

Safeguarding and Child Protection Policy

Northern Ireland Version

Policy Code QSC/65	Authorisation Date September 2021	Next Review Date September 2022
Enquiries Contact support@oneschoolglobal.com	Approval Authority OSG UK Board	Policy Author Kimberley Hutton
Associated Documents Anti-Bullying Policy-UN Convention on Rights of the Child 1989 The Children (Northern Ireland) Order 1995-Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10) Area Child Protection Committees' Regional Policy and Procedures (2005). DE Guidance - School Development Planning 2020/21		

PURPOSE

Children cannot be expected to learn or develop effectively unless they feel secure.

This Child Safeguarding and Protection Policy reflects both our legal duties and our pastoral responsibilities.

In considering the area of child protection the governors firmly agree with article 19 of the U.N. convention on the Rights of the Child that:

"Children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them."

The Children (N.I.) Order 1995 has placed a pastoral responsibility on schools towards the safety of the children in their care and to this end the Trustees and staff of the Campus have adopted the following Child Safeguarding Policy and will review it on an annual basis.

INTRODUCTION

1.1 Rationale

"The curriculum needs to be delivered in a school with an ethos which empowers children; a school which allows them to voice ideas, feelings and make a contribution to the educational process."
("Responding To Child Abuse")

1.1.1 We in OneSchool Global UK have a responsibility for the pastoral care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. It is the responsibility of OneSchool Global UK, to ensure their continuing safety in the following ways:

- by maintaining written procedures discussed and agreed by the Trustees which will be followed if the school is alerted to possible abuse;
- by making the teaching and support staff aware of the school's child protection procedures and also the signs of possible abuse;
- by designating a teacher, a deputy teacher and a designated trustee for Child Protection responsibilities who will be known to all staff;

Designated teacher – Miss Rachael Cunningham

Deputy designated teacher – Mrs Julie Gregory

Campus Principal – Mrs Julie Gregory

Safeguarding CA – Mr Scott McCormack

Lead CA – Mr Scott McCormack

- by continually reviewing and monitoring the system for recording information about and action taken, in cases of suspected or alleged abuse.
- by providing an environment within the school and classroom in which every child is valued, leading to the development of their self-esteem;
- by allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance;
- by integrating the key concepts of Child Protection/Safeguarding with the existing curriculum and by developing awareness and skills for personal safety and encouraging confidence to make good decisions;
- by monitoring children's welfare and physical, emotional, social, academic, intellectual and behavioural development;
- by informing parents of the school's Child Safeguarding Policy;
- by continuing contact with appropriate agencies in order to promote cooperation
- to protect children

1.2 Scope

- 1.2.1 This Policy and Procedures applies to all staff, trustees, volunteers, visitors and parents of both current and prospective students in the Campus.
- 1.2.2 The Policy and Procedures are consistent with those of the Education Authority.
- 1.2.3 The Policy is available on the school website and is made available to all staff, trustees, volunteers, parents both current and prospective and visitors to the school as appropriate.
- 1.2.4 It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
 - Physical, emotional and mental health and well-being is significant for safeguarding the pupils.
 - In any incident the child's welfare must be paramount, this overrides all other considerations.
 - A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

DEFINITIONS

Term	Definition
CCTV	Close circuit television
Child	Anyone who has not yet reached their 18th birthday. For the purpose of the policy this means all students in the Campus and also extends to visiting students from another OSGUK Campus.
Child Protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child Abuse	Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.
Child in Need	A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
CPOMS	Child Protection On-line Management System
DE	Department of Education
DBS	Disclosure and Barring Service
Looked After Child	A child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.
DSL	Designated Teacher / Designated Safeguarding Lead – member of staff in school who leads on Safeguarding and Child Protection – both staff training and management of referrals. The DSL must be a Senior Leader.
DDSL	Deputy Designated Safeguarding Lead / Deputy Designated Teacher
FGM	Female Genital Mutilation
GDPR	General Data Protection Regulations
IT	Information Technology
KCSIE	Keeping Children Safe in Education
LA	Local Authority
Local Gateway team	First point of contact for people who are concerned about a child or young person not already known to Social Services
NSPCC	National Society for the Protection of Cruelty to Children
OSGUK	OneSchool Global UK
Parent	Refers to birth parents and other adults in a parenting role
PEP	Personal Education Plan
PoP	Peer on Peer

Principle of Proportionality	The least intrusive response appropriate to the risk presented.
PSHEE	Personal, Social, Health and Economic Education
PSNI	Police Service of Northern Ireland
Safeguarding	The process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. This includes all forms of maltreatment including Youth Produced Sexual Imagery, peer on peer abuse, cyber bullying and radicalisation.
SCR	Single Central Record
SEND	Special Education Needs and Disabilities
SIMS	School Information Management System
Social Care	Refers to Children's Services in the area in which the child is resident.
Staff	Refers to all those working for or on behalf of the Campus, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.
TRA	Teaching Regulations Authority

CONTACT DETAILS

SCHOOL CONTACT INFORMATION		
Designated Safeguarding Lead:		
Miss Rachael Cunningham	028 30260777	Rachael.cunningham@uk.oneschoolglobal.com
Deputy Designated Safeguarding Lead:		
Mrs Julie Gregory	028 30260777	Julie.gregory@uk.oneschoolglobal.com
Campus Principal (where the concern is about a member of staff):		
Mrs Julie Gregory	028 30260777	Julie.gregory@uk.oneschoolglobal.com
Regional Team Leader (where the concern is about the Campus Principal):		
Mr Nick Walker	00 44 78 48451698	Nick.walker@uk.oneschoolglobal.com
Safeguarding CA:		
Mr Scott McCormack	028 79645191	scott.mccormack@uk.oneschoolglobal.com
HR CA:		
Mr Clive Taylor	028 30260777	Clive.taylor@uk.oneschoolglobal.com
National Safeguarding Coordinator:		
Mrs Kimberley Hutton		Kimberley.hutton@uk.oneschoolglobal.com
EXTERNAL CONTACT INFORMATION		
Children Support Services NI		

CPSS	028 95985590	
Police (non-emergency)	101	
Ofsted Safeguarding Children	08456 404046	whistleblowing@ofsted.gov.uk
DfE Dedicated telephone helpline and mailbox for non-emergency advice for Staff & Trustees	020 7340 7264	counter.extremism@education.gov.uk
NSPCC Whistleblowing Helpline	0800 028 0285	help@nspcc.org.uk
CEOP National Crime Agency	0370 496 7622	communication@nca.x.gsi.gov.uk

POLICY STATEMENT

1.3 Definition of abuse and recognising abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.

- 1.3.1 The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2017'.
- 1.3.2 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.

1.4 Types of Abuse

- 1.4.1 Physical Abuse is deliberately physically hurting a child. It might take a variety of forms, including, hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
- 1.4.2 Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying-including online bullying through social networks, online games or mobile phones-by a child's peers.
- 1.4.3 Neglect is the persistent failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often suffer from other types of abuse.
- 1.4.4 The safety and welfare of the children must always be the paramount consideration for the staff. We have a duty to ensure that all children in our care are not put at risk during activities. During the school day it is the duty of all staff to ensure:

- that all learning activities including school trips are set up and supervised to the highest standard.
- that the full ratio of adults to children is present during the school day.
- that the school building is adequately heated and ventilated during the school year.

1.4.5 Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration or non-penetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

1.4.6 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, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking.

1.5 Specific forms of abuse

Sexual Exploitation of Children and Young People

1.5.1 Child sexual exploitation 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.

1.5.2 Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

1.5.3 Potential indicators for CSE;

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Truancy/leaving school
- Change in mood
- Appearing distraught/dishevelled or under the influence of substances
- Inappropriate sexualised behaviour for age
- Physical symptoms eg bruising, bite marks
- New peer groups
- Increasing secretiveness around behaviours
- Low self-esteem
- Change in personal hygiene (greater attention or less)
- Self-harm or other expressions of despair
- Evidence or suspicion of substance abuse

Domestic Violence and Abuse

1.5.4 It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any '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.’

1.5.5 Symptoms which young people may display and which are indicators only include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

1.5.6 These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

1.5.7 If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services.

Operation Encompass

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

When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding team. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per Department of Education Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

Grooming

1.5.8 This involves perpetrator/s gaining the trust of the child or young person, or the family/friends and making an emotional connection with the victim to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs or alcohol or basic needs such as food, clothing, accommodation to develop the victim’s loyalty to and dependence. Grooming may occur face to face, online and/or through social media.

Complex Child Abuse

1.5.9 This is defined as 'complex, organised or multiple abuse, whether sexual and/or physical, emotional which occurs as part of a network of abuse across a family or community, within residential homes or schools and within an 'on or off line' networked groups of sexual offenders'. It can be family based abuse and often crosses generations, and abusers may join together to abuse one another's children. It can also be perpetrated through paedophile networks. Abusers often use technology to groom and perpetrate abuse.

Abuse within Communities

1.5.10 Within some communities there can be an acceptance of the use of violence as a response to perceived anti-social behaviour. Children within these communities may be threatened with violence or forced expulsion from their homes and local areas by those linked to organised gangs or as a result of perceived cultural beliefs.

Female Genital Mutilation (FGM)

1.5.11 This involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. FGM is a criminal offence in Northern Ireland.

Forced Marriage

1.5.12 A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. This is a criminal offence in Northern Ireland.

Honour Based Violence (HBV)

1.5.13 This refers to a range of violent practices used to control behaviour within families' or other social groups to sustain or promote perceived cultural and religious beliefs and/or honour.

Fabricated or Induced Illness (FI)

1.5.14 Harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It involves a child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm or potentially suffering harm as a consequence.

E-Safety/ Internet Abuse

1.5.15 Online safety means acting and staying safe when using digital technologies.

1.5.16 The identified risks are under the following four categories:

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

1.5.17 Safeguarding and promoting pupil's welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in school or on School-organised activities.

1.5.18 Cyber-bullying will be addressed within our school's Anti-Bullying Policy.

Sexting

1.5.19 This is sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

1.5.20 There are two aspects to sexting:

Sexting between individuals in a relationship

- 1.5.21 Students need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact the PSNI on 101 for advice and guidance.
- 1.5.22 While offences may have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record.
- 1.5.23 It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of sexual images.

Sharing an inappropriate image with an intent to cause distress

- 1.5.24 If a pupil has been affected by inappropriate images or links on the Internet it is important you do not forward it to anyone else. Our school is not required to investigate such incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individuals consent – see Articles 33-35 of the Act for more detail. By contacting the police it could help prevent further such incidents.
- 1.5.25 If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures should be followed.
- 1.5.26 It is also vital to ensure that the victim of abuse gets the correct support. They are likely to be ashamed and embarrassed and worried about parental reaction – some may wish to speak to a counsellor. A list of organisations offering advice and support is included below.

1.6 Departmental Guidance

- DE Circular 2007/1 - guidance on Internet Use Policy
- DE Circular 2011/22 - advice on the safe use of the Internet and digital technologies
- DE Circular 2013/25 - guidance on e-Safety policy and Acceptable Use Policy
- DE Circular 2016/27 - guidance on online safety
- DHSSPS Co-operating to Safeguard Children and Young People in Northern Ireland (2016) – Section 7.2.9 offers advice on Risks of Misuse of Digital Technologies.

1.7 DyKnow

- 1.7.1 OneSchool Global UK has adopted the DyKnow which is an E-Safety monitoring tool available to OneSchool Global schools to safeguard children in their use of information systems and electronic communications.

1.8 Signs and symptoms of abuse ~ Possible Indicators

1.8.1 Physical Abuse

Indicators:

- Unexplained bruises – in various stages of healing;
- grip marks on arms;
- slap marks;
- human bite marks;
- welts;
- bald spots;

- unexplained/untreated burns;
- especially cigarette burns (glove like);
- unexplained fractures;
- lacerations or abrasions;
- untreated injuries;
- bruising on both sides of the ear – symmetrical bruising should be treated with suspicion;
- injuries occurring in a time pattern e.g. every Monday Self-destructive tendencies;
- aggressive to other children;
- behavioural extremes (withdrawn or aggressive);
- appears frightened or cowed in presence of adults;
- improbable excuses to explain injuries; chronic runaway;
- uncomfortable with physical contact;
- clothing inappropriate to weather – to hide part of body;
- violent themes in art work or stories

1.8.2 Emotional Abuse

Indicators:

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

1.8.3 Poor peer relationships

1.8.4 Neglect

Indicators:

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

1.8.5 Sexual Abuse

Indicators:

- Bruises,
- scratches,
- bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;
- bruises or bleeding in genital or anal areas;
- torn, stained or bloody underclothes;
- chronic ailments such as recurrent abdominal pains or headaches;
- difficulty in walking or sitting;
- frequent urinary infections;
- avoidance of lessons especially PE, games, showers;
- anorexia/gross over-eating. What the child tells you;
- withdrawn; chronic depression;

- excessive sexual precociousness; seductiveness;
- children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal;
- over concerned for siblings;
- poor self-esteem; self-devaluation;
- lack of confidence; peer problems;
- lack of involvement;
- massive weight change;
- suicide attempts (especially adolescents); hysterical/angry outbursts;
- lack of emotional control;
- sudden school difficulties e.g. deterioration in school work or behaviour;
- repeated attempts to run away from home;
- unusual or bizarre sexual themes in children's art work or stories;
- vulnerability to sexual and emotional exploitation; promiscuity;
- exposure to pornographic material.

PROCEDURE

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

Do:

- Listen to what the child says
- Assure the child they are not at fault
- Explain to the child that you cannot keep it a secret
- Document exactly what the child says using his/her exact words
- Remember not to promise the child confidentiality
- Stay calm
- Listen
- Accept
- Reassure
- Explain what you are going to do
- Record accurately
- Seek support for yourself

Do not:

- Ask leading questions.
- Put words into the child's mouth.
- Ignore the child's behaviour.
- Remove any clothing.
- Panic

- Promise to keep secrets
- Ask leading questions
- Make the child repeat the story unnecessarily
- Delay
- Start to investigate
- Do Nothing

PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

1.10 How a Parent can make a Complaint

- 1.10.1 We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team: the Campus Principal the Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Trustees. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in Appendix 2.
- 1.10.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers
- 1.10.3 Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.
- 1.10.4 The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.
- 1.10.5 The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.
- 1.10.6 Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.
- 1.10.7 If the Campus Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.
- 1.10.8 This procedure with names and contact numbers is shown in Appendix 3.
- 1.10.9 Where a complaint has been made about possible abuse by a member of the school's staff

- 1.10.10 If a complaint about possible child abuse is made against a member of staff, the Campus principal (or Designated/Deputy Designated Teacher if the Campus Principal is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Campus Principal/Designated/Deputy Designated Teacher)
- 1.10.11 If a complaint is made against the Campus Principal, the Designated/Deputy Designated Teacher will inform the Trustees who will ensure that necessary action is taken.
- 1.10.12 Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Trustees will be informed immediately.
- 1.10.13 Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.
- 1.10.14 This procedure with names and contact numbers is shown in Appendix 4
- 1.10.15 Attendance at Child Protection Case Conferences and Core Group Meetings
- 1.10.16 The Designated Teacher/Deputy Designated Teacher or Campus Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

1.11 Confidentiality and Information Sharing

- 1.11.1 Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.
- 1.11.2 Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

1.12 Record Keeping

- 1.12.1 A Concern Log is securely kept on Cpoms. All allegations should be reported immediately to the DT/DDT or Child Protection. In the interests of all involved issues should be dealt with as a priority. Every effort to maintain confidentiality must be made.
- 1.12.2 Child Protection Files are held in a separate, secure confidential filing system. This is only accessible to the DT and DDT or Campus Principal. Files must not be removed from school except when taken to a case planning meeting or on foot of a court order. All allegations of a child abuse nature must be recorded in the hard-backed book which is kept securely.
- 1.12.3 The DT and DDT should hold a handover meeting at least once weekly, to ensure all cases are understood by those leading Child Protection at the campus. The handover meeting should ensure updates on live cases are shared so that no low level concerns or disclosures are missed.
- 1.12.4 The Child Protection Register is securely kept on Cpoms. This contains information about confirmed and suspected cases of child abuse. CP Records are kept for 30 years plus the child's DOB. The designated safeguarding CA signs and dates the CP Register annually. CP is on the agenda for each Trustee Meeting.

1.13 Vetting Procedures

- 1.13.1 All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

- 1.13.2 At OneSchool Global UK, we comply with Statutory Child Protection Procedures and ensure that the staff, volunteers, other agencies and adults working with the children exercise good practice and display common sense in all physical contact with children in their care. Adults working with children will work under the guidance and supervision of a member of staff.
- 1.13.3 Parental involvement is given high priority in the life of the school. We actively seek to work in partnership with parents. Parents are a valuable resource and can contribute greatly to the life of the school by sharing their time and talents.
- 1.13.4 D.E. document -1999 “Pastoral Care in Schools” states;
- “It is essential that appropriate steps are taken through careful screening and selection arrangements to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school”.
- 1.13.5 Anyone working within the school may have the potential to abuse children. Therefore, procedures for screening staff (paid or voluntary) are embedded in the school’s recruitment procedures. In following these procedures Trustees and staff are doing their utmost to protect all children in their care from potential harm.

1.14 Code of Conduct For all Staff Paid or Unpaid

- 1.14.1 All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.
- 1.14.2 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 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. 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. All staff have agreed with the Code of Conduct.
- 1.14.3 The school’s code of conduct is available on request.
- 1.14.4 The physical, emotional and mental health and well-being is important to be emphasised for all staff.

1.15 Staff Training

- 1.15.1 OneSchool Global UK is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Campus Principal/Designated Teacher/Deputy Designated Teacher, Lead CA and Safeguarding CA for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.
- 1.15.2 When new staff or volunteers start at the school they are briefed on the school’s Child Protection Policy and Code of Conduct and given copies of these policies.

1.16 Private meetings with pupils

- 1.16.1 Staff should be aware of the dangers which 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.
- 1.16.2 Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place.

1.16.3 Where possible another pupil or preferably another adult should be present or nearby during the interview and the school will take active measures to facilitate this.

1.17 Physical contact with pupils

- 1.17.1 As a general principle, staff are advised not to make unnecessary physical contact with the pupils.
- 1.17.2 It is unrealistic and unnecessary 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 prohibited from providing this.
- 1.17.3 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.
- 1.17.4 Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- 1.17.5 Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of another adult or other children.
- 1.17.6 However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- 1.17.7 Any physical contact which would be likely to be misinterpreted by the pupil, parent or another casual observer should be avoided.
- 1.17.8 Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Campus Principal
- 1.17.9 Never do anything of a personal nature for a child that they are capable of doing themselves. This includes toileting or any other activity that could be misconstrued.
- 1.17.10 Do not go into the toilet alone with children. In an emergency make sure there is another child or adult present.

1.18 Choice and use of teaching materials

- 1.18.1 Teachers should avoid teaching materials which might be misinterpreted and reflect upon the motives for the choice.
- 1.18.2 Teachers should only use materials of a sensitive nature that have been agreed and included in the PSHE curriculum for the school.
- 1.18.3 If there is concern about the appropriateness of a particular teaching material, the teacher should consult with the Campus Principal before using it.
- 1.18.4 The content of material of all visitors to the school should always be agreed with the Campus Principal before the presentation to pupils.

1.19 Relationships and attitudes

- 1.19.1 Staff should always 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.

1.20 Records

- 1.20.1 Keep records of any false allegation a child makes against a member of staff – including; “You are always picking on me” or “You hit me” or comments such as “Don’t touch me”. Keep a record of dates and times. Get another adult to witness the allegation if possible.
- 1.20.2 If a child touches a member of staff in a sexually inappropriate way or place, record what happened and forward it to the designated child protection teacher

1.21 The Preventative Curriculum

1.21.1 Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

1.21.2 Other initiatives which address child protection and safety issues:

- We continually develop awareness of social, emotional and health issues, developing the confidence, resilience and coping skills of pupils.
- All year groups follow the OneSchool Global PSHE Programme.
- PSNI deliver annual information talks on Road Safety.
- Our local Fire Service visit school and provide Safety talks.
- Children also have an opportunity to participate in Farm Safety Competitions.
- Safety messages are constantly reinforced during weekly whole school assemblies.
- We participate in Anti-Bullying Week and Safer Internet Day and whole school
- Competitions are held.
- Pupils are encouraged to use the Suggestion and Worry Boxes. We have established a School Council.

1.22 Conclusion

1.22.1 It is important that we recognise and are vigilant to cover all the circumstances in which staff interrelate with the children in their care, or where opportunities for their conduct to be misconstrued might occur.

1.22.2 Here at, OneSchool Global UK all members of staff, trustees and volunteers are committed to ensuring that all pupils in their care are safeguarded and protected from any form of abuse or harm. Pupils will be educated to know what to do if they find themselves in circumstances of abuse and support will be offered in order to help the child with their future.

1.22.3 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.

1.22.4 From time to time, it is prudent for all staff to reappraise their teaching styles and relationships with children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents/guardians.

1.23 Monitoring and Evaluation

1.23.1 The Safeguarding Team in OneSchool Global UK will monitor the progress made in the school's approach to:

- promoting the health and well-being, attendance, good behaviour and discipline of students and;
- managing the attendance and promoting the health and well-being of staff.

1.23.2 The Safeguarding Team in OneSchool Global UK will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually.

1.23.3 The Trustees will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

1.23.4 On-going evaluation will ensure the effectiveness of the Policy.

1.23.5 RESPONSIBILITIES

Designated Teacher and Deputy Designated Teacher

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the Campus Principal informed
- Provide written annual report to the Board of Governors regarding child protection, to be submitted and shared at the September Campus Impact Meeting

Campus Principal

Ensure that DENI 1999 / 10 guidance is implemented within the school

attend training on Managing Safeguarding and Child Protection

Ensure a designated teacher and deputy designated teacher are appointed

Ensure that all staff receive child protection training

Ensure recruitment procedures are fully and correctly followed in each and every staff and volunteer appointment.

Ensure protocols for managing visitors are rigorous, every time.

All necessary referrals are taken forward in the appropriate manner

Keep the Chair of the Board of Trustees informed

Child protection activities feature on the agenda of the Trustees meetings and termly updates & annual report are provided

The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years

Confidentiality is paramount. Information should only be passed to the entire Board of Trustees on a need to know basis.

Designated CA for Child Protection

The Designated CA should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Trustees on:

- The role of the Designated Teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

Lead CA

- Ensure that he has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Trustees undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resource departments.
- Ensure that a Designated trustee for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Campus Principal
- Ensure that the trustees receive termly updates and a full written annual report in relation to child protection activity

All Staff

- Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.
- Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer
- refer concerns to the Designated/Deputy Teacher for Child Protection/Campus Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (Appendix 1)
- Avail of whole school training and relevant other training regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions
- Record concern in written form
- Do not speak to child's parents
- Staff should be aware that written records may be used in subsequent court proceedings. It is important in these cases that prompt and correct procedures are followed.
- The reporting member of staff will be informed of any further action taken, i.e. social service referral, monitor etc. If the reported case is taken up and investigated by an external agency, any meetings, case conferences or action taken will be followed through and the member of staff concerned informed.
- Staff have an important role in hearing what children have to say. The school can provide a neutral environment where the child feels it is safe to talk. Sensitivity to any disclosure is vital. Staff must listen to what the child is saying. Fear of the consequences of telling is very common. The child needs to hear the truth about what will happen, together with a commitment to support the child.
- Enable the child to speak and then know what to do next. Remember, never investigate or ask leading questions and do not promise to keep it a secret.

In addition the class teacher should Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

Parents

- telephone the school on the morning of their child's absence, or send in a note on the child's return to school, so as the school is reassured as to the child's situation;
- inform the school whenever anyone, other than themselves, intends to pick up the child after school;
- let the school know in advance if their child is going home to an address other than their own home;
- familiarise themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, E-Safety and Child Protection Policies;
- report to the office when they visit the school
- Raise concerns they have in relation to their child with the school.

CA's

Have a statutory duty to:

- safeguard and promote the welfare of registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of school staff; and
- decide on the measures to be taken by all persons associated with the school to protect pupils from abuse, whether at school or elsewhere and review these measures from time to time.

Must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by trustees and that up-to-date training records are maintained
- the vetting of all staff and volunteers

REFERENCE DOCUMENTS

- Anti-Bullying Policy
- UN Convention on Rights of the Child 1989
- The Children (Northern Ireland) Order 1995
- Department of Education (Northern Ireland) guidance "Pastoral Care in Schools – Child Protection" (DENI Circular 99/10)
- Area Child Protection Committees' Regional Policy and Procedures (2005)
- Co-operating to Safeguard Children and Young People in Northern Ireland 2017

AUDIT AND ASSURANCE

Element to be monitored

Lead

Tool

Freq

Reporting Arrangements

Acting on Recommendations and Lead(S)

Change in Practice

Lessons to be shared

APPENDICES

Additional material that is necessary to the delivery of the policy or procedure, e.g., flowcharts, templates of forms

Appendix 1 – Note of Concern – Child Protection Record: Report to Designated Teacher

Appendix 2 – How a parent can make a complaint – flowchart

Appendix 3 – Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff

Appendix 4 – Dealing with allegations of abuse against a member of staff

Appendix 1 OneSchool Global UK**CONFIDENTIAL****NOTE OF CONCERN****CHILD PROTECTION RECORD - REPORTS TO DESIGNATED
TEACHER**

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
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:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher: Yes: No:

If 'No' state reason:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file

If 'No' state reason:

Name of staff member making the report:

Signature of Staff Member:

Date:

Signature of Designated Teacher:

Date:

Appendix 2

Procedure for a parent who has a potential Safeguarding or Child Protection Concern

I have a concern about a / my child's safety

I can talk to the class teacher



If I am still concerned, I can talk to the

**Designated Teacher (Miss Cunningham) / Deputy Designated
Teacher (Mrs Gregory)**

for Child Protection



If I am still concerned,

I can talk / write to the

Mr McCormack (Lead CA)



If I am still concerned,

I can contact the

NI Public Services Ombudsman

Tel: 0800 343 424



At any time, I can talk to

a Social Worker at the Gateway Team

Tel: 0800 7837745



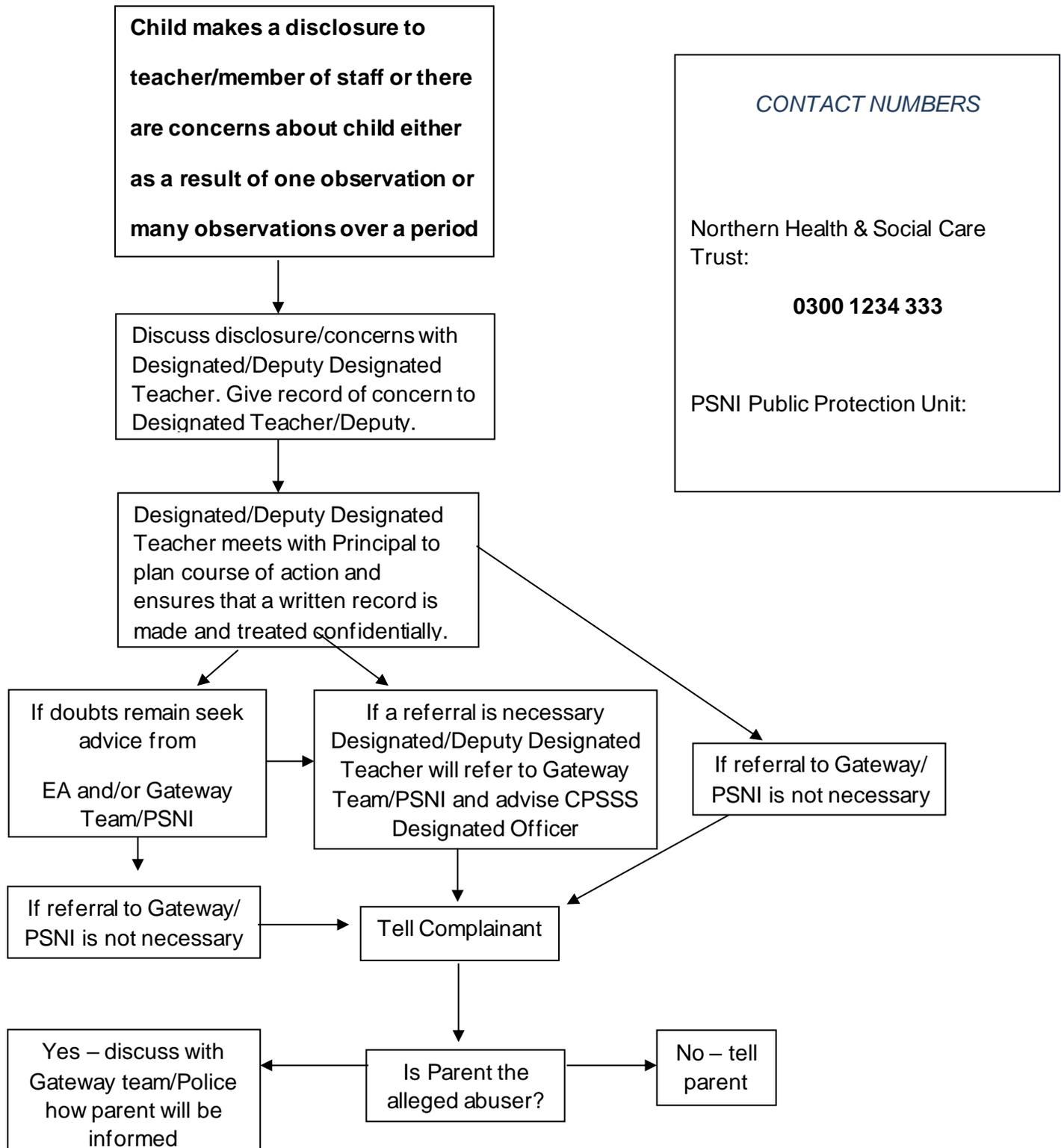
or I can contact the PSNI Central Referral

Unit

Tel: 028 90259299

Appendix 3

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



Appendix 4

Dealing With Allegations of Abuse against a Member of Staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Lead CA and trustee team as appropriate

Guidance on next steps

Lead Individual then:

Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion

Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Lead CA and Trustee team to agree way forward from the options below

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection Procedures imposed

Alternatives to Precautionary Suspension imposed

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
POL-GLOBAL-DEP-1.0			
QSC/65	December 2021	4.0	Updated terminology to reflect OSG UK and Campus Principals and CAs Added additional section on Campus Impact Meeting and reporting