

# **BALLYMENA ACADEMY**

**EST. 1828**

## **Safeguarding and Child Protection Policy**

Designated Teacher for Child Protection:

Mr R Ross

Deputy Designated Teacher for Child Protection:

Dr C Donnelly

Designated Governor for Child Protection Governance:

Mrs A Laughlin

Policy ratified by Board of Governors: September 2025

Date of next Review: September 2026

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

## **1. Introduction**

- 1.1 Ballymena Academy is a Voluntary Grammar School. Under the terms of the Scheme of Management, the relevant Body with authority in Child Protection matters is the Board of Governors.
- 1.2 In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child will be the paramount consideration.
- 1.3 The Children (N.I.) Order [1995] and the Education and Libraries (N.I.) Order [2003] place a statutory duty on the Board of Governors to:
  - safeguard and promote the welfare of pupils;
  - have a written Child Protection Policy;
  - specifically address the prevention of bullying in school behaviour management policies.
- 1.4 Safeguarding, and promoting the welfare of children, is a broad term which encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
- 1.5 This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection (1999), the Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005) and DE 'Safeguarding and Child Protection in Schools: A Guide for Schools' (2017) [SCPS].
- 1.6 The school recognises the regulatory authority of legislation and relevant Department of Education Circulars/letters, the most recent being 2017/4, and will comply with them. (See Appendix 10)

## **2. Policy**

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. As a caring school, seeking to discharge its Child Protection responsibilities, it is the policy of Ballymena Academy to

- safeguard the welfare of every pupil,
- seek to comply with relevant legislative and regulatory requirements
- develop the Safeguarding and Child Protection culture in the school.

This policy applies to all staff – teaching and support, to all volunteer helpers and to members of the Board of Governors. This policy will be reviewed annually by the Board of Governors.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
3. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
4. Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe
5. Supporting pupils who have been abused in accordance with his/her agreed Child Protection plan.

### 3. Context and Definition

- 3.1 Article 19 of The U.N. Convention on The Rights of the Child provides that children have “the right to be protected from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse by those looking after them.”

In this context, the school is held to be “looking after” children.

- 3.2 The Children (Northern Ireland) Order 1995 states that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – *the best interests of the child shall be of primary consideration*. The ‘paramountcy’ of the child principle underpins our Child Protection policy and procedures.

- 3.3 It is the duty of all employees of Ballymena Academy to have a full and active part in protecting children from harm, to report suspected abuse and to implement the Safeguarding and Child Protection Policy.

- 3.4 What is child abuse?

Child abuse is recognised as taking a number of forms including neglect, physical abuse, sexual abuse, emotional abuse and exploitation. For the purposes of this policy Child abuse is defined as:

- a) 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.’ (ACPC, 2005)
- b) “Physical, emotional or sexual harm occurring to a child as a result of a single or repeated action, by an adult. This includes neglect (failure to exercise reasonable care) on the part of an adult with responsibility for the child.”

N.B. A child is a person under the age of 18 years as defined in the Children Order.

[See Appendix 4 : Signs and Categories of Abuse]

### 4. Procedures and Structures

#### 4.1 Safeguarding Team

The members of staff and Governors through whom the Safeguarding and Child Protection procedures are administered:-

Designated Teacher	:	Mr. Richard Ross (Vice-Principal)
Designated Deputy Teacher	:	Dr. Catherine Donnelly (Senior Teacher)
Chair of Governors	:	Dr. David Johnston
Designated Governor for Child Protection Governance:		Mrs. Ann Laughlin
Principal	:	Mr. Stephen Black

[See Appendix 1 : Specific Child Protection Responsibilities]

## **4.2 Responding to allegations and Child Protection concerns**

To ensure an effective and consistent response, the established procedures must be followed.

[See Appendix 2 : Child Protection Procedures and Guidelines]

## **4.3 Child Protection Codes of Conduct**

The Staff Code of Conduct applies to teaching staff, support staff and volunteers, as relevant to the nature of their responsibilities and duties.

The Music Tutors Code of Conduct is designed to give clarity to all staff and volunteers on how to promote the welfare of pupils and to protect themselves against mistaken or malicious allegations.

The Coaches/Volunteers Code of Conduct identifies specific responsibilities to which coaches/volunteers should adhere whilst organising and working with young people in team situations.

The First Aiders Code of Conduct provides specific guidance for first aiders caring for pupils in the medical room and other relevant situations.

[See Appendix 3a: Staff Code of Conduct]

[See Appendix 3b: Music Tutors Code of Conduct]

[See Appendix 3c: Coaches/Volunteers Code of Conduct]

[See Appendix 3d: First Aiders Code of Conduct]

## **4.4 Child Protection Training for Staff and Volunteers**

Arranging and conducting staff training are amongst the key responsibilities of the Designated Teacher. Child Protection training will be given every two years. All staff, volunteers and members of the Board of Governors must attend; their attendance is to be recorded and a record held by the Designated Teacher.

The training:

- may be given by school staff or by suitable individuals from an external agency;
- will give a shared understanding of the importance of Child Protection, assist in full implementation of the policy and procedures and contribute to the development of a Child Protection culture;
- will enable staff and volunteers to recognise signs and categories of abuse and know how to report any Child Protection concerns they may have.

[See Appendix 4 : Categories and Signs of Abuse]

## **5. Child Protection : Preventative Measures**

The staff of Ballymena Academy recognises that children who are abused or witness violence, may find it difficult to develop a sense of self worth. The school may be the only stable, secure and predictable element in the lives of children at risk. In support of this, a number of structural measures exist to ensure that Child Protection is embedded in the culture of the school. Some of these matters are dealt with in greater detail elsewhere in this document.

- 5.1 All staff and volunteers are vetted. Approved appointment procedures are in place, incorporating Child Protection measures/Criminal Record Checking procedures in accordance with DENI regulations. On appointment, all staff must inform school if there is any reason why they would be unsuitable to work with young people in the school or in an educational setting. Whilst the school does not have a re-checking policy for staff, staff and volunteers must declare any changes to their criminal records.

[See Appendix 5 : Appointment Procedures, Vetting and Child Protection]

- 5.2 Pupils are made aware of Child Protection, their entitlement to a safe school environment and to whom they can talk if they have any concerns.
- 5.3 The school ethos and the approach to teaching and learning encourage constructive staff-pupil working relationships; promote positive discipline and the development of an open atmosphere in which pupils are able to communicate their concerns.
- 5.4 Support for all pupils is afforded as required through liaison with other agencies such as Social Services, EWS, Educational Psychology, PSNI and the School Nurse. Further to this the Counselling Service offers a confidential and easy-access service (including self-referral) in which pupils have an opportunity to talk about their feelings and experiences to a skilled and experienced counsellor.
- 5.5 Pupils are made aware, through the academic and pastoral curricula and posters displayed around the school, of their right to safety, how they can protect themselves and how to report their concerns. They are also informed of the need for personal safety awareness and how to avoid putting themselves at risk. The Learning Organiser, issued to all pupils, also contains relevant information.
- 5.6 All computers in school are networked and Internet access is protected by C2K filters. Chatrooms, social media sites and sites with unacceptable content are blocked.

Pupils and staff sign an ICT acceptable use policy. Downloading/printing objectionable material is forbidden.

## 5.7 Online Learning and Teaching

Whilst engaging in online classroom activities, pupils are required to:

- adhere to school protocols for online classrooms, e.g. only school e-mail addresses are used for online communications
- ensure that all communications (with staff) are respectful and appropriate

Whilst engaging in remote teaching, staff are required to:

- adhere to school protocols for online communication, e.g. use of school e-mail addresses or school online classrooms when making contact with pupils
- ensure any contact with parents is via school phones, blocked numbers or from school e-mail addresses
- ensure that mechanisms for delivery of lessons are approved and age appropriate for pupils, with appropriate safeguards in place
- ensure that all uploaded materials are age appropriate

- contact a Designated Teacher if they become aware of any Safeguarding concerns relating to individual pupils
- 5.8 Pupils are permitted to bring mobile phones to school but these may only be used before the start of school, after school, or in a class or other areas where specific permission is given by supervising staff. Phones should be switched off at all other times. They must not, under any circumstances, be used to take photographs/videos in school or during school activities, without official permission.

- 5.9 Copies of the school's full and summarised Child Protection policy are made available to parents every year. Child Protection matters are mentioned in letters and talks to parents as well as in the Board of Governors Annual Report to Parents.

The school promotes the parental partnership, and is both open and accessible to parents; it informs them and encourages them to communicate their concerns as well as enabling them to make formal complaints.

[See Appendix 6 : Child Protection – Parental Procedure Summary]

- 5.10 It is recognised that in certain circumstances it may be necessary physically to restrain a pupil (to prevent self-harm or harm to others) or to apply reasonable force to prevent or stop an attack on a pupil or member of staff. For this reason, the policy on Physical Restraint and Physical Force identifies the context in which such restraint or physical force may be applied and the procedure to be followed.

[See Appendix 7 : Physical Restraint and Physical Force]

- 5.10b Where harmful sexualised behaviours by a pupil are identified, a risk assessment will be conducted and management plan put in place as appropriate.
- 5.11 The Board of Governors is 'Child Protection aware'. Safeguarding is overseen by the Chair and Designated Governor.

- 5.12 Confidential Child Protection records are maintained on:-
- concerns of abuse
  - complaints against staff / volunteers / governors
  - referrals to Social Services / PSNI.

- 5.13 Child Protection records are filed by:-
- pupil name in confidential pupil file
  - staff / volunteer / governor name in confidential file
  - whole school, alphabetically, in confidential file held by the Principal.

- 5.14 Child Protection records are held separately from academic and general records and may be accessed only by the Principal/Deputy Principal/Vice-Principals/Designated Teacher/Deputy Designated Teacher.

- 5.15 Staff records are made on the Child Protection Disclosure Proforma - copies available in Staffroom and Staff Google Drive (Appendix 8).

- 5.16 Child Protection referrals to other agencies involves completion of the 'UNOCINI' form by the Designated Teacher (Appendix 9). The school will endeavour to support any pupil who is exposed to risk of harm in accordance with his/her agreed protection plan.

- 5.17 Visitors to schools will be managed by school staff and their access to areas and movement within the school restricted as needs require.

**Visitors should be:**

- Met/directed by school staff/representatives.

- Signed in and out of the school by school staff.
  - If appropriate, be given restricted access to only specific areas of the school.
  - Where possible, escorted by a member of staff/representative.
  - Clearly identified with visitor passes.
  - Access to pupils restricted to the purpose of their visit.
  - If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.
- 5.18 Health and Social Care Programmes will require an Enhanced Disclosure Certificate for pupils on long term placement and may be required for pupils on work experience/shadowing placements. Schools should apply through their AccessNI Registered Body in advance.
- 5.19 Individuals coming into the school on work experience for limited periods do not require AccessNI clearance if they are fully supervised by school staff.
- 6. Reacting to allegations of Child Abuse**
- 6.1 Allegations of abuse must be dealt with according to the procedure set out in Appendix 2: Child Protection Procedures and Guidelines.
- 6.2 Where the allegation is made against a member of staff or volunteer who denies the allegation, neither the Principal nor any other member of staff can initiate an investigation that is the role of the Statutory Agencies. Once the allegation is confirmed, the Principal must suspend the member of staff or volunteer, unless there is good reason not to do so.
- 6.3 Precautionary suspensions, made with pay, do not imply an assumption of guilt but it is recognised that they may stigmatise the individual. For that reason, the Principal, in liaison with the Designated Teacher, will seek to clarify and confirm the nature of the allegation, acquaint the member of staff with the details and seek their response, discuss the issues with EA/PSNI/Social Services and then make a decision.
- 6.4 The precautionary suspension will initially be for a maximum of 5 working days, and then can be made until such time legal proceedings are complete. Where legal proceedings are to be taken, any disciplinary action will be suspended until the outcome of the proceedings is known.
- 6.5 Disciplinary procedures, if initiated, will be conducted in line with school procedures and the level of action taken may be up to and including dismissal.

## APPENDIX 1

### Specific Child Protection Responsibilities

#### 1. Introduction

All Governors, Staff and Volunteers have a legal and moral responsibility to promote and safeguard the welfare of pupils and to ensure that Child Protection arrangements are in place [see Staff Code of Conduct – Appendix 3]. There are, however, groups and individuals with specific child protection responsibilities, identified at 2 – 4 below, including agencies external to the school.

#### 2. Board of Governors

##### 2.1 The Board

The Board of Governors is the ‘relevant body’ with ultimate responsibility for ensuring the welfare of each pupil of this school is promoted and safeguarded.

##### 2.2 Members of the Board

The Board of Governors will ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors, including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted.
- They receive a full annual report on all child protection matters.
- The school maintains the following child protection records:
  - Safeguarding and child protection concerns
  - Disclosures of abuse
  - Complaints against staff
  - Staff induction and training

##### 2.3 The School Safeguarding Team

A Safeguarding Team will include the Chair of the Board of Governors, the Designated Governor for Child Protection, the Principal (as Chair), the Designated Teacher and the Deputy Designated Teacher. The team may co-opt other members as required to help address specific issues.

The responsibilities of the team will include:

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

As best practice, the Safeguarding Team should review their child protection/safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma.

#### 2.4 Board of Governors' Chairman

- The Chairman will ensure that:
  - he or she has received appropriate Child Protection training;
  - other Governors are trained, to meet the Child Protection requirements of the Board;
  - he or she assumes lead responsibility in any Child Protection complaint/allegations involving the Principal;
  - Child Protection is given due consideration by the Board of Governors;
  - Minutes of meetings record discussion and decisions on Child Protection;
  - The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.
- In addition, when a Child Protection referral is made to Social Services/PSNI, the Chairman is informed by the Designated Teacher or Principal.

#### 2.5 Designated Governor for Child Protection

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able 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 Teacher's Report;
- Recruitment, selection, vetting and induction of staff.

### 3. Staff

#### The Principal

- The Principal of the school:
  - will assist the Board of Governors to fulfil its safeguarding and child protection duties;
  - ensures the Child Protection culture is promoted in the school;
  - has overall responsibility for day-to-day running of the school, including the appointment and management of Designated Teacher and Deputy Designated Teacher;
  - attends relevant Child Protection training, in accordance with recommended timeframes, and ensures other staff also receive training;
  - liaises with Designated Teacher and may, on Designated Teacher's advice, make referrals to Social Services/PSNI;

- provides staff, governors and parents with copies of the Child Protection policy and procedures;
- advises the Board of Governors on Child Protection matters;
- assumes lead responsibility in any Child Protection complaint/allegations involving the Designated Teacher/Deputy Designated Teacher.

### 3.2 Designated Teacher

- The Designated Teacher, is central to the school's Child Protection measures:
  - promotes the Child Protection culture;
  - identifies training needs and conducts training and induction for all staff and volunteers
  - is the immediate and natural point of reference and referral for all Child Protection concerns/disclosures/allegations;
  - is available to discuss Child Protection matters and to offer advice and guidance;
  - keeps the Principal informed;
  - can make referrals directly to Social Services/PSNI Public Protection Unit or can initiate referrals through the Principal;
  - liaises with EA Designated Officers for Child Protection
  - maintaining a current awareness of early intervention supports and other local services, e.g. Family Support Hubs;
  - notifies the Chairman of the Board of Governors of Child Protection referrals, or initiates this notification through the Principal;
  - keeps full records of all Child Protection concerns in a secure location and files these in line with stated policies;
  - has lead responsibility within the staff for development, implementation and monitoring of Child Protection policy and procedures;
  - provides annual Child Protection reports to the Board of Governors with termly updates;
  - the annual Child Protection report includes:-
    - school maintenance of Child Protection records (e.g. concerns about abuse, complaints/allegations against staff, actions taken, referrals to Social Services/PSNI);
    - Child Protection training (e.g. Designated Teacher, Deputy Designated Teacher, Principal, Governors, Staff);
  - ensures summary of information on Child Protection provided to Parents and Pupils (e.g. policy distribution, letters, talks etc.);
  - conducts policy review and revision and distribution as required;
  - introduces initiatives to promote a safeguarding and child protection ethos in the school;
  - attends relevant training, in accordance with recommended timeframes.

### 3.3 Deputy Designated Teacher

- works co-operatively with the Designated Teacher, deputises for Designated Teacher and undertakes Designated Teacher duties as required;
- attends relevant training in accordance with recommended timeframes.

### 3.4 Staff in specific posts

- All staff and volunteers have an obligation to report any Child Protection concerns. It is impossible to predict when such concerns may arise or which individual will be made aware of them.
- There are certain posts, however, in which staff with specific responsibilities, other than those already identified, are more likely to have to deal with Child Protection matters.
  - Deputy Principal and Vice-Principals
  - Pastoral Staff : Heads of Year and Pastoral Advisers
  - SENCO
  - ICT Co-ordinator
  - School Nurse
  - Counsellor
  - Physical Education Staff (including Games and Swimming coaches)
- In each case, regardless of the context, the staff role is to ensure that any Child Protection concerns which arise must be properly addressed through the school's procedures (Appendix 2).
- Staff and volunteers are reminded that in Child Protection matters there can be no guarantee of confidentiality.

## 4. Social Services/PSNI

- 4.1 Prime consideration of both agencies must always be the welfare and needs of the child.
- 4.2 The 'protocol for joint investigation' means that when either Social Services or PSNI are informed of a child at risk the other agency is automatically informed and will be involved as the case requires.
- 4.3 This means that Child Protection investigations are carried out jointly with specific responsibilities assigned:-
- Social Services take appropriate action to ensure the child's safety and provide support for the child and/or the family;
  - PSNI identify and deal with any criminal aspects of the case and carry out investigations.

## APPENDIX 2

### Child Protection : Procedures and Guidelines

#### **1. Introduction**

- It is important that all staff follow the correct procedures when responding to allegations/reasonable suspicions that a pupil has been abused – in or out of school – or is at direct risk of such abuse.
- All such cases should be dealt with effectively and consistently. Whilst recognising that speedy action is essential, those dealing with the situation should also act with sensitivity.
- These procedures and the Code of Conduct [Appendix 3] incorporate reasonable preventative measures to be taken by staff and volunteers to reduce opportunities for mistaken or malicious allegations of abuse.

#### **2. Identifying abuse**

- Appendix 4 (Child Protection : Signs and Categories of Abuse, Reporting Concerns) should be made known to all staff. Staff should be aware of the signs and categories and must not ignore them or dismiss them when they are encountered.
- A pupil may tell ('disclose') a member of staff they have been abused or say something which gives cause for concern for their wellbeing. Alternatively, one pupil may make a disclosure about another child in the school.
- Allegations of abuse can originate from other sources but, regardless of the source, it is important that the information is referred to the Designated Teacher, or to another individual in line with the responsibilities identified in Appendix 2.

#### **3. Child Protection : Reacting to and dealing with Child Protection concerns**

##### **3.1 Information**

Staff are obliged to refer Child Protection concerns but in some circumstances, for example where a pupil is making a disclosure, it may be possible to seek some clarification, with tact and sensitivity and avoiding any leading questions or making any suggestions.

e.g.

It is acceptable to ask – “Where did this happen?” OR “When was this?” or “What did she do?”

It is unacceptable to ask – “Did he hit you in the face?” OR to tell a child that a bruise must have been caused by an adult.

##### **3.2 Staff**

Staff must not, however, conduct an investigation. Their primary role and legal duty is to refer the matter to the Designated Teacher.

##### **3.3 Reporting**

Staff must be aware of the Criminal Law Act (NI) 1967. The provisions of Section 1 oblige any individual who knows, or believes, that an arrestable offence has been committed and has information likely to secure the arrest of the perpetrator(s) must report that information to PSNI. Failure to do so is itself an offence. Physical and sexual abuse are arrestable offences.

##### **3.4 Referral**

The Designated Teacher (or other individual in line with Appendix 2) will record the concern and consult with Social Services and/or PSNI if physical or sexual abuse is suspected.

The Designated Teacher will inform the Principal and notify the Chairman of the Board of Governors.

### **3.5 Strategy Discussion**

When making referrals the Designated Teacher should ensure the school is made aware of the time of the strategy discussion between the statutory agencies and about the conduct of any such investigation. The strategy discussion is normally held by telephone and a member of staff, usually the Designated Teacher, will be available to contribute on behalf of the school.

### **3.6 Informing Parents/Child**

The Designated Teacher (or other member of staff making the Child Protection referral) should clarify how and by whom the parents and child will be informed that a referral is made.

**N.B.** The identity of the source of the referral is usually made known to the parents and child, on request.

## **4. Confidentiality**

### **4.1 Legal obligation**

Whilst this school endeavours to respect pupils' right to privacy, there can be no guarantee of confidentiality in Child Protection matters, beyond the obligation to ensure that sensitive information is shared only with those who have a right to know. (Appendix 1)

### **4.2 Sharing information**

If it is felt that a pupil requires careful monitoring, Staff may be informed in general terms that a pupil is experiencing personal difficulties. The decision on who to tell, and what to reveal is an operational matter, usually discussed with the Principal by the Designated Teacher.

### **4.3 Procedural confidentiality**

- Where members of staff/governors are the subject of complaints and allegations, once the referral to the Designated Teacher has been made, the individual making the referral is required to keep any information confidential.
- Sharing confidential and sensitive information with those who do not have a right to know and who do not need to know is unprofessional and a breach of the Code of Conduct.

**4.4** Reports to the Board of Governors are anonymised and it is important that no individuals can be identified.

## **5. Record Keeping and Data Protection**

### **5.1 Security**

- Apart from statutory referrals, all Child Protection records will be treated as confidential and held under secure conditions.
- Under the Education (Pupil Records) Regulations (NI) 1990, written records relating to Child Abuse are exempted from the requirement of disclosure to persons who are otherwise entitled to have sight of the pupil's records. [The regulations provide that any information held on a pupil, whether or not directly related to actual or possible child abuse, may be withheld if the Principal believes disclosure might cause serious physical or emotional harm to the child or to any other person. The Court can, however, require full disclosure.]
- Child Protection records may be used for disciplinary procedures involving staff. In such cases, the member of staff will be supplied with copies of the material to be used as part of the disciplinary procedure.

## **5.2 Staff Record**

Staff making a referral should provide a written record to the Designated Teacher using the Staff Child Protection Disclosure Pro-forma available in Private Folder 7 or from the staffroom.

## **5.3 Designated Teacher**

Full records are kept by the Designated Teacher and are held in secure conditions.

## **5.4 Updating records**

Records should be compiled on a contemporary basis, to include actions taken and outcomes of interviews as appropriate. They should be dated and signed by the teacher.

## **5.5 Filing**

Child Protection records are filed, as relevant under : Pupil Name, Staff / Volunteer / Governor Name and by whole school.

## **5.6 Computerisation**

Child Protection records are not held electronically, and will not be held on computer until the Board of Governors gives approval for such storage.

## **5.7 Reports for Child Protection Conferences**

- Such reports should be objective and evidence based, containing only fact, observation and cause for concern. There should not be conjecture or deduction.
- The focus is the pupil's behaviour, attendance, demeanour and health, relationships and attitude, along with educational progress and achievement.

## **5.8 Complaints against School Staff**

Where a complaint is made about possible abuse by a member of staff of the school, the procedures set out in DE Circular 2015/13 will be used.

## APPENDIX 3a

### Staff Code of Conduct

#### **1. Introduction**

Although this Code of Conduct refers specifically to Child Protection matters it is consistent with the school's caring ethos. The Code of Conduct should be read as protecting staff from malicious or mistaken allegation.

#### **2. Relationships and Attitudes**

- 2.1** Staff must ensure that they behave with propriety towards all pupils, in and out of school. Regardless of the pupil's age, they must show pupils respect in word and in deed, in keeping with the highest professional standards.
- 2.2** The school encourages open and constructive working relationships between staff and pupils and the development of an open and friendly atmosphere.
- This is not the same as establishing a friendship with a pupil which is not an appropriate relationship. Socialising with pupils – individually or in groups – is particularly inadvisable.
- 2.3** In any staff-pupil encounter the member of staff must ensure that the relationship is in keeping with the requirements of this Code of Conduct.
- 2.4** Where there are any signs that an inappropriate relationship may be developing, the member of staff must take immediate and active steps to bring the situation to an end and discuss the matter with the Designated Teacher or the Deputy Designated Teacher.
- 2.5** It is preferable to prevent such situations and, to that end, staff should be aware that from time-to-time there will be pupils who feel unloved at home and who will seek affection from other adults as 'proxy parents'. Some pupils may develop a 'crush' on an adult, without the adults encouraging their feelings. For some children this is a natural stage of their emotional development and they may never act on their feelings or tell anyone about them. Others, however, may be prompted to try to establish an inappropriate behaviour pattern. These young people are emotionally vulnerable and staff must not exploit that vulnerability.
- 2.6** If a member of staff finds that he or she is the subject of a pupil's affections or physical attraction or unwanted attentions, or if a pupil displays any sign of emotional dependency, infatuation or physical attraction, then the matter must not be dismissed as an embarrassment of little importance. The member of staff should report the matter to the Designated Teacher, who will then determine how the situation is to be resolved.
- 2.7** It is important that a pupil in these circumstances is not treated dismissively or insensitively. There must, however, be a clear indication from the member of staff that the relationship cannot be allowed to develop as the pupil might wish. By keeping the focus on what is appropriate and acceptable the member of staff will help to resolve the situation.
- 2.8** Where a member of staff witnesses behaviour between a colleague and a pupil which they believe to be inappropriate, or if they hear of an allegedly inappropriate relationship between a colleague and a pupil, they should discuss the matter with the Designated Teacher who will then determine what further steps, if any, are to be taken.

### 3. Disciplining Pupils

- 3.1 The school's Discipline Policy emphasises positive discipline but there will be times when a member of staff will decide to apply approved sanctions, to punish the pupil and to encourage better standards of work or better behaviour.
- 3.2 Corporal punishment is not permitted at any time. Staff must not use any form of physical contact to punish, admonish or direct a pupil. (See Appendix 7 : Reasonable Force/Safe Handling Policy).
- 3.3 Staff who are entitled to discipline pupils/administer sanctions should feel free to do so when it is, in their considered professional opinion, appropriate. They must, however, take care:
- not to pick on or victimise a pupil
  - to apply sanctions consistently and fairly
  - to use only those sanctions identified in the school's Discipline Policy
  - to apply only those sanctions they are entitled to
  - to refer pupils who do not respond to their disciplinary actions
  - to avoid shouting or screaming at pupils; keep their temper and remain self-controlled. There are occasions on which a raised voice is needed, or for a pupil to be spoken to with particular directness and clarity, but the member of staff must ensure that language and tone are appropriate.

Failure to observe these sensible and reasonable requirements could constitute emotional abuse.

### 4. Physical Contact (See also Appendix 7 : Physical Restraint and Physical Force)

- 4.1 Staff should recognise the concept of 'personal space' and, without being remote or distant from pupils, seek to ensure they do not occupy a pupil's personal space and that pupils do not enter theirs. ('personal space' is defined as the area immediately around a person.)
- 4.2 There will be circumstances such as injury or bereavement in which a pupil should be comforted physically and staff, for whom it is appropriate to do so, should be confident to provide such comfort.
- 4.3 In such circumstances, acceptable contact might be to place an open hand on the back of a pupil's hand or on the lower arm or shoulder. It makes sense not to touch the face or hair and avoid contact, however slight, with the chest, genitals, buttocks or legs.
- 4.4 Every member of staff, by virtue of their position, age and adulthood occupies a position of trust and power with pupils. That power must be used to promote and safeguard the welfare of pupils.
- 4.5 In a school context there will, from time to time, be pupils who, because of their emotional needs and/or because of home and family circumstances, may be feeling unloved – or be suffering from neglect and abuse. Such children may turn to another adult to obtain affection. Staff must be aware of this and ensure they do not encourage the pupil to see them in this way or to provide physical comfort or support on that basis.

- 4.6 Corporal punishment must not be administered by any means, nor any physical contact made by way of admonition, correction or warning, beyond the provisions of Appendix 7 : Physical Restraint and Physical Force.

Equally so, physical contact made to congratulate a pupil or to celebrate achievement must be limited, e.g. a handshake, hand on hand and staff should be aware at all times that physical contact can be misconstrued.

- 4.7 For that reason, care must be exercised in any situation in which a member of staff comes into close proximity to pupils. This can occur in a wide variety of contexts ranging from sport/physical education to practical classes, drama or music. It can also occur when a teacher leans closer to a pupil at a desk or table.

Regardless of the context, staff must seek to prevent contact, to minimise contact which does occur and to avoid possible misinterpretation of their motives.

Steps must therefore be taken to:-

- prevent physical contact where possible
  - exercise caution and limit the degree of contact to the minimum
  - avoid any contact with areas such as chest, abdomen, genitals, buttocks or legs
  - demonstrate skills oneself, or have them demonstrated by a pupil, rather than making physical contact with the pupil.
- 4.8 Adults involved in games coaching should not tackle a pupil, nor should adults play against pupils in contact sports (Case Law is such that, given the disparity in age, skill, experience and often in size, as well as the differences in status, authority and power, the adult is likely to be deemed negligent and could, in some circumstances, be held to have committed common assault).

#### 4.9 First Aid

It may be necessary to administer First Aid to a pupil in emergency situations. In such circumstances the member of staff should ensure that

- help is summoned where possible
- First Aid really is required
- Physical contact is limited to what is essential and that contact with chest, genitals, buttocks or legs is avoided, if possible.

### 5. Taking photographs/publication of photographs and images

- 5.1 As part of its procedures, the school requests information from parents including an indication if they do not wish photographs/video clips of their child to be published in school publications or in the press. Names of these pupils are included on the Pastoral Register. Staff must ensure they comply with these wishes.
- 5.2 Staff must ensure that photographs/images are neither salacious nor humiliating; that pupils do not object to them being taken and that they would be acceptable to a reasonable parent. If there is any doubt then the pupil and/or parent should be consulted prior to publication.

- 5.3 Staff have a duty, as well as a right, to ask unauthorised individuals (including parents) to stop taking photographs/images during school functions or activities if they have any suspicions or concerns and they should report the matter to a member of S.L.T. as soon as possible.

## 6. Choice and Use of Teaching Material and Apparatus

- 6.1 The judicious incorporation of interesting and relevant material in lessons and developing a range of approaches to motivate and stimulate learners is an essential part of every teacher's professional skills.

All departments/subjects have agreed schemes of work which are dynamic and constantly changing. When a teacher wishes to 'try out' new material or classroom approaches he or she should first discuss the matter with the Head of Department or Head of Subject. Equally so, the Head of Department/Head of Subject should discuss proposed innovations with their colleagues.

## 7. Keeping Child Protection Records

- 7.1 It is essential that accurate written records are made, on a contemporary basis, and that these are properly stored. (Child Protection records are not held electronically.)
- 7.2 Under the Education (Pupil Records) Regulations (NI) 1990, written Child Protection records are exempt from requirements of disclosure to persons who are otherwise entitled to have sight of a pupil's records, including parents. (The regulations empower the Principal to withhold records where it is believed disclosure might cause serious emotional or physical harm to the child or to any other person.)

Ordinarily, Child Protection Records are subject to strict legal confidentiality. A Court may, however, require full disclosure and the records become subject to scrutiny.

- 7.3 Staff should recognise the importance of such records and ensure they submit notes of relevant interviews and discussion with pupils or others. In that connection, staff must:
- ensure these notes are carefully kept and are not read by anyone not entitled to see them
  - not divulge the content or subject of the notes to others who do not fall into the "need to know category"
  - sign and date the notes
  - give the notes to the Designated Teacher as soon as possible.

Since notes may become part of the evidence to be used in a Court case or disciplinary procedure, they should therefore:

- contain only fact and observation
- identify cause(s) for concern
- record what was said
- dates and times of incidents reported.

## 7.4 Reports for Child Protection Conferences

The school has a statutory obligation to contribute to such Conferences and to provide information which promotes the welfare of the child:

- reports should be prepared by the Designated Teacher
- they should contain only fact and observation and identify causes for concern
- the focus should be on the child's educational progress and achievements, attendance, behaviour, relationships with other pupils and adults in school and, where appropriate, cleanliness, appearance and level of care shown
- information about what is known of the child's family relationships and circumstances may be included
- reports are made available to parents and may be used in Court proceedings
- reports should be signed and dated by the Designated Teacher.

## 8. Communication with Pupils beyond the normal school day and school-organised activities and trips

- 8.1 'Grooming' children, that is to say gaining their confidence and establishing a relationship with them in order to abuse them, is a recognised offence and it is particularly important that staff do not leave themselves open to any such allegations.
- 8.2 All communication with pupils, whilst it can be cordial and friendly, should be characterised by politeness, courtesy and respect, regardless of the medium employed or the context in which it takes place.

The use of obscenities and swear words is unacceptable, either from pupil or teacher and reference to unacceptable or sensitive personal subjects in an inappropriate context is equally intolerable. Staff should set an example in their own language and in their approach to sensitive/personal subjects.

- 8.3 As a general rule, any form of communication with pupils outside the normal school day should be restricted to that which is absolutely necessary. There must be a good and pressing reason for it and this must be demonstrable.

This applies to all forms of contact: in person, telephone, written or electronic. Calling at a pupil's home is to be avoided under normal circumstances. Inviting the pupil to the member of staff's home or arranging a meeting elsewhere should not occur.

- 8.4 There are certain circumstances when such contact is necessary and for which arrangements are in place (e.g. Head of Year calling to follow up on unexplained absence; Saturday morning games cancellation or contact during a school trip for which a teacher might give her or his mobile telephone number.) Staff should not otherwise give numbers or take pupils' numbers.

## 9. One-to-one meetings with pupils

9.1 There are many situations where a teacher has to be alone with a pupil. When circumstances require, tutoring and pastoral care must take place away from others to ensure the pupil can share his or her concerns. When a teacher conducts an interview with a pupil alone, the following precautions are advisable: the meeting should take place\* -

- on the school premises and during school time (8.30 a.m. - 5.00 p.m.)
- in the vicinity of other people, i.e. in a room in a busy corridor, not, for example, in a hut in the grounds or in an area of the school that is seldom used by others
- in a room within visual access of other rooms, i.e. with glass in the door, or large windows overlooking other rooms
- in a room in which the door is left open, even slightly ajar, without any 'Engaged' or 'Do Not Disturb' signs.

In conducting such interviews, the teacher should:-

- inform another member of the teaching staff, who is on the premises for the duration of the meeting, that a one-to-one meeting will be taking place and where the meeting will be held.
- keep a distance between the teacher and pupil, ideally a desk or table.
- the teacher should keep his/her hands on the desk/table.

\* *These precautions are also advisable when conducting oral examinations.*

9.2 If a pupil becomes distressed during an interview, physical contact should not be the first response. Comforting words and gestures should be used. A teacher's desire to help could be misconstrued by the child, and may place the teacher in a difficult position.

- before taking any action, the teacher must take into account the gender of both parties, the age and understanding of the child, and the needs of the child
- it may be as appropriate to get the child a hot drink, and to send for another teacher to assist in comforting the pupil
- teachers should be very cautious of allowing a pupil to become too emotionally dependent on them
- where the child is disclosing sexual or emotional problems, it may be more appropriate to send him/her to a specialist for help, or give him/her telephone numbers of Childline or the NSPCC.

## 10. Co-Curricular Activities

The co-curricular programme is a very important part of the school's provision and has operated for many years without Child Protection matters causing any difficulties.

It is important, however, that in the 21<sup>st</sup> Century environment that staff should exercise reasonable and sensible caution in their dealings with pupils.

### 10.1 On site/during the school day:

- physical contact should be avoided (Dealt with in more detail in Section 4 of this Code of Conduct).
- Adult on their own with pupil (e.g. pupil wishes to remain behind after an activity)
  - ask another pupil or pupils to remain close at hand
  - bring pupil closer to other people and ensure you are in their sight at all times.

### 10.2 In the evening or off-site

(Educational Trips and Visits Policy outlines procedures to be applied)

- it is important to have more than one adult in attendance and to avoid being alone with a pupil
- pupils must be advised that normal school rules apply and this includes respecting the adult's authority.

### 10.3 Changing Room Supervision

- This does not mean that the adult has to be physically in the room. However, it is important that when groups of pupils are using changing rooms that there is an adult nearby – at the door of the changing room, for example, or in a room opening off the changing room. The adult should be within easy ear-shot and able to see what is going on in the changing room.
- Adults should never, under any circumstances, change in the same room as pupils, nor shower with them.

## 11. Transport

- 11.1 Other than in exceptional circumstances it is inadvisable for a member of staff to give a pupil a lift on his/her own or to be alone with a pupil in any mode of transport.

Travel arrangements should be made accordingly and the member of staff should consider

- telephoning parents/emergency contacts to collect pupil
- asking other pupils/adults to accompany them.


- 11.2 Where pupils are returning to school by school-organised transport they must complete the journey unless written parental permission has been given for them to be “dropped off” at any other point.

## 12. Toilets

- 12.1 In school, staff should avoid using pupil toilets.

- 12.2 In other venues this may not be possible, but staff should try to avoid using facilities at the same time as there are pupils in the room.

## APPENDIX 3b - Code of Conduct for Music Tutors

Ballymena Academy	Music Tutors Child Protection Guidelines	
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This document should be read in conjunction with the Staff Code of Conduct (Appendix 3a in Child Protection Policy).

*“Ballymena Academy cares for the individual and inspires learning and achievement”*

Music tutors play a vital role in supporting the music education programme and ethos of the school. All those involved in providing music tuition for young people at Ballymena Academy have a great opportunity to be positive role models and to help build an individual participant's confidence.


The school aims to have in place policies and procedures to ensure that appropriate standards are maintained and that music tutors receive adequate support to enable them to carry out their duties. To that end, an Access NI check will be carried out for all music tutors prior to taking up position.

As the majority of private music tuition is conducted on a one-to-one basis, these guidelines are provided to safeguard both tutors and pupils.

### MUSIC TUTORS ARE EXPECTED TO:

- Discharge their duty of care by following the recommendations set out in the Safeguarding and Child Protection Policy of Ballymena Academy.
- Attend on-going training and information on Safeguarding.
- Ensure that the window in a practice room is not obscured at any time.
- Correct/change a pupil's playing position only after asking for and obtaining the pupil's permission to do so.
- Refrain from physical contact with pupils wherever possible. Inappropriate contact would include:
  - Tapping the pulse of the music on any part of a pupil's body.
  - Touching the chest, waist, diaphragm, ribs or legs of a pupil when teaching breathing exercises.
  - Congratulating or encouraging a pupil by giving him/her a friendly tap on the arm.
  - Comforting a distressed pupil by giving him/her a hug.
- Record and report any incidents giving cause for concern to the co-ordinator, Head of Music or the designated teachers within school (Mr R. Ross or Dr C. Donnelly)

## • APPENDIX 3c – Code of Conduct for Coaches/Volunteers

Ballymena Academy	Coaches/Volunteers Code of Conduct	
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“Ballymena Academy cares for the individual and inspires learning and achievement”

*“Everyone choosing regular participation in physical activity to support learning and lifelong well-being”*

Coaches and volunteers play a vital role in supporting the co-curricular activities and ethos of the school. All those involved in providing sport for young people at Ballymena Academy have a great opportunity to be positive role models and to help build an individual participant's confidence.

The school aims to have in place policies and procedures to ensure that appropriate standards are maintained and that coaches and volunteers receive adequate support to enable them to carry out their duties. To that end, an Access NI check will be carried out for all coaches and volunteers prior to taking up position and this Code of Conduct is provided to help coaches and volunteers understand the standards expected. It should be read in conjunction with the Staff Code of Conduct (Appendix 3 in Child Protection Policy).

### COACHES/VOLUNTEERS ARE EXPECTED TO:

- Promote an interest in the sport / activity amongst participants.
- Consider the wellbeing and safety of participants before the development of performance, by careful supervision and proper pre-planning of coaching/activity sessions.
- Discharge their duty of care by following the recommendations set out in the Child Protection Policy of Ballymena Academy.
- Access ongoing training and information on all aspects of leading/managing activities for young people, particularly on Safeguarding. Take time to explain coaching techniques to ensure they are clearly understood and avoid over-training.
- Be positive, approachable and offer praise to encourage all participants regardless of ability.
- Lead by example – actively encouraging and displaying consistently high standards of behaviour both within and outside the activity environment.
- Given your position as a trusted adult, at all times maintain appropriate boundaries with any pupil of the school, in accordance with the school Safeguarding Policy and Staff Professional Code of Conduct.
- Promote respect for all participants – team mates and opponents, as well as officials.
- Uphold the rules and take an active stand against any behaviour which would bring the team, or any individual associated with the activity, into disrepute.
- Maintain confidentiality about sensitive information.
- Hold appropriate valid qualifications, where required.
- Administer minor first aid in the presence of others and, where required, refer more serious incidents to the lead coach / the emergency services.
- Report all accidents or incidents of inappropriate behaviour or poor practice to the lead coach in charge of the activity.
- Record accidents and incidents on an Incident Safety form.
- Have access to telephone for immediate contact to emergency services if required.
- Be aware of First Aid procedures and have knowledge of procedures and actions required in the event of an emergency. This will include:
  - Access to basic First Aid equipment.
  - Telephone contact for the designated first aider / duty teacher (during weekdays).
  - Telephone contact for the duty teacher / lead coach / teacher in charge of activity (on Saturdays).
  - Telephone contact for the Emergency Services.

Signature of Coach/Volunteer: \_\_\_\_\_

Printed name of Coach/Volunteer: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 3d - Code of Conduct for First Aiders

### CHILD PROTECTION ADVICE FOR FIRST AIDERS USING MEDICAL CENTRE

1. When a pupil is changing clothes (e.g. removing tights), they should use the bathroom provided in the Medical Centre.
2. If several pupils are in the same room, use screens if necessary to ensure pupil privacy.
3. If a pupil complains of a thigh / groin strain, allow pupil to self-administer freeze spray / ice pack.
4. First aider MUST record nature of reason and attendance of Pupil at the Medical Centre in Daily Register Form stored on Google Drive (only accessible to First Aiders and Heads of Year)

For medical issues of a personal nature, it is strongly recommended that first aiders do not act alone.

5. If a male pupil is injured in the genital area DO NOT examine. If the injury is bloody in nature, a male chaperone would be appropriate.
6. DO NOT examine breasts or genital area of a female pupil. Phone parent (preferably mother) if concerned.
7. Male first aiders may, at times, ask for a female member of staff to act as a chaperone. Similarly, female first aiders may request a male chaperone.
8. Male first aiders may ask a female member of staff to deal with menstruation issues.
9. AT ALL TIMES ACT IN A MANNER WHICH PROTECTS PUPILS BUT ALSO PROTECTS YOURSELF FROM ALLEGATIONS OF IMPROPER ACTION.

## APPENDIX 4

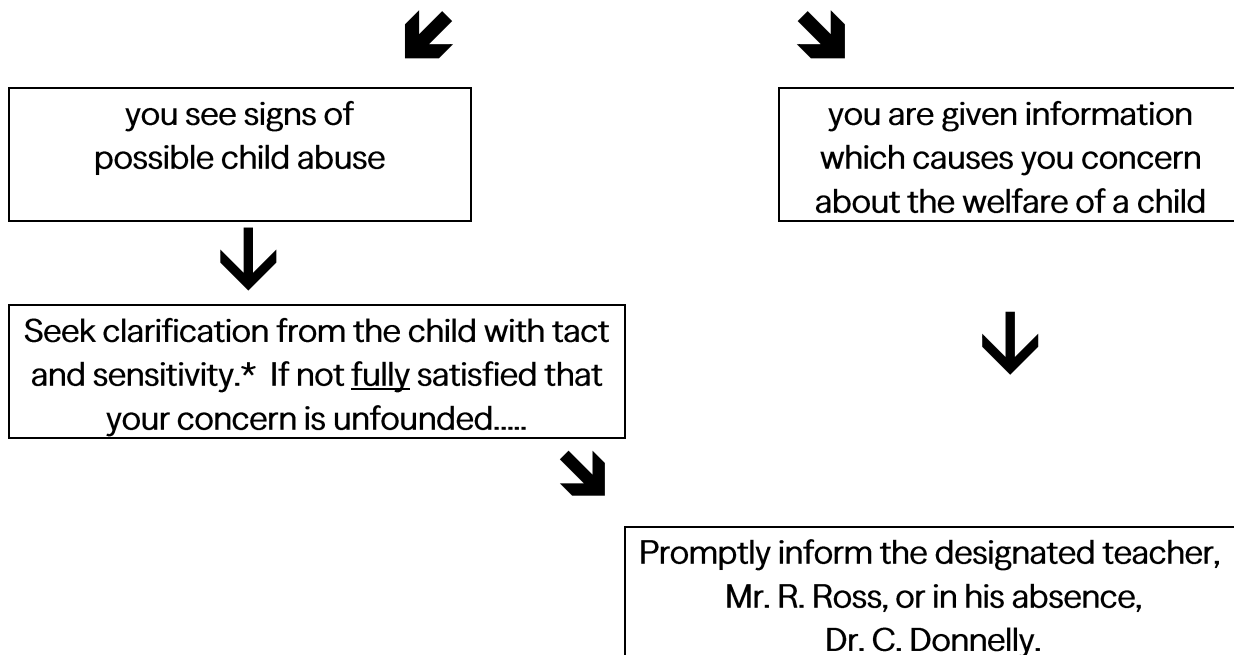
### CATEGORIES AND SIGNS OF ABUSE

1. Introduction
  - 1.1 The school has a statutory pastoral responsibility in addition to its caring ethos and seeks to promote the safety and wellbeing of all pupils.
  - 1.2 This begins with staff awareness that abuse can and does happen to children, regardless of class or gender. Staff must know how to identify possible abuse and the correct procedures which must follow.

# CHILD PROTECTION

## Summary of Guidelines - Teaching Staff

IF



The designated teacher will then inform the Principal.

In all cases where abuse is suspected, or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about a child's welfare a referral to the Social Services and/or the Police is required.

\* While discreet preliminary clarification may be sought in order to confirm or allay concerns it is **not the responsibility of teachers or the school to carry out investigations into cases of suspected abuse or to make extensive enquiries of members of the child's family or other carers.**

\* In seeking clarification please use the following guidelines:-

- Note down any comment(s) made by child or informant.
- Avoid asking the child leading questions.
- Avoid asking questions which encourage the child to change his/her version of events.
- Do not guarantee confidentiality.
- Reassure child that only those who need to know will be informed.

The safety of the child is the first priority.

This document is intended only as a brief summary of what action you should take. Further details are contained in the Ballymena Academy Child Protection Policy issued to all staff. A copy is also available for consultation in the staff area of iTunesU, Staffroom and main school office.

The designated Governor for Child Protection Governance is Mrs. A. Laughlin.

## CHILD PROTECTION

### Summary of Guidelines - Non-teaching staff

# IF

you see signs or are given information which causes  
you concern about the welfare of a child



Report your concerns immediately to  
the class teacher  
OR  
the designated teacher for  
Child Protection : Mr. R. Ross  
OR, in his absence,  
Dr. C. Donnelly  
OR  
the Principal.

Once the class teacher is informed it is then his/her responsibility to inform the designated teacher who must, in turn, inform the Principal.

In all cases where abuse is suspected

OR

where an allegation has been made by a pupil or a third party that abuse has taken place,

OR

where serious concerns exist about a child's welfare,

a referral to the Social Services and/or the Police is required.

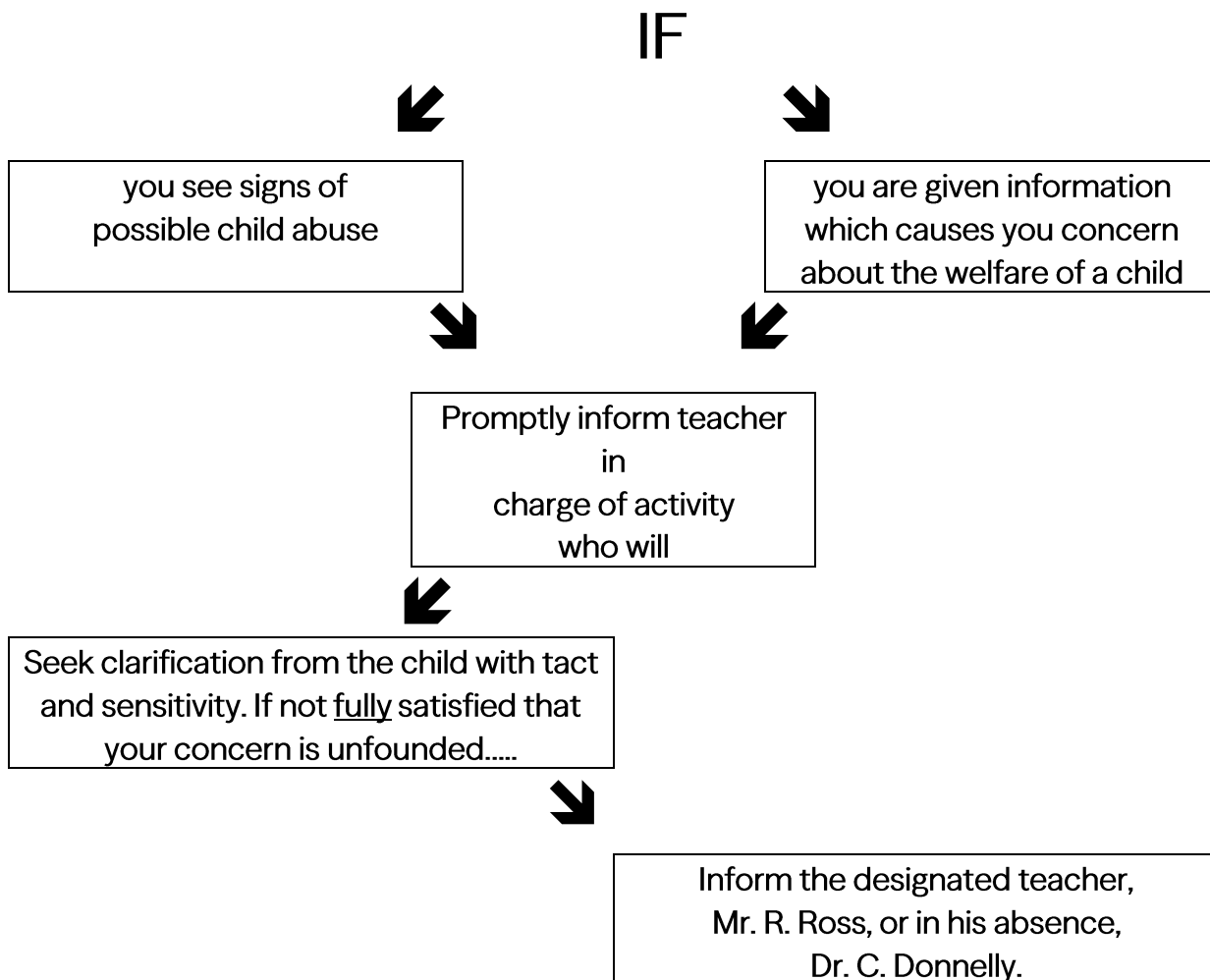
This document is intended only as a brief summary of what action you should take. Further details are contained in the Ballymena Academy Child Protection Policy issued to all staff. A copy is also available for consultation in the main school office.

The designated Governor for Child Protection Governance is Mrs. A. Laughlin.



# CHILD PROTECTION

## Summary of Guidelines - Volunteers



The designated teacher will then inform the Principal.

In all cases where abuse is suspected, or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about a child's welfare a referral to the Social Services and/or the Police is required.

The safety of the child is the first priority.

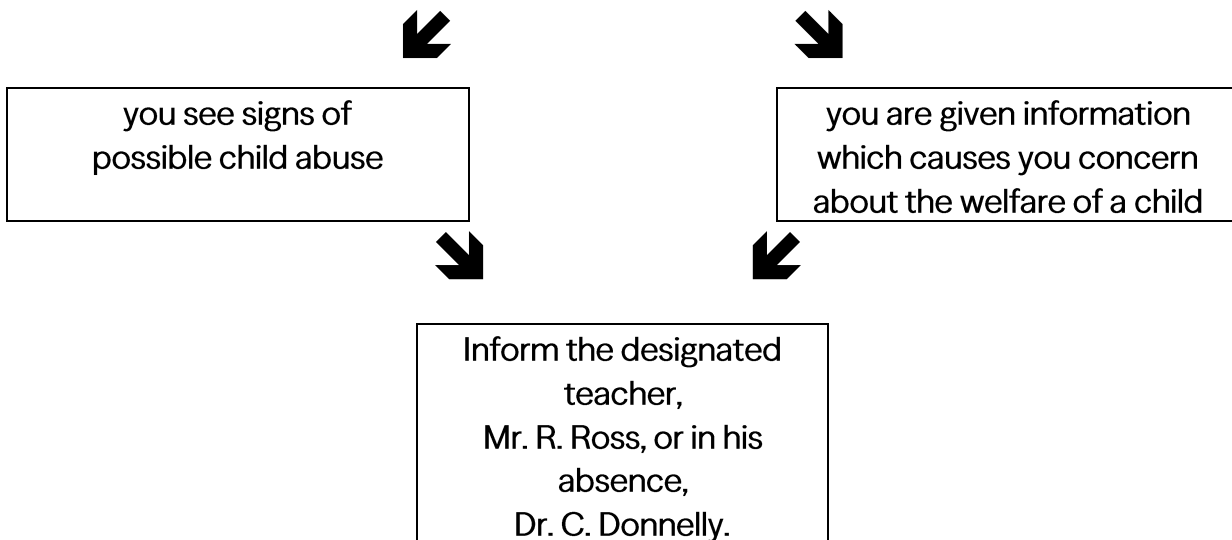
This document is intended only as a brief summary of what action you should take. Further details are contained in the Ballymena Academy Child Protection Policy available on the school website. A copy is also available for consultation in the staffroom and main school office.

The designated Governor for Child Protection Governance is Mrs. A. Laughlin.

## CHILD PROTECTION

### Summary of Guidelines - Board of Governors

IF



The designated teacher will then inform the Principal.

In all cases where abuse is suspected, or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about a child's welfare a referral to the Social Services and/or the Police is required.

The safety of the child is the first priority.

This document is intended only as a brief summary of what action you should take. Further details are contained in the Ballymena Academy Child Protection Policy available on the school website. A copy is also available for consultation in the staffroom and main school office.

The designated Governor for Child Protection Governance is Mrs. A. Laughlin.

What to do when you have cause for concern:

- **RECEIVE** – listen to what a child says but do not ask leading questions except when to show you have understood
- **REASSURE** – ensure the child is reassured that he/she will be safe and their interests come first
- **REACT** – only to ensure that the child is safe and secure
- **RECORD** – make note of what you have seen or heard and the date and time
- **REPORT** – report to the designated teacher as soon as you have any concern for a child

### 3. Categories of Abuse

- 3.1 The child protection procedures apply to all children and young people under 18 years of age. 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.
- 3.2 There are five main categories of abuse.
- Neglect
  - Physical
  - Sexual
  - Emotional
  - Exploitation
- 3.3 Bullying is not categorised as abuse, for Child Protection purposes. The school's Anti-Bullying Policy is in place and staff are expected to seek to eliminate bullying as well as dealing quickly and effectively with any incidents which may arise.

### 4. Signs of Abuse

- 4.1 Staff in school are well placed to observe children and to pick up on any signs of abuse. Where such signs are noticed, staff should be careful not to make any allegation of abuse but neither should they dismiss such signs. The correct response is to report the concerns to the Designated Teacher (Appendix 2 : Child Protection Procedures and Guidelines).
- 4.2 A list of symptoms or signs cannot be exhaustive and since every child will react slightly differently to abusive circumstances, it is not even possible to predict with certainty which signs are likely indicators of each category of abuse.

There are some general signs which can give cause for concern.

- These would include
  - a reluctance to go home
  - an unusual attendance/absence pattern
  - poor or rapidly falling attainment

The following signs should, however, be drawn to the attention of the Designated Teacher.

**Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. (SCPS, 2017)

### Physical Abuse

#### Physical Indicators

- Unexplained bruises or burns, particularly if they are recurrent (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries

#### Behavioural Indicators

- Self-destructive tendencies
- Improbable excuses given to explain injuries
- Aggressive or withdrawn
- Fear of returning home
- Chronic runaway
- Reluctant to have physical contact
- Clothing inappropriate to weather – worn to hide part of the body

**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.

### Emotional Abuse

#### Physical Indicators

- Sudden speech disorder
- Signs of mutilation
- Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness)
- Wetting and/or soiling
- Depression

#### Behavioural Indicators

- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Reluctance for parent liaison
- Fear of new situations
- Chronic runaway
- Inappropriate emotional responses to painful situations
- Bullying of others
- Change in personality from outgoing to withdrawn
- Poor peer relationships
- Attention seeking behaviour
- Low self-esteem

**Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

### Sexual Abuse

#### Physical Indicators

- Soreness or bleeding in the genital or anal areas or in the throat
- Torn, stained or bloody underclothes
- Chronic ailments such as stomach pains or headaches
- Difficulty in walking or sitting
- Frequent urinary / genital or yeast infections
- STIs
- Unexplained pregnancies

#### Behavioural Indicators

- Be chronically depressed/ suicidal
- Inappropriately seductive or precocious
- Sexually explicit language
- Low self-esteem, self-devaluation, lack of confidence
- Recurring nightmares/fear of the dark
- Outbursts of anger/hysteria
- Overly protective to siblings
- Substance abuse
- Personality changes
- Fear of going home

**Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

### Neglect

#### Physical Indicators

- Constant hunger /cramming food
- Poor state of clothing and/or personal hygiene
- Untreated medical problems
- Emaciation/distended stomach
- Constant tiredness

#### Behavioural Indicators

- Tiredness, listlessness
- Lack of social relationships
- Compulsive stealing, begging or scavenging
- Frequently absent or late
- Low self-esteem
- Exposed to danger / lack of adequate supervision

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

### Exploitation

#### Physical Indicators

- Appearing distraught/dishevelled or under the influence of substances
- Physical symptoms, e.g. bruising; bite marks
- Change in personal hygiene (greater attention or less)
- Self-harm and other expressions of despair

#### Behavioural Indicators

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Truancy/leaving school without permission
- Persistently going missing or returning late
- Inappropriate sexualised behaviour for age
- Collected from school by unknown adults or taxis
- Significantly older boyfriend or girlfriend

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

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

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Child abuse in other specific circumstances may include:

- Grooming
- Child Sexual Exploitation
- Domestic and Sexual Violence and Abuse
- Female Genital Mutilation
- Forced Marriage
- Children who display Harmful Sexualised Behaviour
- E-Safety/Internet Abuse

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.

**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 Safeguarding and 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.

### **Bullying**

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Ballymena Academy. Our anti-bullying policy is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

## APPENDIX 5

### Appointment Procedures, Vetting and Child Protection

# Access NI Application Form



Name											
Position applied for											
10-digit case reference number	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
Date of completion of online application											
Identity documents submitted online:	1.										
	2.										
Date Identity documents were checked by signatory*											
Signature of signatory*											

*\*to be completed by signatory*



# Access NI

## Safeguarding Application Process

Thank you for your willingness to be involved in the life of Ballymena Academy. As part of our ongoing role in safeguarding pupils at Ballymena Academy, best practice and Child Protection guidance require us to verify the suitability of all adults who are working with our young people. This on-line verification process, conducted by Access NI, ensures that adults are not barred from working with vulnerable groups. The following steps should be followed to complete the process:

### 1. On-Line Application

- A) If not already registered, you must go to the following link: <https://accessni.nidirect.gov.uk/Account/Login> and create a User ID and password (keep these details safe as you will need them to track the progress of your case). See enclosed information sheet "Guidance document to create NIDA LOA2 account for AccessNI Applications"
- B) Apply on-line via [www.nidirect.gov.uk/accessni](http://www.nidirect.gov.uk/accessni). Select "Apply for an AccessNI check" and choose the "Apply on-line for an enhanced check through a registered body" option. See enclosed information sheet "Enhanced Applications".

In Step 1 of this process, the 6-digit PIN number below should be entered:

7	3	0	8	1	5
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Please note:

- You will need to provide: Home addresses for the last five years, NI number and passport/driving licence numbers (if applicable).
- All middle names and previous surnames MUST be included.
- Your name on the application MUST match the name on your identity documents.

You will be given a 10-digit case reference number when the on-line application is completed (this is also emailed to you). Please make sure you keep it safe (it can be recorded here).

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### 2. ID Validation

You are required to upload 2 identity documents for your Access NI application, and you will be given a choice.

**Please choose your birth certificate and a photographic ID document.** School must verify your name at birth.

**Complete the Application Form (attached) and bring the original copies of your ID to Miss Brown (Principal's Secretary - Signatory), for photocopying.**

**The online application is only valid for 21 days. If the form and documents have not been received within this time span, the application cannot be processed and will be invalid.**

### 3. Disclosure Certificate

- When a disclosure certificate has been issued, you will need to log in to your Access NI Account. There should be a choice of clicking "View" or "Share" for the enhanced certificate completed for Ballymena Academy. You should click "Share" and enter the email address [cdonnelly147@c2kni.net](mailto:cdonnelly147@c2kni.net) in order for the completed certificate to be viewed.

If you have any queries regarding any aspect of this process, please do not hesitate to speak to either Mr Richard Ross (Designated Teacher for Child Protection) or Dr Catherine Donnelly (deputy Designated Teacher).

## APPENDIX 6

### Child Protection – Parental Procedure Summary

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. If a parent has a potential child protection concern:

as a parent, you have a concern  
about your/a child's safety,



you may speak to the Head of Year.  
Telephone: (028) 2565 2782

**OR**

you may speak to the  
Designated Teacher for Child Protection,  
Mr. R. Ross,  
or to the  
Deputy Designated Teacher for Child Protection,  
Dr. C. Donnelly  
Telephone: (028) 2565 2782

**OR**

You may speak to  
the Principal.  
Telephone: (028) 2565 2782



If you are still concerned you may speak to, or write to,  
the Chairman of the Board of Governors,  
Dr. D. Johnston, c/o Ballymena Academy.

*At any time, you may talk to a Social Worker at the Gateway Service  
Telephone: 0300 1234 333  
or  
PSNI  
Telephone: 101*

The Designated Governor for Child Protection Governance is Mrs. A. Laughlin.

1. Parents should be aware that once informed of a concern, complaint or allegation in regard to Child Protection certain procedures must be followed by the school.
2. The Principal is informed.
3. Where a complaint\* is about possible abuse by a member of the school staff, the Principal may need to seek discreet preliminary clarification. It is not, however, the responsibility of the school to investigate suspected abuse or make extensive enquiries.
4. Once satisfied that a bona fide complaint has been made the Principal will immediately
  - ◆ inform the designated teacher who will initiate the record of the complaint
  - ◆ consult, in confidence, the designated officer of the Education & Library Board to form an initial assessment as to whether or not sufficient substance exists in the allegation to warrant further action.
  - ◆ consult the Chairman of the Board of Governors.
5. In the light of advice taken, the Principal, in consultation with the Chairman of the Board of Governors, will decide that
  - ◆ the allegation is without substance and no further action is necessary

OR an immediate referral to the Social Services or the Police is warranted

OR the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.
6. Where the complaint is concerning possible child abuse by the Principal the above procedures will be followed save that the role of the Principal will be exercised by the Chairman of the Board of Governors.
7. A record of the complaint will be placed in a separate confidential file indicating the nature of the complaint, when, by whom and to whom it was made and the action taken.

\*The school's Complaints Policy is readily available to Parents and Carers.

## APPENDIX 7

### Physical Restraint and Physical Force

#### 1. Introduction

- 1.1 Ballymena Academy is committed to maintaining a safe and secure learning environment in which all pupils are respected and in which they feel valued as individuals and in which their well-being is prioritised at all times.

This policy aims to support that caring ethos, to implement the Child Protection Policy and other relevant policies of this school and to clarify the circumstances in which members of the teaching staff may use reasonable force to restrain pupils and to advise on how such reasonable force may be applied.

- 1.2 In formulating this policy the Board of Governors is mindful of the guidance issued by the Department of Education ([www.deni.gov.uk](http://www.deni.gov.uk)) and the provisions of Article 4 of the Education (N.I.) Order 1998.

#### 2. Context

- 2.1 Corporal punishment of any form is prohibited. The Staff Code of Conduct (Child Protection Policy Appendix 3), is specific about this matter, the Discipline Policy identifies acceptable sanctions and this policy clarifies the school's approach to the use of reasonable force.

- 2.2 As this school's history for many years has shown, the behaviour of pupils, the quality of the working relationships between staff and pupils and the high level of parental support received, mean that there is a very low risk of circumstances arising in which any form of physical intervention is needed.

- 2.3 If any of these factors were to change, then the school's policy and approach might change. In the meantime, there is no complacency. Emergencies can arise and sadly schools, on occasion, do have to deal with aberrant and aggressive behaviour caused by sudden onset of mental illness or by abuse of substances or consumption of alcohol.

- 2.4 If there is any advance notice that a pupil may be developing behaviour patterns such that physical intervention may be required to prevent self-harm, or harm to others, appropriate steps will be taken, including

- parental consultation
- SENCO involvement
- counselling
- staff briefing/training
- implementing appropriate behaviour management strategies
- ensuring support for staff

### 3. Definition of Reasonable Force

#### ("Reasonable Force" : Behaviour Management Working Group)

#### 3.1 The Education (N.I.) Order 1998 (Part II Article 4 (1) states:

'A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

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

#### 3.2 Based on this legal framework, the working definition of 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. The use of reasonable force will always depend on the circumstances of the case and staff should take the following into consideration:

- whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the pupil;
- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force; and
- the degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to defuse the situation.

### 4. Use of Physical Force

#### 4.1 Reasonable force is limited to emergency situations in which other measures, including verbal instruction, have not worked or where it is apparent that immediate physical intervention is essential to prevent damage to a pupil or to others. Such 'emergency situations' include – a physical assault on a pupil or member of staff, a fight between two pupils, unacceptable and dangerous behaviour, a pupil acting recklessly around others in a way that is likely to cause harm to her/himself and/or others.

#### 4.2 Where it is obvious that a pupil will leave school premises without proper authorisation to do so, physical efforts to retain the pupil should be made only if he/she could be at risk if not kept in the classroom or in school (e.g. erratic behaviour because of substance abuse/alcohol or threats of self-harm).

- 4.3 A member of staff is entitled to make a reasonable defence against attack when an assault occurs and physical force is often required. It is important that the force used is reasonable and that efforts are made to limit the force to that needed to bring the attack to an end.
- 4.4 Physical intervention can take several forms, including
- stepping between pupils or in front of a pupil to prevent further movement
  - holding a pupil or leading a pupil by the arm or hand
  - ‘shepherding’ a pupil – placing a hand firmly in centre of the back or on the shoulder and applying sufficient force to steer the pupil away
  - in extreme circumstances (such as defence against assault) this could include using more restrictive holds.
- 4.5 ‘More restrictive holds’, where possible, should be carefully applied and eased by degrees as and when the pupil calms down. Physical intervention should be made with the minimum force necessary for as short a time as possible and should never be applied or prolonged to cause pain or humiliation.
- 4.6 In most circumstances the following should be avoided:
- |                                |   |
|--------------------------------|---|
| • neck holding                 | • tripping                              |
| • restricting breathing        | • holding by the hair                   |
| • kicking, slapping, punching  | • holding pupil face down on the ground |
| • forcing limbs against joints |   |
- It is accepted, however, that in extreme circumstances, such as high levels of violence, use of an offensive weapon or a furious physical attack, that staff must use all means at their disposal to ensure no further damage occurs.
- 4.7 When applying force, the adult should advise the young person that the force will be withdrawn when he/she calms down.
- 4.8 The adult should try to remain calm and in control of their actions and words and to react in a measured and proportionate way at all time, regardless of verbal or physical provocation.
5. **Roles and Responsibilities**
- 5.1 The school will inform staff about their roles and responsibilities in relation to the management and care of pupils, including the use of physical force.
- 5.2 Although in an emergency situation any member of staff can use reasonable force to prevent damage to pupils or adults, in most situations it will only be teachers or other individuals specifically authorised by the Principal to do so (e.g. School Nurse).
- 5.3 Staff will be kept informed by Deputy Principal/Head of Year/SENCO of any pupil considered to pose significant behavioural problems. Specific information will be made available on the Pastoral File.
- 5.4 Staff will receive updates on pupils who may require physical intervention and SENCO or other pastoral staff will consult with staff as required.

## 6. Record Keeping

- 6.1 All incidents involving any form of physical intervention must be recorded as a Child Protection matter, reported to the Principal and Designated Teacher who will keep appropriate records.
- 6.2 Immediately following any such incident, the member of staff concerned will inform the Principal and the Designated or Deputy Designated Teacher and provide a written report in the form of the 'Record of the use of Reasonable Force' (Annex 1).
- 6.3 Parents will be contacted as soon as possible and informed about the matter.

## 7. Complaints

- 7.1 Any complaint against a member of staff in relation to the use of physical force will be dealt with in accordance with the school's complaints procedure, as detailed in the Complaints Policy.
- 7.2 A dispute about the use of force by a member of staff may lead to an investigation, either under disciplinary procedures, or by the Police and Social Services Department under Child Protection Procedures, and the appropriate actions will be taken by the school in such matters.
- 7.3 Staff who are subject to physical violence or assault will be supported, as appropriate, in taking action against an assailant, including
- invoking the school's disciplinary procedures
  - referral to PSNI.

## ANNEX 1

### RECORD OF THE USE OF REASONABLE FORCE

Date of incident:

Time of incident:

Pupil Name:

Date of Birth:

Member(s) of staff involved:

Adult witness(es) to incident:

Pupil witnesses to incident:

Outline of event leading to incident, including place where incident occurred, description of pupil's behaviour and steps taken to defuse the situation other than physical intervention:

Outline of incident including reason for use of reasonable force, how it was applied and for how long:

Measures taken following the incident (e.g. respite for pupil(s), support for teacher(s):

Description of any injury(ies) sustained by anyone, any subsequent treatment and any damage to property:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report:

Date:

Signature of Teacher-in-charge:

Date:

Signature of Principal:

Date:

Brief description of any subsequent inquiry/complaint or action:

APPENDIX 8

BALLYMENA ACADEMY

Child Protection Disclosure Proforma

Name of child affected \_\_\_\_\_ Reg. Group \_\_\_\_\_

Date of Birth (or Age) \_\_\_\_\_

Any special factors \_\_\_\_\_

\_\_\_\_\_  
Name of Parent/Guardian \_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_  
POSTCODE \_\_\_\_\_

Telephone/Contact No. \_\_\_\_\_

Nature of disclosure/complaint (include dates, times, specific incidents, sources, witnesses)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signs/symptoms of possible abuse (if applicable)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The above information was referred to the designated teacher/Principal\*

at \_\_\_\_\_ (time) on \_\_\_\_\_ (date)

Name of person making report \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

\* Delete as appropriate.

P.T.O.

## OFFICIAL USE ONLY

Details of advice sought (from whom, when)

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### Referral details

<input type="checkbox"/>	Case not referred	Date ____/____/____
<input type="checkbox"/>	Case referred to Social Services	Date ____/____/____
<input type="checkbox"/>	Case referred to Police	Date ____/____/____

### Reasons for referral/non-referral

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<input type="checkbox"/>	Designated teacher informed	Date ____/____/____
<input type="checkbox"/>	Principal informed	Date ____/____/____
<input type="checkbox"/>	Chairman of Board of Governors informed	Date ____/____/____
<input type="checkbox"/>	Parent/Guardian of affected pupil informed	Date ____/____/____

## APPENDIX 9

### UNOCINI Form - Understanding the Needs of Children in Northern Ireland

Section 1: Child or Young Person's Details		
Surname:	ID No.	
Forename:		
Known As:	HCN:	
Address:	Previous Address:	
Postcode:	Previous Postcode:	
Telephone No:	Locality:	
Mobile No:		
Date of Birth:	Gender	
GP Name:	GP Tel No:	
GP Address:	GP Email Address:	
GP Postcode:		
School Name:	School Tel No:	
School Address:	School Postcode:	
Does the Child have a Disability? Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, What Disability: (& source of diagnosis)	Other Special Needs:
Nationality:	Ethnic Origin:	
Religion:	Country of Origin:	
Language Spoken:	Communication Support: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Interpreter <input type="checkbox"/>	Signer <input type="checkbox"/>	Document Translator <input type="checkbox"/>

Section 2a: Referrer's Details	
Name of Referrer:	Designation:
Address:	Date of Referral: <a href="#">Click here to enter a date.</a>
Postcode:	Contact Details:
Section 2b: Reason for Referral	
Section 2c: Immediate Actions	
Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)?         Yes <input type="checkbox"/> No <input type="checkbox"/>	

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details

## Section 4a: Summary of Referrer's Previous Involvement

## Section 4b: Referral Consent

### Child(ren) / Young Person(s)

Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?

Yes ☐ No ☐

Does the Child(ren) / Young Person(s) consent to the Referral?

Yes ☐ No ☐

If NO, please explain

### Parent/ Carer

Is the Parents/ Carers aware that Referral has been made?

Yes ☐ No ☐

Do they consent to the Referral?

Yes ☐ No ☐

If NO, please explain

## Section 5: Additional Information: Other Agencies Currently Working with Child or Young Person

### Agency and Contact Details

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

## APPENDIX 10

### Legislation and DE Circulars/Letters governing child protection and safeguarding responsibilities

LEGISLATION	TOPIC	DETAIL
The Criminal Law Act (NI) 1967	Disclosure	This act includes measures for failing to disclose an arrestable offence to the police.
Children and Young Persons Act (Northern Ireland) 1968	Offences against children and young persons	Miscellaneous offences against children and young persons (moral and physical dangers)
Protection of Children (NI) Order 1978	Indecent Images	Offences in relation to indecent images of children
The United Nations Convention on the Rights of the Child	The Rights of the Child	The United Kingdom agreed to be bound by the Convention in 1991. It sets out the rights which all children and young people up to the age of 18 should have.
Article 3 of The Children (NI) Order 1995	Children's Welfare	Child's welfare to be paramount consideration
Children (Public Performances) Regulations (Northern Ireland) 1996	Public Performance Licensing	Establishes age-appropriate conditions under which children may participate in public entertainment events (broadcast and live performance). The licensing authority is the Education Authority.
Human Rights Act 1998	Protection of children and young people	State Authorities must use their powers reasonably and proportionally to protect children and young people.
The Education (NI) Order 1998	Reasonable force in restraint of learners	Use of Reasonable Force - Article 4, outlines the powers a member of school staff can use in restraining learners.
Articles 17 and 18 of the Education and Libraries (NI) Order 2003	Statutory duty on Boards of Governors	Duty on Boards of Governors to safeguard and promote the welfare of learners and Child Protection Measures
Female Genital Mutilation (FGM) Act 2003	Offence to take a child abroad for the purposes of FGM	Extends the existing legislation criminalising female genital mutilation in the UK, by making it an offence for UK nationals or permanent UK residents to take a girl abroad, or to help others to take a girl abroad, to carry out female genital mutilation, even in countries where the practice is legal
The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007	Child Protection	This act sets out measures to prevent unsuitable adults from working with children
The Sexual Offences (NI) Order 2008	Sexual activity with a minor. Grooming	Under this Order, all sexual activity with a young person of either gender under the age of 16 is now illegal, even if both parties are under 16  Article 22 of the Order makes "grooming" a specific offence where it is followed up by a meeting, or intended meeting with the victim.
Safeguarding Board Act (NI) 2011	Establishment of SBNI	This act sets out the law for the creation of a new regional Safeguarding Board for Northern Ireland and the establishment of five Safeguarding Panels to support the SBNI's work at a Health and Social Care Trust level.
Children's Services Co-operation Act (NI) 2015	Co-operation between children's services	Places a requirement on individuals and organisations providing children's services to children to co-operate with each other to devise and implement cross cutting strategies.
Addressing Bullying in Schools Act (Northern Ireland) 2016	Statutory duty on BoGs in relation to prevention of bullying	Provides a definition of bullying and BoG responsibilities to secure measures to prevent bullying

CIRCULARS	TOPIC	DETAIL
Circular 2003/13	Child Protection <b>STATUTORY</b>	Guidance for schools on the Welfare and Protection of Pupils Education and Libraries ( NI ) Order 2003 <b>School review required ‘from time to time’ – annually advised</b>
Circular 2004/09	Drugs <b>STATUTORY</b>	Drugs: Guidance for Schools
Circular 2006/06	Recruitment practices <b>STATUTORY</b>	Guidance on safer recruitment practices for education authorities
Circular 2006/07	Employment of teachers (substitute)	Guidance for schools on the employment of substitute teachers
Circular 2006/08	Child Protection Training <b>STATUTORY</b>	Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels <b>Renewal advised at least every three years</b>
Circular 2006/09	Vetting (School staff)	Guidance on the vetting of paid and unpaid staff
Circular 2006/25	Vetting (Governors)	Guidance on the requirement for vetting of school governors
Circular 2007/01	Internet use	Acceptable use of the internet and digital technologies in schools <b>School review required – 3 years at least is advised</b>
Circular 2008/03	Pre-employment checks	Pre-employment checking of persons to work in schools
Circular 2008/10	Employment of Substitute teachers	From 1st August 2008 substitute teachers must be booked on line via NISTR
Circular 2010/01	RSE guidance	Guidance on Relationships and Sexuality Education
Circular 2010/07	Attendance	Learner Attendance: Absence Recording by Schools
Circular 2010/18	Governors’ role	The governors’ role set out in DE Governors’ Handbook <b>School review required – 3 years at least is advised</b>
Circular 2011/22	Internet use	Internet Safety guidance
Circular 2012/19	Pre-employment checks	Guidance for schools and employing authorities on changes to pre-employment checking and safer recruitment practices
Circular 2013/01	Pre-employment checks	Guidance for schools and employing authorities on pre-employment vetting checking and safer recruitment practices
Circular 2013/16	RSE policy	Reminds schools of the need to have a policy on Relationships and Sexuality in place.
Circular 2013/25	E-safety guidance	eSafety Guidance – provides information and guidance on eSafety within the context of the new C2k contract, Education Network (NI) and in relation to non-C2k networks <b>School review required – 3 years at least is advised</b>
Circular 2014/14	Learner participation	Guidance on how to encourage learner participation in decision making in schools
Circular 2014/24	Education Other Than At School pupils	Section 6: Guidance for schools and providers with responsibilities for pastoral care and safeguarding.
Circular 2014/27	Managing persons who pose a risk	Managing persons who pose a risk to learners
Circular 2015/13	Allegations of abuse	Dealing with allegations of abuse against a member of staff
Circular 2015/22	RSE guidance	Relationship and sexuality Education (RSE) guidance
Circular 2015/23	Drugs <b>STATUTORY</b>	Drugs Guidance
Circular 2016/11	Class sizes in post-primary schools – practical subjects	Requirement for a health and safety risk assessment in post-primary practical classes over 20 pupils
Circular 2016/05	Harmful Sexual Behaviour	Children Who Display Harmful Sexualised Behaviour
Circular 2016/20	Record keeping in schools	Advice and guidance to schools on the recording and retention of child protection concerns
Circular 2016/26	Effective educational uses of mobile digital devices	Research-based advice and guidance
Circular 2016/27	Online Safety	A set of guiding principles for keeping learners and the wider school community safe online and for prioritising online safety within the school’s preventative education curriculum and overall Safeguarding Policy

Circular 2017/04 (replaces 1999/10)	Child protection/pastoral care <b>ASPECTS ARE STATUTORY</b>	Principle guidance on child protection in schools inc. Anti-bullying policy <b>Governors should review CP Policy - annually is advised</b>
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## DE Letters of Information

- [Sexting and the law - Letter \[pdf / 25KB\]](#)
- [Sexting and the law - Leaflet \[pdf / 183KB\]](#)
- [ICT Provision in Schools - Letter \[pdf / 298KB\]](#)
- [E-Safety guidance circular letter \[pdf / 50KB\]](#)
- [Preventing child sexual exploitation - Circular letter issued to schools \[pdf / 55KB\]](#)
- [Disposal of child protection records - letter to principals \[pdf / 73KB\]](#)
- [Multi-Agency practice guidelines on female genital mutilation - Letter from DE \[pdf / 69KB\]](#)
- [Concussion and Second Impact Syndrome \[pdf / 255KB\]](#)
- [Provision of free School Meals on Humanitarian Grounds, Letter from DE \[pdf / 76KB\]](#)
- [Sexual Offences Order 2008 - DE Letter to Schools \[pdf / 1.08MB\]](#)
- [Child Protection School Holiday Procedures - Letter to Schools \[pdf / 70KB\]](#)