 Where the Principal takes the view that the behaviour complained of should be **pursued as a disciplinary matter**, the disciplinary procedures agreed in the Teachers' Negotiating Machinery should be followed.

The Principal should ensure that details of the complaint and the disciplinary action are maintained on the file of both the member of staff and of the child concerned for a period of five years, and a summary entered in the school's record of Child Abuse Complaints. (Recording only applies in the context of child protection).

- 7 If there is a complaint concerning possible child abuse by the Principal, all aspects of the above procedures for complaints against a member of staff should be followed, except that the role set out above for the Principal should be exercised by the Chairperson of the Board of Governors.

## ROLE OF THE DESIGNATED TEACHER

- 1 The Designated Teacher in Holy Trinity is **Mrs Quinn** .  
The Deputy Designated Teachers are **Mrs P Coleman, Mrs M Tracey and Miss L McAlinden**
  - 2 When informed of a disclosure or suspicion write down accurate notes quoting the child's actual words if possible.
  - 3 Inform the Principal and plan course of action.
  - 4 If in doubt consult/seek advice from other sources such as:
    - Social Services
    - the NSPCC
    - the Clinical Medical Officer
    - the School Matron (Mrs Marion Bell)
    - the EA designated Officer (Mrs Kathryn Anderson)
    - The CCMS designated Officer
    - the EWO (Mrs Caroline Campbell)
    - the Educational Psychologist (Mrs Susan Irwin)
    - the SENCo (Mrs Noelle McAshea)
  - 5 If a referral is to be made contact:
    - (i) Social Services and Care Unit (give a written record using the UNOCINI pro-forma).
    - (ii) Send copies of the pro-forma to the designated officers of CCMS/EA
- Indicate that it is a 'CHILD PROTECTION' issue. Mark envelope 'CONFIDENTIAL'.
- 6 Prepare a report for the Child Protection Conference focusing on:
    - (a) the child's educational progress and achievements
    - (b) attendance
    - (c) behaviour
    - (d) participation
    - (e) relationships with other children and adults within the school
    - (f) appearance
    - (g) if known, the child's relations with his/her family.

## MAINTAINING RECORDS

- 1 If the school receives a complaint about possible child abuse which is **not referred to Social Services** - or if it is referred, and the **Social Services do not** place the child's name on the Child Protection Register - the school should maintain the record on the child's file until his/her **twenty-first birthday** and send a copy to any school to which the child subsequently transfers.
- 2 If a child's name is on the Child Protection Register, the school should maintain a record of this fact, and associated documentation from Social Services on the child's file while he/she continues to attend.
- 3 If a child whose name is on the Register changes school, the receiving school should be informed and all child protection records supplied by Social Services, including records of case conferences should be destroyed. The child's Case Co-ordinator should be informed.
- 4 When Social Services inform the school that a child's name has been removed from the register, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences.

## WHAT ALL STAFF NEED TO KNOW

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

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

All such members of staff should be aware of the roles played by the designated teacher, the Principal and the Chairperson of the Board of Governors respectively.

## **CHILD PROTECTION - GUIDELINES FOR STAFF**

**Members of staff have a duty to safeguard and promote the welfare of the pupils in their charge. Implicit in this is the assumption that the conduct of members of staff towards pupils must be above reproach.**

### **Choice and use of teaching materials**

When using teaching materials of a sensitive nature, teachers should:

- be aware of the danger that their application, either by pupils or by their teacher, might after the event be criticised.
- consult parents and the Board of Governors in connection with the use of sensitive materials in certain curricular programmes i.e. Sex Education Programmes.
- ensure that the teaching of such programmes should also take place within a caring moral context.

### **Relationships and Attitudes**

Members of staff should ensure that relationships with pupils are appropriate to the age and gender of the pupils, and take care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

### **Physical contact with pupils**

- Members of staff are advised not to make unnecessary physical contact with pupils.
- In the case of emergencies, or faced with a distressed child, staff should not feel inhibited from physical comforting and reassurance. (As a caring parent would provide)

### **Private meetings with pupils**

- As far as possible, staff should conduct interviews with pupils in a room with visual access, or with the door open.
- Ensure that another adult knows that the interview is taking place.

## The use of reasonable force

- Reasonable force may be used to prevent a pupil from:
  - a) committing an offence;
  - b) causing personal injury to, or damage to the property of, any person

## What is reasonable force?

- The **use of force** may be regarded as reasonable only if circumstances warrant it. If a situation can be resolved without force, then physical force cannot be justified.
- The **degree of force** must be the minimum needed.
- Reasonable force might involve:
  - a) standing between pupils
  - b) blocking a pupil's path
  - c) holding
  - d) pushing
  - e) pulling
  - f) leading a pupil by the arm
- Staff should never act in a way that might cause injury, for example by:
  - a) holding a pupil round the neck or collar;
  - b) slapping, punching, kicking;
  - c) throwing an object at a pupil;
  - d) twisting limbs;
  - e) tripping up a pupil;
  - f) holding a pupil by the hair or ear.
- It is extremely important to record in a detailed written report where reasonable force is used.

## Sanctions

- Do not isolate a pupil in a store without visual access. If you wish to remove a pupil from your class on a temporary basis, make arrangements with another teacher to take the pupil.
- Always ensure that the pupil has an adequate amount of appropriate challenging work.

## **Procedures to be taken by members of staff if accused or suspected of abuse**

- Contact your Union Representative/Headquarters immediately.
- Do not provide a written statement to anyone.
- Do not apologise to anyone - this may be viewed as an admission of guilt in law.
- Do not go to a police station without first contacting either your Union Representative/Headquarters, giving your details and the name of the police station you have been asked to attend.
- If you are arrested, you are entitled to one phone call. Insist on speaking to a solicitor before you make a statement. You are entitled to the advice of a solicitor at a police station under the Legal Aid Scheme. You must avail yourself of this service to protect your interests in any future action.

### **The responsibilities of staff members**

Where members of staff see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding.

- Non-teaching staff should bring them to the attention of a member of the teaching staff or the designated teacher.
- Care must be taken in asking and interpreting children's responses to questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some cases, talking to the child may confirm initial concerns/suspicious that abuse has occurred, and indicate the need for an immediate referral. Staff should therefore be aware that the way in which they talk to a child may have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
- Do not ask the child leading questions - they may be interpreted as putting ideas into the child's head.
- LISTEN to the pupil. Do not interrupt. Make a note of the discussion to pass on to the designated teacher.
- Record the time, date, place and people who were present, as well as what was said and signs of physical injury, on the appropriate form.
- Give the form to the designated teacher to be filed away.



- **NOTE:** No promise of confidentiality can or should ever be given where abuse is alleged.

### **Summary: Procedures to follow when an accusation is made or there is a suspicion of abuse**

If a child makes a disclosure of abuse:

- a) Do not agree to keep it a secret.
- b) Tell the child that you want to help and may need to tell someone who can help.
- c) Do not ask leading questions.
- d) Do not suggest a reason for what has happened to them.
- e) Reassure the child that they have done the right thing to talk about it.

### **Immediately after disclosure or after you suspect abuse has occurred**

- a) Write down your suspicions or make a note of the words spoken, and also note the demeanour of the child including a note of when and where disclosure took place.
- b) Report it immediately to the designated teacher/Principal, making a note of where and when this took place.
- c) The designated teacher will provide you with a proforma to be completed from your notes. The proforma will be filed away in the Principal's office.  
**Destroy notes.**

## **THE PREVENTATIVE CURRICULUM**

The statutory PD programme at Holy Trinity College addresses pupils' emotional wellbeing, health and safety, relationships and develops their moral thinking and value systems. The programme 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.

As part of our PD Programme, the Relationships and Sexuality Education (RSE) Policy, addresses sensitive issues such as sexual orientation and domestic abuse. Other issues are addressed in LLW and RE syllabi. Outside agencies are also used to enhance the PD Programme such as Love4Life, Womens' Aid, Action Mental Health, Mood Matters, PSNI, NEXUS etc.....

# Pastoral Care in Schools: CHILD PROTECTION

## Appendix 9

### A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people

#### Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

#### Code of Conduct

##### 1. Private Meetings with Pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential

interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

##### 2. Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*)).
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

- e. Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.
- f. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- g. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- i. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### 3. **Choice and use of Teaching Materials**

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting

parents and Governors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.

- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

### 4. **Relationships and Attitudes**

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

### **Conclusion**

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

From time to time, however, 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, in the minds of colleagues, of children/young people or of their parents/guardians.

## Pastoral Care in Schools: CHILD PROTECTION

*Appendix to Circular 1999/9*

### Guidance on the Use of Reasonable Force to Restrain or Control Pupils

Who may use reasonable force?

#### Teachers

1. Article 4 of the 1998 Order authorises teachers to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.

#### Non-teaching staff

2. Other members of staff at the school are also authorised to use reasonable force in the circumstances described at 1 above, provided they have been authorised by the Principal to have lawful control or charge of pupils. This might, for example, include classroom assistants, midday supervisors, and escorts. In

addition the authorisation could extend to education welfare officers and educational psychologists.

3. In determining which non-teaching staff to authorise. Principals will wish to have regard to the roles and responsibilities of the staff concerned. In particular they should consider whether the staff have a responsibility to supervise pupils as part of their normal duties or whether, from time to time, they may have to take on that responsibility when a teacher is not present.

#### Volunteers

4. Suitably vetted volunteers normally work only under the direction and supervision of a teacher or other member of staff and should not be expected to assume sole responsibility for the safety and well-being of pupils. Where a situation arises, therefore, where the use of reasonable force may need to be exercised, the volunteer should alert the member of staff in charge and defer to his/her judgement as to the appropriate means of handling the situation.

There may, however, be circumstances in which the Principal may need to authorise a volunteer to use reasonable force in exceptional circumstances. These might include school visits, holidays and residential activities where some degree of delegated responsibility may have to be given to the volunteers in the organization of activities; where a member of school staff may not be readily available to deal with an incident; and where it is possible that significant harm will occur if action is not taken immediately. Where volunteers are so

authorised, it is essential that they receive appropriate training and guidance.

5. The key issue is that all non-teaching staff and volunteers must be identified and specifically authorised by the Principal to be in control of or in charge of pupils. The Principal should clearly inform all persons concerned and ensure that they are aware of and understand what the authorisation entails. Principals may find it helpful to arrange for training or guidance to be provided by a senior member of the teaching staff who has been designated as having special responsibility for this matter and who has already received suitable training on the use of reasonable force. Principals should also keep an up to date list of authorised non-teaching staff and others who are so authorised and ensure that teachers know who they are, for example, by placing a list on the staff room notice board.

#### **Where can reasonable force be used?**

6. The right of a teacher or other person to use reasonable force applies where the pupil concerned is on the school premises and when he/she has been authorised to have lawful control or charge of the pupil concerned elsewhere e.g. supervision of pupils in bus queues, on a field trip, or other authorised out of school activity such as a sporting event or educational visit.

#### **What is meant by reasonable force?**

7. There is no precise legal definition of "reasonable force" so it is not possible to state, in fully comprehensive terms, when it is

appropriate to use physical force to restrain or control pupils or the degree of force that

may reasonably be used. It will always depend on the circumstances of each case. However, there are three relevant considerations to be borne in mind:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force;
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result;
- whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, level of understanding and sex of the pupil, and any physical disability he/she may have.

#### **Is it appropriate to use reasonable force in every situation?**

8. Reasonable force should not be used automatically in every situation nor should it be used as a form of discipline. In a non-urgent situation, reasonable force should only be used when other behaviour management strategies have failed. That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property.

Any action which could exacerbate the situation needs to be avoided, and the possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated. The age and level of understanding of the pupil is also very relevant in those circumstances physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils and should never be used as a substitute for good behaviour management.

9. Staff may not always have the time to weigh up the possible courses of action and it would be prudent therefore for them to have considered in advance the circumstances when they should and should not use reasonable force. Staff should, whilst taking due account of their duty of care to pupils, always try to deal with a situation through other strategies before using reasonable force. All teachers need to be aware of strategies and techniques for dealing with difficult pupils and situations which they can use to defuse and calm a situation. Best practice guidelines on successful discipline policies are currently being drawn up by a Working Group comprising representatives from schools, the Education and Library Boards, CCMS and the Department. These will be circulated to all schools shortly.

#### **When might it be appropriate to use reasonable force?**

10. In a situation where other behaviour management strategies have failed to resolve the problem, or are inappropriate (e.g. in an emergency), there are a wide variety of circumstances in which reasonable force might be appropriate, or necessary, to restrain or control a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;

- b. where there is a developing risk of injury, or significant damage to property;
- c. where a pupil is behaving in a way that is compromising good order and discipline.

11. Examples of situations that fall into one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

12. Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

13. However, some practical considerations also need to be taken into account:

- Before intervening physically a member of staff should seek to deploy other behaviour strategies. Where these have failed, the member of staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he/she does not. The member of staff should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.
- Sometimes a member of staff should not intervene in an incident without help (unless it is an emergency), for example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he/she may be at risk of injury. In those circumstances the member of staff should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary telephone the Police. The member of staff should inform the pupil(s) that he/she has sent for help. Until assistance arrives the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.
- Situations where a pupil refuses to obey an order to leave a classroom need to be handled carefully as they can be a

prelude to a major confrontation, especially if reasonable force is used to eject older pupils. Where a pupil persistently refuses to leave a classroom and the teacher believes that the use of reasonable force will endanger the teacher or other pupils, the school should have an emergency response procedure whereby assistance can be summoned quickly, for example a trusted pupil is sent for help.

If a school is aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it will be sensible to plan how to respond if the situation arises. Such planning needs to address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);
- involving the parents to ensure that they are clear about the specific action the school might need to take;
- briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- ensuring that additional support can be summoned if appropriate.

**What might be regarded as constituting reasonable force?**

14. Physical intervention can take a number of forms. It might involve staff:

- physically interposing between pupils;

- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the arm;
- shepherding a pupil away by placing a hand in the centre of the back; or (in extreme circumstances) using more restrictive holds.

15. In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force", for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something. However, staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breath,
- slapping, punching, kicking or using any implement on a pupil;
- throwing any object at a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

16. Staff should also avoid touching or holding a pupil in any way that might be considered indecent.

#### **What action can be taken in self-defence or in an emergency situation?**

17. Neither Article 4 nor the guidance contained in this Circular can cover every possible situation in which it might be reasonable for someone to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene whether or not specifically authorised by the Principal to do so. The purpose of Article 4 and this Circular is to make it clear that teachers, and authorised staff, are also entitled to intervene in other, less extreme, situations.

#### **Is physical contact with pupils appropriate in other circumstances?**

18. The Code of Conduct for staff which has been issued to all schools makes it clear that, although physical contact with pupils should generally be avoided, there can be occasions when physical contact with a pupil may be proper or necessary other than those situations covered by Article 4. For example, some physical contact may be: necessary to demonstrate exercises or techniques during PE lessons, sports coaching, music or technology and design, or if a member of staff has to give first aid. Young children and children with special educational needs may also need staff to provide physical prompts or help.



Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers should use their own professional judgement when they feel a pupil needs this kind of support. Guidance on these issues can be found in the Code of Conduct, and also in paragraphs 73 and 74 of the booklet accompanying Circular 1999/10 (Pastoral Care in Schools Child Protection).

19. There may be some children for whom touching is particularly Un-welcome, because, for example, they have been abused. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well intentioned actions can sometimes be misconstrued.

#### **Should incidents where reasonable force is used be recorded?**

20. It is extremely important that there is a detailed contemporaneous, written report of any occasion (except minor or trivial incidents) where reasonable force is used. This may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful should there be a complaint. Schools should keep an up-to-date record of all such incidents, in an incident book. Immediately following any such incident the member of staff concerned should tell the Principal or a senior member of staff and provide a short written factual report as soon as possible afterwards. That report should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;

- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff);
- briefly, how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any obvious or apparent injury suffered by the pupil or any other person, and of any damage to property.

At least annually, the Chairman of the Board of Governors and the Principal should review the entries in the incident book. Records of incidents should be kept for 5 years after the date they occurred.

21. Staff may find it helpful to seek advice from a senior colleague (e.g. the Principal or senior member of staff who has been designated to provide training and guidance on the use of reasonable force), or a representative of their professional association when compiling a report. They should also keep a copy of the report.

22. Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child (other than a trivial incident), and give them an opportunity to discuss it. The Principal or a member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day and whether parents should be told orally or in writing.

**Are complaints about the use of reasonable force likely to occur?**

23. Involving parents when an incident occurs with their child, and having a clear policy about the use of reasonable force that staff adhere to, should help to avoid complaints from parents. It will not, however, prevent all complaints, and any complaint from a parent about the use of reasonable force on his/her child should be dealt with in accordance with the procedures set out in the booklet accompanying Circular 1999/10 (Pastoral Care in Schools: Child Protection).

24. The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In these circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In doing so, the disciplinary panel or court would have regard to the provisions of Article 4. It would also be likely to take account of the school's policy on the use of reasonable force, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

**Will suitable training and supporting advice on the use of reasonable force be provided for teachers and other authorised staff?**

25. Education and Library Boards are being asked to arrange suitable training courses for a senior teacher in each school who will then be responsible for providing "cascade" training and advice to other staff in the school. Boards are being asked to place an emphasis on and cover behaviour management strategies which seek to avoid the need to use reasonable force to restrain or control pupils. Such training will be in the context of schools' behaviour and child protection policies. Arrangements are also being made for suitable training to be included as part of INSET and initial teacher training courses.

26. The Education and Library Boards are also establishing multi-disciplinary Behaviour Support Teams, to offer professional advice and practical support to schools on a range of behavioural and disciplinary matters, including the use of reasonable force.

# CHILD PROTECTION



## POLICY STATEMENT

At Holy Trinity College we have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our policy which aims to provide a caring, supportive and safe environment. A copy of our Safeguarding and Child Protection Policy is available to download from [www.holytrinitycollege.org](http://www.holytrinitycollege.org)

## If you have a concern, what do you do?

### How can pupils get help?

- I am worried that something is happening to me or someone I know and I need help
- I can talk to my Form Teacher, Head of Year, Pastoral Support Officer or Head of Key Stage
- I can talk to the DT/DDT Mrs Quinn, Mrs Coleman, Mrs Tracey or Miss McAlinden
- I can talk to Mrs Russell the Principal

### How can parents/guardians get help?

- I have a concern about my child's safety
- I can talk to the Form Teacher/Head of Year/Head of School/Pastoral Support Officer
- If I am still concerned I can talk to the DT/DDT Mrs Quinn or Mrs Coleman/Mrs Tracey/Miss McAlinden
- If I am still concerned I can talk to the Principal Mrs Russell
- If I am concerned I can talk/write to the Board of Governors
- If still concerned I can contact NI Public Services Ombudsman on 0800 343 424
- At any time I can talk to local Children's Services Gateway Team on 79 65 1020 or the PSNI Central Referral Unit on 028 9025 9299

## **CHILD PROTECTION CONTACT DETAILS**

Child Protection Support Service for Schools  
[Kathryn Anderson/Jennifer McCann]  
Tullygally Primary School  
21 Meadowbrook Road  
Lurgan  
BT65 5AA  
Tel: 028 - 38 34 1975

Gateway Service - Referrals

Social Services - Cookstown  
Family Support and Intervention Team (FSIT)  
Cookstown Family Centre  
Westland Road  
Cookstown

Tel: 028 - 867

NI Childline  
Tel: 0870 336 2945

NSPCC Child Protection Helpline (24hr free service)  
Tel: 0800 800 555

Lifeline  
Tel: 0800 808 808

Zest (self-harm)  
[zestni@yahoo.co.uk](mailto:zestni@yahoo.co.uk)

## **INFORMATION TO SUPPORT THIS SAFEGUARDING POLICY**

Children (NI) Order 1995

UN Convention on the Rights of the Child

The Education and Libraries (NI) Order 2003

Sexual Offences (NI) Order 2008

Safeguarding Vulnerable Groups (NI) Order 2007

The Safeguarding Board (NI) Act 2011

The Public Services Ombudsman Act (NI) 2016

Addressing Bullying in Schools Act (NI) 2016

Co-operating to Safeguard Children and Young People in NI 2016

Domestic and Sexual Violence and Abuse Strategy 2013-2020

Adult Safeguarding: Prevention and Prevention in Partnership

[www.etni.gov.uk/articles/safeguarding](http://www.etni.gov.uk/articles/safeguarding)

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

[www.safeguardingni.org](http://www.safeguardingni.org)