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Name of Pupil:
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Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

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CHILD PROTECTION

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POLICY

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Agreed SMT MMcC Date: 19/02/2021

Principal

Agreed BOG Date: 28/02/2021

Chairperson

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Isaiah 54:13

All your children *shall be* taught by the LORD, And great *shall be* the peace of your children.

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This policy follows the detailed guidance set out in the recent DENI guidance – Safeguarding and Child Protection: A Guide For Schools April 2017 , Children Order (NI) 1995 Guidance and the Area Child Protection Committee Regional Policy and Procedures (2005).

GENERAL PRINCIPLES

The principles and philosophy which underpin our work with pupils are those set out in the "UN Convention on the Rights of the Child" (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996). In particular the principle we support is that every pupil or young person has the fundamental

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right to be safe from harm, with proper care give to their physical, emotional and spiritual well-being by those looking after them. Other reference documents include Human Rights Act 1998, Education and Libraries Order 2003, Articles 17, 18 and 19 Welfare and Protection of Pupils, Safeguarding Vulnerable Groups (N. Ireland) Order 2007 and The Sexual Offences (N. Ireland) Order 2008.
Safeguarding Board N.I Act 2011, Public Services, Ombudsman N.I 2016, The Addressing Bullying in Schools Act N.I 2016, Education Order N.I 1998 article 4, and Cooperating to Safeguard Children and Young People N.I March 2016 replaces guidance issued 2003.

Guiding Principles

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*The welfare of the pupil is paramount. Where a pupil has special needs or is disabled, these needs must be taken into consideration.

*At all times there must be a considered and well-informed multi-disciplinary and muti-agency approach, and commitment to the protection, support and safeguarding of pupils from harm. Parents/carers should be consulted and involved in matters which affect their family.
*The right to confidentiality for parents, carers, teachers and children must be respected and information will only be shared in the interests of the pupil's welfare.

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*Pupils have the right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a pupil or young person has a disability, specialist assistance should be sought to achieve this.
*Actions taken to protect a pupil or young person (including investigation) should not in themselves be abusive by causing the pupil or young person unnecessary distress or further harm.
*Safe-guarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with them in the school or on school organised activities.
*Children and young people have a right to be protected and educated and appropriate preventative action to protect children and minimise associated risks around online safety.

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PROCEDURES

St Joseph's recognises its five main responsibilities in the area of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of our responsibilities and procedures and we seek their co-operation in its implementation.

Ethos

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We in St Joseph's Boys' School have a primary responsibility for the care, welfare and safety of the pupils in our charge. This 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 their full potential.

St. Joseph's has developed and provides a "child protection ethos" and a Preventative Curriculum. We offer children an alternative model to violent or abusive behaviour and alternative methods or responding. We aim to involve the whole school in creating a "listening school".

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St. Joseph's offers protection on two levels:

1. Immediate protection: creating a listening environment that makes it easier for pupils and young people to share their concerns
2. Long term protection: enhancing self-esteem and encouraging social skills, breaking the cycle of abusive behaviour.

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

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This preventative curriculum is underpinned by our Pastoral Care Policy based on the following ….:-

- promotion of an inclusive culture
- the establishment of a helping relationship with pupils based on mutual understanding, regard and openness between pupil, parent and teacher.
- St Joseph's has a strong Pastoral Care system lead by Head of Junior School, Head of Senior School and Form Teachers.

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- where appropriate we provide individual guidance and support. The work mostly involves the form teacher, parent, pupil but other support staff such as counsellors/advisors or the chaplain can be involved.
- the curriculum also supports child protection through a relevant, informative, and appropriate delivery of personal development skills through our Learning for Life and Work programme at both KS3 & KS4, whole school Health Education.

The Board of Governors ensures that St. Joseph's has and follows the code of practice in guidance issued April 2017 for the conduct of all members of staff towards the pupils and young people attending the school. The Code

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of Conduct covers all activities organised in and by St. Joseph's, whether on the school premises or elsewhere. The school retains the "duty of care", no matter where.

School Safe-Guarding Team

Principal – Mrs Martina Mc Carron
Vice Principal (Pastoral) Designated Teacher Child Protection **Mrs Ciara Deane**
Deputy Designated Teacher – **Mrs Fiona Harrigan-Stewart.**

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Chairperson BOG / Mrs Siobhan McIntyre.
Designated Governor Mr Tony Brennan

Roles and Responsibilities

The Chairperson of the Board of Governors

The Chairperson of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained and pupil welfare is promoted within the school environment.

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- Ensure that the school has a Child Protection Policy in place and that staff implement the policy, it is reviewed annually and pupil and parents receive a copy of the Child Protection Policy and Complaints Procedure every year.
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed.
- Assume lead responsibility of managing any complaint / allegation against the School Principal.
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to a child protection activity.

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- Specifically address the prevention of bullying in school.

The Designated Governor for Child Protection

The designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the designated teachers.
- The content of child protection policies.
- The content of a code of conduct for adults within the school.
- The content of the termly updates and full Annual Designated Teachers Report.

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- Recruitment, selection and vetting of staff.

The Board of Governors

Board of Governors must ensure:

- That the school has a Child Protection Policy in place and that staff implement the policy.
- Relevant Child Protection training is kept up to date by at least one governor and a record kept of the same.
- That confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need to know basis.

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The Principal

The Principal must ensure that:

- April 2017 Safeguarding and Child Protection: A Guide for Schools is implemented within the school.
- That a designated teacher and deputy are appointed.
- Takes the lead in managing child protection concerns relating to staff.

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- That all staff receive child protection training facilitated by the Designated teacher and in her absence the Deputy Designated Teacher.
- That all necessary referrals are taken forward in the appropriate manner.
- That the Chairperson of the Board of Governors (and the Board of Governors) is kept informed.
- That safeguarding / child protection activities feature on the agenda of the Board of Governors meetings (termly updates & annual report).
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.

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- That confidentiality is paramount; information should only be passed to the entire Board of Governors on a need to know basis.
- That the Board of Governors are kept informed of any changes to guidance, procedure or legislation in relating to safeguarding and child protection, ensuring circulars and guidance from DENI are shared promptly.

The Designated Teacher (and Deputy)

The designated teacher and deputy must:

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- Avail of training so that they are aware of duties, responsibilities and role.
- Organise and deliver training for all staff (whole school training).
- Lead in the development of the school's Child Protection Policy.
- Act as a point of contact for staff (and parents).
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents.
- Make referrals to Social Services (Gateway team) or PSNI Public Protection Unit where appropriate.
- Liaise with the EA designated officers for Child Protection.
- Maintain records of all child protection concerns.
- Keep the School Principal informed.

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- Provide written annual report to the Board of Governors regarding child protection.

The Class Teacher

Teachers see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

The teacher must:

- Refer concerns to the Designated / Deputy teacher for Child Protection.

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- Listen to what is being said and support the child.
- Act promptly.
- Make a concise written record of a child's disclosure using the actual words of the child (appendix 7).
- Keep the Designated Teacher informed though the written "Record of Concern" proforma (appendix 8) or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions.
- Avail of whole school training and relevant other training regarding safeguarding children.
- **NOT** give children a guarantee of total confidentiality regarding their disclosures.

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- **NOT** investigate.

The Parents

Parents should play their part in Child Protection by:

- Telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation.
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school.
- Letting the school know in advance if their child is going home to an address other than their own home.

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- Familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, E- Safety and Safeguarding/ Child Protection Policies.
- Reporting to the office when they visit the school.
- Raising concerns promptly with the School in relation to their child

Values

Paramountcy: This means that our duty to protect children comes first, over and above our concern and responsibility to parents or colleagues.

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Where the two conflict- children's rights must always come first.

Partnership: This is the foundations of all our work in child protection

We are in partnership with:

- Children and young people.
- Parents.
- Other agencies.

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We do this because:

- it is effective
- it gives people rights
- it values families

It is easier to protect children if parents and others co-operate and are involved
It is not always possible to achieve full partnership in Child Protection, which depends on each partner having

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equal rights.

This will depend on:

- Our willingness to work hard at partnership.
- Parents and their willingness to co-operate.
- Whether there is conflict between the needs of child and the view of the parent.

Vetting

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We ensure that persons beyond St. Joseph's staff who are invited to be involved as volunteers/helpers/leaders on educational visits, residential visits or other out-of-school educational activities are subject to vetting procedures in keeping with current arrangements for the care and protection of children and young people. Vetting of school staff is currently carried out under DENI guidelines and procedures outlined under the 2003 Protection of children and Vulnerable Adults (NI) Order (enacted April 2005), The Safe Guarding Vulnerable Groups (NI) Order 2007. (SVG Order).
DE Circular 2003/01 updated September 2015 sets out vetting requirements for schools.

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The following circulars also provide guidance DE Circular 1999/09, 1999/10, 1999/17, 2003/13 2006/06, 2006/07, 2006/08, 2006/09 and 2006/25, 2008/03 (New Arrangements) and 2008/10, 2011/22, 2012/19, 2013/01, 2013/25, 2015/13, 2015/21, 2016/05, 2016/20, 2016/26, 2016/27, 2015/22 RSE

and the following websites:
https://www.healthni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland
https://www.@ani/org/uk/schools/safeguarding-and-child-protection
https://www.education-ni-gov.uk/topics/support-and-development/child-protection-and-safeguarding
https://www.safeguardingni.org/resources

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http://ico.org.uk/for-the-public/schools/pupilinfo/Unocini- Understanding the Needs of Children in NI.
https://www.education-ni-gov.uk/publications/cpsss-board-governors-handbook
education-ni.gov.uk/keeping-children-safe-online

The school also confirms with external organisations and others that staff have been vetted before programmes/activities commence. This should occur during initial meetings to plan appropriateness of content and delivery of such programmes/activities as recommended in CCMS Pastoral Care 2006 document.

We will ensure that we will provide effective management for our staff through adequate training and supervision.

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Definitions for Child Abuse

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

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The child protection procedures apply to all children and young people under 18 years of age including arrangements for children upon their birth. Children with statements of Special Educational needs will have child protection procedures applied up to 19 years and all 18/19 year olds are seen as vulnerable adults.

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in a residential, hospital or institutional setting or in a community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this guide are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards the child. Staff should be

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alert to all types of abuse and to their legal obligations including reporting of offences. Section of the Criminal Law Act N.I 1967 makes it an offence to fail to disclose a criminal offence, this includes crimes against children.

Types of Abuse:

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

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Emotional Abuse is the persistent emotional mal-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of mal-treatment of a child, it may include, not giving the child opportunities to express their views silencing them, making fun of what they say, and making fun of how they say it though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

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Sexual Abuse occurs when others use and exploit children sexually for their own gratification, or gain, or gratification of others. It involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of sexual images or watching sexual activities, or 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. Staff should also note from of abuse highlighted under Sexual Offences Act 2003 **see Appendix 1** and reference also sexual offences (N Ireland) order 2008.

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Child Sexual Exploitation This 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 increase 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.

Female genital mutilation and forced marriage are also forms of abuse that staff need to be aware of.

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Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

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Domestic and Sexual Violence and Abuse
Domestic abuse is "controlling behaviour, coercive 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
Any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature, which is controlling coercive exploitative, harmful or unwanted inflicted on anyone, irrespective of age, ethnicity, religion, gender identity, sexual orientation or any form of disability

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Young Person whose Behaviour places them at Risk of Significant Harm — a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of the Child Protection Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind, then the decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually. Professionals should though be alert to the possibility that a young person may be engaged in certain risky behaviours as a result of other adverse experiences in their lives which may be indicative of abuse.

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Bullying – Bullying is a highly distressing and damaging form of abuse and it is not tolerated by our school. All the 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 victims and to ensure the bully stops his unacceptable behaviour. Parents of both the **Pupil experiencing bullying behaviours** and the bully will be contacted when appropriate.

Any complaint by a parent that their child is; or may be being bullied or by a pupil himself will be fully **clarified** in accordance with the school's anti-bullying procedures. Details of the Anti-Bullying policy and others relevant to the school's Child Protection policies and procedures are available on request, in writing to the Principal. These may be collected from the office during working hours.

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Cyber-Bullying – as part of our E.safety, Safe Use of Internet, Mobile Phone, Pastoral Care and Anti-bullying Policies should also be noted. Such forms of cyber-bulling can present by:

- Email
- Instant messaging / chat rooms
- Social networking sites
- Online gaming
- Mobile phones- including sexting, which is the sending or posting of sexually suggestive images, including nude or semi-nude photographs via mobiles or over the internet

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- Abuse of personal information

Identification of Abuse:

Because of our day-to-day contact with individual children, we as teachers, but also non-teaching staff, including lunchtime supervisors and ancillary staff, are particularly well placed to observe outward symptoms or changes in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement or other disruption in family circumstances, or legal/ prescribed and illegal drugs, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse. The following indicators are examples,

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a more comprehensive list can be referenced from chapter 2 Appendix Z ACPC Regional Policy and Procedures File (consult with DTCP).
For example:

Possible Indicators of Physical Abuse:

- Multiple bruising and/or bizarre markings on the skin.
- Multiple bruising at different stages or resolution.
- Bruising and/or lacerations around the mouth.

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- Finger and thumb marks on the face or body.
- Black eyes (particularly when both are affected).
- Burns, scalds or bites which appeared to have been caused by adults.

Possible Indicators of Physical Neglect:

- Inadequate clothing
- Poor growth
- Hunger or apparently deficient nutrition

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Possible Indicators of Emotional Abuse:

- Excessive dependence
- Excessive attention seeking

Possible Indicators of Sexual Abuse:

- Sudden changes of mood

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- Regressive behaviour – bed-wetting
- Lack of trust in men (particularly any marked fear of men)
- Hints of sexual activity in children's conversation, play or drawings (this may include sexually explicit graffiti in exercise books or elsewhere).
- Excessive pre-occupation in sexual matters, including:
  -precocious knowledge or apparent experience of adult sexual behaviour.
  -persistent, obsessive sexual stimulation.
  -towards adults, sexually provocative behaviour which is inappropriate to the age of the child Signs such as these described above, and others, can do no more than give rise to concern – they are not in themselves

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proof that abuse has occurred. However, teachers and other staff should be aware of the possible implications of, and be alert to all such signs, particularly if they appear in combination or are regularly repeated. Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the Vice-Principal **Mrs C Deane** Designated Teacher or, in her absence, **Mrs F Harrigan/Stewart** Deputy Designated Teacher, following the school's guidelines on the identification and reporting of suspected abuse.

ONLINE SAFETY

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Online safety forms an integral part of the school's safeguarding/ child protection policy and is approved and monitored by the Board of Governors. Particular emphasis on E-safety is of paramount importance in our current climate of blended learning.

Policy and procedures about online safety are aligned with safeguarding/ child protection E-Safety policy, behaviour, code of practices, anti- bullying policies.

The E-Safety policy incorporates agreements on the acceptable use of

- Internet and school- based Digital Technology
- Personal mobile technology

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See Appendix 10- ICT Code of **Safety** Practice and there are clearly defined procedures for reporting and dealing with incidents surrounding breaches in the schools online safety guidelines.
See Appendix 11- Class ICT Code of Safe Practice.
See Appendix 12- ICT Code of Practice for Staff.
See Appendix 13- ICT Parental Guidance Letter.
See Appendix 14 – KS3 Esafety Booklet
See Appendix 15 – Blended Learning Poliy

Risks around online safety have been defined under four categories:

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- Content risks: The child or young person is exposed to harmful materials.
- Contact risks: The child or young person participates in adult-initiated online activity and/or is at risk of grooming.
- Conduct risks: The child or young person is a perpetrator or subject to bullying behaviour in peer-to-peer exchange and/or blackmail.
- Commercial risks: The child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs/fraud.

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The following issues may lead to online safety concerns: cyber bulling, online grooming and child abuse/exploitation, sexting, depression, self -harm and suicide, racial/homophobic and religious harassment, use of drugs/weapons, attempts to use a proxy bypass to access restricted sites.
More advice is available in the Safer Internet area within Fronter, a component part of the C2K EnNI Service.

Reporting Procedure

1. Instances of online safety concerns/issues which relate to child protection should be communicated to the Designated Teacher as per child protection procedure.

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2. In cases of internet abuse or where a child is at risk the school's child protection procedures should be implemented.

Teachers are in daily contact with children and may be the first to notice changes in a child's behaviour, or possible evidence of physical abuse. Children who have been abused may also confide in a teacher they trust.

Where types of abuse have been identified then reporting arrangements should be invoked in keeping with Western Area ACPC guidelines.

Confidentiality and Record Keeping

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<u>No Promise of Confidentiality</u> Can or Should Ever Be Given Where Abuse is Alleged.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. All staff should recognise, therefore, that in order to protect children from harm, confidentiality must be subordinated to the need to take appropriate action by involving others in the child's best interests.

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For reasons of confidentiality the Principal, Designated Teacher and the Deputy Designated Teacher will determine, on a "need to know" basis, those who need to be kept informed in order to help monitor a pupil's progress.

Record Keeping Ref: DENI Circular 2016/20

All records, information and confidential notes are kept in separate files in a locked filing cabinet. These records are kept separate from any other file which is held on the pupil/young person. These records are only accessible to Principal, DTCP and DDTCP. Keys should not be removed from premises and stored securely in a key safe. If

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storing information electronically it should be encrypted and password protected. Access to C.P. records should be strictly on a need to know basis.
Retention of C.P. records should follow guiding principles of Data Protection Act 1998 and the school's Record Retention and Destruction Policy/ Disposal of Records Schedule/ School Records Management Policy.

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A pupil may quite innocently disclose details of abuse that occurs within the family. It is also the case that pupils with experience of abuse may unburden themselves to their teacher/classroom assistant as the one adult they can trust.

*It is vital that a teacher in whom a pupil has chosen to confide is sympathetic and supportive.

*The teacher should remain calm and reassuring. Pupils who have suffered abuse may have low self-esteem or may withdraw if they detect signs of doubt or revulsion.

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Guidelines for Dealing with Disclosures:

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

*They should not ask questions which can later be construed as leading questions; this can later be interpreted as putting ideas into the pupil's mind. Do not investigate – this is a matter for Social Services.

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1. **Receive**
   - listen to what a child says, without displaying shock or disbelief
   - accept what is said
   - take notes – elaborate – retain notes

2. **Reassure**
   - ensure the child is reassured but only so far as is honest and reliable, e.g. don't make promises you may not be able to keep like "I'll stay with you" "everything will be all right now"
   - Don't promise confidentiality; you have a duty to refer. Explain to the child/YP that you will need

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some help to deal with what he/she has told you

- Do reassure and alleviate guilt, if the child or YP refers to it e.g. "you're not to blame" "you did the right thing to talk about this"

3. <u>Respond</u>

- Respond to the child / YP only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate" for full details
- **Do not ask** 'leading questions' e.g. "what did he/she do next?" or "did he/she touch your private parts?" such questions may invalidate your evidence and the child /YP's in any later court

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proceedings

- **Do ask** open questions like, “anything else to tell me?” “yes?”, “and?”
- **Do not** criticise the perpetrator; the child / YP may love him/her and reconciliation may be possible.

Do

- Explain what you have to do next and to whom you have to talk.
- Try to see the matter through yourself and keep in contact with the child/YP

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- Ensure that if a Social Services interview is to follow, that the child or YP has a 'support person' present if the child / YP wishes it

4. Record

- Make notes at the time and write them up as soon as possible and within 24 hours by completing a Note of Concern Proforma (see appendix 7).

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- Do not destroy these originals
- Record the time, date, place, any noticeable non- verbal behaviour, and the words used by the child / YP. If the child or YP uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises may be recorded on a diagram showing position and extent.
- Record statements and observable things, rather than your own interpretation or assumptions
- Note down when the suspicions were reported and by whom

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- In the case of a school these records should be placed in the pupils file
- In the event of a complaint made against a teacher's file. The file should be examined by the Chair of the BOG on an annual basis.

5. <u>Refer</u>

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- Refer to the designated teacher as soon as you have any concern for a child. The Designated teacher **Mrs Deane** or in her absence **Mrs F Harrigan/Stewart** must always be informed even if abuse is merely suspected.

*You must keep a copy of your report and immediately pass a copy to the designated teacher Mrs C Deane or in her absence to the Deputy Designated teacher –
Mrs F Harrigan – Stewart.

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NB: *Signs of physical injury observed should be described in detail, or sketched, but under no circumstances should a pupil's clothing be removed.

REFERRAL – Safeguarding and Child Protection in Schools April 2017 a Guide for Schools

In all cases where abuse is suspected, or where an allegation has been made by a pupil that abuse has taken place, or where serious concerns exist about the welfare of a child, teachers and other members of staff should report verbally and in written format **(see appendix 7)** the information to the designated teacher. The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff, in being alert to signs

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of abuse and being aware of the procedures to be followed. The designated teacher, then meets with the Principal, to plan course of action and to ensure that a written record is made. The designated teacher will immediately refer these cases to, or consult with, social services if appropriate. If a referral is made to Social Services, she will also notify the Designated Officer of the EA. This referral will initially be made using the referral document UNOCINI (understanding the need of children in Northern Ireland) or if child at risk the referral will be done immediately over the telephone and followed with a written referral using the UNOCINI form. (**see appendix 2** for referral process). It is inappropriate for the Designated Teacher to inform parents of concerns about, or disclosure of abuse by a child. Social Services and the PSNI will carry out this step. The safety of the pupil/young person is our first priority.

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In any case where a school has concerns about possible child abuse it is important that a record is kept at all stages – this should include dates, events and action taken.

STAFF – CODE OF CONDUCT

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All schools are aware that they must safeguard and promote the welfare of the pupils in their charge. This duty rests with all members of staff, teaching and non-teaching and implicit in it is the assumption that the conduct of school staff towards our pupils must be above reproach. **We are in a position of trust**, including a code of conduct for staff, pupils in relation to on-line safety.
See Appendices 10-12 and ref: School E-safety Policy.

Private meetings with Pupils:

*Teachers should be aware of the dangers which may arise from private interviews with individual pupils.

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*If a confidential meeting must take place, it should be in a room with visual access, preferably the parents' or year heads' rooms, with the blinds open.

*Alternatively it should take place in a room with the door open or an area which is likely to be frequented by other people.

*Where possible, another adult or pupil should be present or nearby during the interview.

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*Members of staff should not give pupils lifts home if at all possible.

*Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

*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.

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*All staff teaching and non- teaching should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct/actions do not give rise to comment or speculation. Attitudes, actions, demeanour and language all require care and thought particularly when staff of either sex are dealing with adolescent boys and girls.

*Pupils should be addressed formally by their Christian name. Care should be taken to avoid use of over-familiar terms, (darling, sweetheart, pet, etc…) which are not appropriate in a professional context.

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*As a general principle teaching and non- teaching staff are advised not to make unnecessary physical contact with their pupils.

*Physical contact which may be misconstrued by the pupil, parent or other casual observer should be avoided. Such contact can include well intentioned informal gestures such as putting a hand on the shoulder or arm, which, if repeated with an individual pupil, may be misconstrued, as well as more obvious and more intimate contact which should never occur.

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Parties involved, including any witnesses to an event and what was said or done and by whom:

*There may be occasions when a distressed pupil needs comfort and re-assurance that may include physical comforting such as a caring parent would give. Teaching and non- teaching staff should use their discretion in such cases to ensure that what is seen by others present to be normal and natural does not become unnecessary and unjustified contact.

*Some of us are likely to come into physical contact with out pupils from time to time in the course of our teaching, for example when showing a pupil how to use a piece of apparatus or equipment. We should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misconstrued by the pupil.

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*Heads of Departments should draw up their own guidelines for the use of areas such as photographic darkrooms, practice rooms, store-rooms.

*Teaching and non- teaching staff who have to administer first-aid should ensure, whenever possible, that other pupils or another adult is present.

If an incident occurs

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Where a member of staff feels his/her actions have been or maybe misconstrued. **See Appendix 3.** He/she should complete an Incident Report Form and should submit it immediately to the Principal. This form will then be kept on file. This procedure would follow the guidelines outlined in the school's policy on Safe Handling/Use of restraint. This can be obtained on request from the school office. This would apply especially in a case where a teacher had been obliged to restrain a pupil physically to prevent him from inflicting injury to himself or others.

*Teaching and non- teaching staff should be particularly careful when supervising pupils in a residential setting, such as during a ski-trip, outdoor educational trip or extended visit away from home. In these setting more informal

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relationships tend to be usual and staff may be in proximity to pupils in circumstances very different from the normal school environment.

Allegations Against a Member of Staff

If a complaint about possible child abuse is made against a member of staff, the Principal, or, if he is not available, the Designated Teacher must be informed immediately. The above procedures will apply unless the complaint is about the Designated Teacher or Principal. The Chair of the Board of Governors will be informed immediately. **See Appendix 4.**

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Allegations Against the Principal

If a complaint is made against the Principal, the Designated Teacher **Mrs Ciara Deane** or **deputy designated teacher Mrs Fiona Harrigan/Stewart** must be informed immediately. She/he will inform the Chair of the Board of Governors and together they will ensure that the necessary action is taken. **See Appendix 4.**

Allegations Against the Designated Teacher -Mrs C Deane

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Any complaints must be referred to the Principal. **See Appendix 4.**

Suspension from Duties

Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services.

Allegations / Incidents occurring when

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A. Pupils are out on Work Experience

Pupils should be made aware of the procedure and who to report their concerns to before going on work experience by the organising member of staff.

The normal child protection procedure will then prevail. **See Appendix 5**

B. Pupils are following Route 3 Curriculum

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NB: Route 3 Curriculum may or may not be available but if in the Curricular provision the following procedures are to be followed.

Pupils should be made aware of the procedures for reporting their concern and who to report to by appropriate members of staff

The protocol to be followed has been agreed with North West Regional College staff namely Designated/Deputy Designated Teachers as from September 2005.

See Appendix 5

C. Parental Procedure for Reporting possible concerns/child abuse

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- If a parent has a concern about a child's safety, he/she must:
- Discuss the matter with the class teacher/form teacher initially.
- If the concern continues then contact the designated Vice-Principal

and if necessary the Principal or by contacting/writing to the Chairman of the Board of Governors.

See Appendix 6

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Staff Induction Re: Child Protection Procedures

- Induction of Substitute (Temporary) Teaching Staff
  Re: Child Protection Procedures

Action -Senior Teacher (Sub Cover) / Vice Principal (Designated Teacher).
Reviewed with staff as appropriate. These procedures and guidelines are given to all temporary staff. Procedures are reviewed with each temporary member before they begin placement.

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- Induction of Non – Teaching staff
  Re: Child Protection Procedures

Action –Designated Teacher or the Designated Officers EA have responsibility to carry out Child Protection training

- for cleaning/canteen staff.

- Existing Support Staff

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CHILD PROTECTION – In Relation to Special Educational Needs

A joint circular from EA and WHSCT highlights the need to give due consideration, in assessing special needs, to children's social and family history.

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"Children who live in circumstances where there are family difficulties and stress and who have experienced abuse and neglect, and have additional special educational needs due to the impact of such factors on their development and on their ability to access and benefit from the curriculum. It is our collective responsibility to promote the optimal growth of each child. Consequently, in assessing children's education needs and in setting and applying criteria for assessment and provision at all stages of the Code of Practice, schools and other educational professionals should have due regard to the individual child's social and family history. Particular vigilance and sensitivity should be accorded to children who are "looked after" and children whose names are on the Child Protection Register. It should be acknowledged that "the special circumstances in respect of such children may augment and in some cases compound the level of special educational need" Circular Oct '04.

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In response to this and other key concerns we suggest the following:

Children who have no perceived difficulties other than being “looked after” or being on the CPR should be placed on the Special Needs Register at Stage 1 with relevant coding (LAC/CPR) for staff information.

Children who are Stage 2 or above for academic reasons will have the relevant code (LAC/CPR) included on their IEP.

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Abbreviations Used in Policy Document

LAC (Looked after Child). This means that Social Services have taken over parental responsibility. Child may be looked after in their own or a relative's home under supervision, in foster care or in a Children's Home.

CPR (Child Protection Register). Child is considered to be "at risk" and all aspects of his welfare need to me monitored.
YP (young person).
IEP (Individual Education Plan).

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Distribution of Policy

Parents will also receive an annual information leaflet informing them of the procedure and every two years a full policy document will be issued to all parents and pupils. New parents / pupils will receive a full policy document . A copy of the School's Complaints policy will also be issued.

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A copy of the school's Child Protection Policy is available on request from the main office and is on the school website.

MONITORING AND REVIEW OF POLICY

This policy will be reviewed annually as part of the school's policy review cycle, by the designated teachers and ratified annually by Board of Governors.

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I have read and understood the Child Protection Policy of St Joseph's Boys' School.

Date: _____

Signature: _____

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APPENDICES

Appendix 1 Sexual Offences Act 2003

Appendix 2 Procedure where school has concerns about someone Not a member of the staff

Appendix 3 Record of Incident of Restraint

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Appendix 4	Procedure where a complaint has been made about possible abuse by a member of the school staff
Appendix 5	Complaints procedure whilst on Work Experience
Appendix 5A	Complaints procedure whilst on NWRC premises
Appendix 5B	Procedures for dealing with complaints – NWRC

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Appendix 6 If parent has a concern

Appendix 7 Child Protection Incident Report Form – Note of Concern

Appendix 8 Child Protection Profile of Concern

Appendix 9 Retention Periods for Child Protection Records

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Appendix 10 ICT Code of Safe Practice ref: E-Safety Policy

Appendix 11 Class Code of Safe Practice ref: E-Safety Policy

Appendix 12 ICT Code of Safe Practice for Staff ref: E-Safety Policy

Appendix 13 Parental Information Letter (ref: Appendix 3 E-Safety Policy)

Appendix 14 KS3 E-Safety Booklet

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Appendix 15 Blended Learning Policy

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