



HUNTERHOUSE COLLEGE

SAFEGUARDING & CHILD PROTECTION POLICY

Date/date Reviewed: 2018

Previous: 2017

Next Review due: 2019

This policy is available in pdf format from the College website

www.hunterhousecollege.org.uk

or on request from the College Office 028 9061 2293

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Inclusion & Diversity

The College aims to establish an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexuality, gender orientation, appearance and ability.

Rationale:

The College recognises that it has a key role to play in safeguarding the students in its care and that all members of the College community have a part to play in keeping its members safe from harm and abuse. As such, it will take all reasonable steps to do so. This includes ensuring that:

- adults who enter the College site are vetted as appropriate
- students, parents/carers and staff know how to report any concerns they may have
- staff and governors are appropriately trained in matters of safeguarding and child protection including how to manage disclosures of abuse from students
- there is a preventative curriculum in place which suits the needs of its students
- there are appropriate safeguarding policies and practices in place which are reviewed regularly
- the safeguarding team work in partnership with students, parents/carers and other agencies including Social Services, PSNI, Family Support Hubs and other safeguarding organisations

The College understands that Safeguarding and Child Protection processes apply to all young people under the age of 18, students with SEN under the age of 19 and those students who turn 19 during a school year. It also understands that referral pathways and processes may be different for students who are over the age of 18.

What is Child Protection?

Child Protection 'refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer, harm.'

What is safeguarding?

'Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection.' Examples of safeguarding issues include self-harm, suicide ideation, inappropriate online activity, misuse of alcohol/drugs and/or other behaviours that cause concern.

'In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.' ('Safeguarding and Child Protection in Schools: A Guide for Schools' (DE, 2017)

The College's Safeguarding and Child Protection Ethos:

The College's safeguarding policy and practice is based on the principles below as outlined in 'Safeguarding and Child Protection in Schools: A Guide for Schools' (DE, 2017):

- The child/young person's welfare is paramount
- The voice of the child/young person should be heard
- Parents are supported to exercise parental responsibility and families helped to stay together
- Partnership – involving effective information sharing and collaboration between families, agencies, individuals and professionals

- Prevention – involving timely supportive measures to prevent problems occurring or worsening
- Responses proportionate to the circumstances
- Protection – children/young people should be safe from harm
- Evidence-based and informed decision making

It also recognises that these are the same principles which underpin its pastoral and safeguarding policies and practices on a day to day basis and which reflect the wider ethos of the College. Safeguarding takes place across all aspects of school life and the policy itself sits within a suite of pastoral policies, full details of which can be found in Linked Documents.

Types and Signs of Abuse:

The College understands that abuse occurs in families from all social classes and cultures and in communities, agencies and organisations and that abusers come from all walks of life and all occupations and professions. It recognises that abuse can manifest in a number of ways and can involve a combination of the forms of abuse. It recognises that all College staff must have an awareness and understanding of different types of abuse and the signs and indicators of abuse, as well as how to report any such concerns they may have about a student.

Types of Abuse:

The College works within the following five main categories of abuse:

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.

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.

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

Emotional Abuse 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.

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.

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

In addition, it recognises the following specific types of abuse as defined in 'Safeguarding and Child Protection in Schools: A Guide for Schools' (DE, 2017):

Grooming: 'Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.' (NSPCC definition)

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

Although it is important to note that any young person under the age of 18 can be a victim of CSE – including those over the age of consent – **the average age at which concerns are first identified is 12-15 years of age.** The majority of young people who experience CSE are living at home.

Domestic and Sexual Violence and Abuse: The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:

Domestic Violence and Abuse:

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

Sexual Violence and Abuse

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

Statistics available for Northern Ireland in 2016 indicated an increase in the number of calls to PSNI and deaths due to domestic abuse, with approximately 27,628 calls made and six deaths recorded. At least 15,000 children are estimated to be living in a culture of/or are survivors of violence in the home. As such, the College recognises that some students may be at risk of or experiencing domestic violence and includes work on this area within the Preventative Curriculum.

The College is also aware of NSPCC research carried out in 2009 'Partner exploitation and violence in teenage intimate relationships' which highlighted partner violence as a significant concern for young people's wellbeing. The survey identified that three-quarters of girls in a relationship experienced emotional violence of some form, a third reported sexual violence and a quarter experienced physical

violence with one in 10 girls the physical violence was defined as severe. This is addressed as part of the College's Preventative Curriculum.

Female Genital Mutilation (FGM): is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures. FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

Forced Marriage: A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Harmful Sexualised Behaviour: Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. It is important to distinguish between different sexual behaviours – these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not

E-Safety & Internet Abuse: Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern. In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- Content risks: the child or young person is exposed to harmful material
- Contact risks: the child or young person participates in adult initiated online activity

- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs

The College has a number of measures in place through the Preventative Curriculum to ensure that students are equipped with the skills and information to safe online. Please see the E-Safety Policy for more information.

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

- Sexting between individuals in a relationship - The College takes seriously its responsibility to make students aware that, although they may consider sexting as normal practice, it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship)
- Sharing an inappropriate image with an intent to cause distress – as part of its Preventative Curriculum, the College makes clear to students the steps to take if they have been affected by inappropriate images or links on the internet and the importance of not forwarding it to anyone else, as it is an offence under the Criminal Justice and Courts Act 2015 to share an inappropriate image of another person without the individual's consent

Information on general and specific signs of abuse can be found in Appendix 2.

How to Report a Concern:

Members of Staff

Staff who wish to raise a safeguarding concern about a student should do so through completion of a Note of Concern which they should then pass to and discuss with the Designated Teacher. This should be done on the same day as they have the concern and as early in the day as possible. Notes of Concern are provided in hard copies in the staff planner, on the Safeguarding notice board in the Staffroom and in electronic form on the staff share (see Appendix 1).

Staff to whom a child protection disclosure is made should pass it on to the Designated Teacher in the same way, ensuring that the following steps are followed:

- Leading questions are not asked
- Questions which could encourage the student to change their version of events should not be asked
- Staff should actively listen to the student, not interrupting or interpreting
- As soon as possible afterwards, staff should make a written record of the discussion using a Note of Concern and pass it on to the Designated Teacher, ensuring that this is done at least on the same school day as the discussion and as far as possible before the end of the day as possible. Staff should not ask students to produce a written record of their disclosure
- Staff should ensure that they have recorded the time, date, place and people present as well as what was said on the Note of Concern and that they have signed it. Signs of physical injury observed should be described in detail, but **under no circumstances should a child's clothing be removed nor a photograph taken**
- As far as possible, the student's actual words should be recorded on the Note of Concern
- **Under no circumstances should staff promise students confidentiality.** They should explain that the information provided will be passed on to the Designated Teacher and make it clear that the student is welcome to accompany them when they do so

Staff may find the '5 Rs' mnemonic useful:

- RECEIVE – listen to what a child says but do not ask leading questions
- REASSURE – ensure the child is reassured that they will be safe and their interests come first
- REACT – to ensure that the child is safe and secure
- RECORD – make a note of what you have seen or heard and the date and time immediately after you have listened to the child
- REPORT – to the Designated Teacher or one of the Deputy Designated Teachers as soon as you have concerns about a child

Parents/Carers

The College recognises that the primary responsibility for safeguarding and protection of children rests with parents/carers who should feel confident about raising any concerns they have in relation to their child. Parents/carers should be clear that the College will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies knowing that they do not require parental consent to do so. It is important that parents take time to read the Safeguarding Policy and know they are required to inform the College:

- If the child has a medical condition or educational need
- If there are any Court Orders relating to the safety or wellbeing of a parent/carer or child
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility
- Parents/carers should contact the College if their child is absent and send in a note on the child's return to school. This assures the College that the parent/carer knows about the absence

It is essential that the College has up to date contact details for parents/carers.

The arrangements for parents/carers to make known to staff any concerns they may have about the safety of their (or another) child are set out below:

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

- I can talk to the Head of Year – the name of your child's Head of Year can be found in their student planner, on the Safeguarding Team posters throughout the College, through enquiry with the College Office on 02890 612293 or by sending an e-mail to the info@hunterhouse.belfast.ni.sch.uk
- If I am still concerned, I can talk to the Designated/ Deputy Designated Teacher for child protection or the Principal – the Designated Teacher is Ms Sharon Greig, the Deputy Designated Teachers are Mrs Stacey Winnington, Miss Louise Gribbons and Mr Nicky Goodall. The Principal is Mr Andrew Gibson. All can be contacted through enquiry with the College Office on 02890 612293 or by sending an e-mail to the info@hunterhouse.belfast.ni.sch.uk
- If I am still concerned, I can talk/write to the Chair of Board of Governors – the Chair of the Board of Governors is Mr David McClay who can be contacted via the Principal's PA on 02890 612293 or by sending an e-mail to the info@hunterhouse.belfast.ni.sch.uk
- If I am still concerned I can contact the NI Public Services Ombudsman Tel: 0800 343 424
- At any time I can talk to the local Children's Services Gateway Team or the PSNI Central Referral Unit at 028 9025 9299

Please note that the information for parents/carers on how to raise a safeguarding or child protection is available from the College in other languages, including Arabic, as required through the Inclusion and Diversity Service. Please contact the College Office on 02890 612293 if copies in additional languages are required.

Students

Any student who is concerned about themselves or another student should speak to a member of staff with whom they feel comfortable. The member of staff will then pass on their concerns to the Designated Teacher. Students are welcome to approach any member of the Safeguarding Team directly if they feel comfortable to do so.

Information on the Safeguarding Team and sources of support in school is provided in student planners, on the Safeguarding Team posters in all Form Rooms and around school and is given out in Assemblies throughout the year.

If any student has an urgent concern outside of school hours they should contact Childline on 0800 1111 or the PSNI directly. If they have concerns about online behaviour, they can also report these through the CEOP website - <https://www.ceop.police.uk/safety-centre/>

Concerns About a Member of Staff

The College recognises that Principals and Boards of Governors have a duty of care for the welfare of students and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and ensure they provide effective support for anyone facing an allegation of abuse. All allegations should be reported immediately, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection. A Lead Individual will be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection.

In the interests of all involved, any allegation will be dealt with as a priority and unnecessary delays will be avoided. Every effort to maintain confidentiality and guard against unwanted publicity will be made. Allegations will not be shared with other staff or students.

All allegations of a child abuse nature are recorded in the Record of Child Abuse Complaints book, which is retained securely by the Principal and all entries are discussed with the Chair of the Board of Governors. Please see the Complaints and Concerns Policy for further information.

Roles & Responsibilities:

The College's Safeguarding Team

This team includes the Chair of the Board of Governors (Mr David McClay), the Designated Governor for Child Protection (Mrs Barbara McNeill), the Principal (Mr Andrew Gibson), the Designated Teacher (Ms Sharon Greig) and the Deputy Designated Teachers (Mrs Stacey Winnington, Miss Louise Gribbons and Mr Nicky Goodall). The responsibilities of the team include:

- The monitoring and review of Safeguarding and Child Protection arrangements in the College
- 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 - including refresher training - in keeping with legislative and best practice requirements
- Reviewing the child protection/ safeguarding practices annually
- Quality assurance of the College's preventative curriculum

Chair of Board of Governors (Mr David McClay)

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment. In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who assumes lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the College's own policies and procedures. 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.

Designated Governor for Child Protection (Mrs Barbara McNeill)

The Designated Governor takes 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

School Principal (Mr Andrew Gibson)

The Principal, as the Secretary to the Board of Governors, assists the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education are shared promptly, and termly inclusion of child protection activities on the Board of Governors meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme. It is essential that there is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role. The Principal must ensure that parents/carers and students receive a copy, or summary, of the Child Protection Policy at intake and, every two years.

Designated Teacher for Child Protection (Ms Sharon Greig)

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff
- Being available to discuss safeguarding or child protection concerns of any member of staff
- Responsibility for record keeping of all child protection concerns
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs
- Making referrals to Social Services or PSNI where appropriate
- Liaison with the EA Designated Officers for Child Protection
- Keeping the school Principal informed

- Lead responsibility for the development of the school's child protection policy
- Promotion of a safeguarding and child protection ethos in the school
- Compiling written reports to the Board of Governors regarding child protection

The Deputy Designated Teachers (Mrs Stacey Winnington, Miss Louise Gribbons and Mr Nicky Goodall)
The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities. It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

The Preventative Curriculum:

The College agrees with the statement in 'Safeguarding and Child Protection in Schools: A Guide for Schools' (DE, 2017) that 'while it is important that those at risk are identified and interventions are put in place, it is equally important that children and young people are provided with information and skills in building healthy behaviours and relationships. Children should be provided with the opportunity to develop good mental health and emotional resilience to enable them to identify abuse and exercise prevention skills.'

Within the College, the concept of the 'preventative curriculum' aligns with the rationale outlined in 'Safeguarding and Child Protection in Schools: A Guide for Schools' (DE, 2017) as 'the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.'

The College addresses this through:

- Relationships and Sexuality Education which is mapped and embedded across the curriculum (see the RSE Policy for more information)
- a comprehensive Personal Development curriculum delivered through LLW and Form Time (currently under review)
- a range of whole school, key stage and year group assemblies throughout the year
- participation in national initiatives such as Safer Internet Day
- speakers, workshops and staff training from external agencies which are selected to match the needs of students. These include Steps to Cope, SHAARP, The Rainbow Project, the NPSCC, Action Cancer, Cara Friend, Barnardo's and Women's Aid

Information Sharing & Record Keeping:

The College shares information on a 'need to know' basis, so that staff can work in a safe and informed way with students and their families. Staff sharing information will always take into account the safety and welfare of the student when making decisions regarding information sharing. The College understands that the Data Protection Act (and General Data Protection Regulation (GDPR) from May 2018) does not prevent it from disclosing confidential information without consent when it is necessary to protect or safeguard a child. In addition, the College will always share information with other agencies where there is a legal duty to do so, for example with Social Services and/or PSNI. The College is aware that Child Protection records are normally exempt from the provisions in the Data Protection Act (and General Data Protection Regulation (GDPR) from May 2018), meaning that students are parents/carers do not have an automatic right to see them. The Education Training Inspectorate (ETI) does not have the right to access Child Protection records.

The College ensures that all staff are aware of the need to record and report child protection concerns to the Designated Teacher as soon as possible using a Note of Concern and that records need to be accurate and detailed. The College complies with the requirements regarding record keeping outlined in Circular 2016/20 as follows:

- all Child Protection records are kept securely, paper files in a separate locked filing cabinet and electronic files through the c2k private file provision
- all Child Protection records are kept separately to students' main files and are accessible only to the Safeguarding Team
- no Child Protection files are taken off the premises by the Safeguarding Team unless being taken to a Case Conference, review, Core Group or for another appropriate use
- the Principal retains a Record of Child Abuse Complaints book in which all allegations are recorded, is stored securely and presented to the Governors at least annually
- files are retained using the guidelines outlined in Circular 2016/20 – see Appendix 3 for more information
- the Designated Teacher provides a termly Child Protection report to the Board of Governors

Safe Recruitment Measures:

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and the College ensures that all persons on College property are vetted, inducted and supervised as appropriate. The following groups have an Enhanced Disclosure Certificate (EDC) from AccessNI which enables them to work unsupervised on the College site:

- All paid teaching and non-teaching staff
- Examination Invigilators
- Music peripatetic teachers
- Student teachers on teaching placements and Language Assistants
- Volunteers who work unsupervised, e.g. sports coaches
- Members of the Board of Governors

Volunteers who do not work unsupervised, e.g. members of the PTA, are not required to have Enhanced Disclosure Certificates.

Visitors to the College, including parents/carers, suppliers of goods and services and maintenance providers etc do not routinely need to be vetted before being allowed onto the College premises. Such visitors are managed by College staff as follows:

- All visitors are directed to Reception
- They are met by College staff on arrival
- They are signed in and out of the College by College staff
- If appropriate, they are given restricted access to only specific areas of the College
- Where possible, they are escorted by a member of College staff
- They are clearly identified by visitor badges
- Their access to students is restricted to the purpose of their visit
- If carrying out building/maintenance or repair tasks their work area is cordoned off from students for health and safety reasons

Staff Code of Conduct:

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff work in a culture of mutual trust and respect in school through which the best interests of the students is paramount. Implicit in this is the

assumption that the conduct of staff towards their students must be above reproach. This holds true whatever the age, gender, or developmental maturity of the students. The College has a Code of Conduct which extends to staff, both teaching and non-teaching, and volunteers and includes guidance on:

- Private meetings with students.
- Physical contact with pupils, including safe handling/use of reasonable force (see Safe Handling Policy for full information)
- Choice and use of teaching materials
- Relationships and attitudes
- Use of social media
- Staff mobile phone policy

Adherence to the Code reduces the risk of allegations being made and is not intended to detract from the enriching experiences students gain from positive interaction with staff. Rather, it is intended to assist staff by drawing attention to the areas of risk and by offering guidance on conduct. The Code cannot address every possible circumstance in which staff might find themselves, however it is intended that staff will be mindful of the Code which will raise awareness of issues and situations which can potentially arise. In all circumstances, employees' professional judgement will be exercised and will serve only to confirm what has always been their safe practice. The full Code is available to parents/carers on request from the Principal's PA through the College Office.

Linked Documents:

'Safeguarding and Child Protection in Schools: A Guide for Schools – Department of Education, 2017 (and associated Circular 2017/04)

'Regional Core Child Protection Procedures' – Safeguarding Board for Northern Ireland website, revised December 2017 www.safeguardingni.org

'School Governors Handbook: Safeguarding and Child Protection' – CPSSS (Child Protection Support Service for Schools), March 2017

'Co-operating to Safeguard Children and Young People in Northern Ireland' (DHSSPS), March 2016

'Child Protection: Record Keeping in Schools' – Department of Education Circular 2016/20

'Dealing with Allegations of Abuse Against a Member of Staff' – Department of Education Circular 2015/13

Acceptable Use Policy

Anti-Bullying Policy

Attendance Policy

Counselling Policy

Complaints and Concerns Policy

Critical Incident Policy

Dealing with Actual and Suspected Substance Abuse Policy

Drugs Education Policy

E-safety Policy

Health and Safety Policy

Pastoral Care Policy

Positive Behaviour Policy

Pregnancy and Parenthood Policy

RSE Policy

Safe Handling Policy

SEN Policy

Staff Code of Conduct

Suspension and Expulsion Policy

Whistle-Blowing Policy

Young Carers Policy

Appendix 1 Note of Concern



Safeguarding & Child Protection Note of Concern

Name of student:		Form:
Date:	Time:	Place:
Name of staff member reporting concerns:		
Circumstances of incident/disclosure:		
Nature and description of concern:		
Parties involved, including any witnesses to an event and what was said or done and by whom:		

Action taken at the time:	
Details of any advice sought, from whom and when:	
Any further action taken:	
Written report passed to Designated Teacher? If no, state reason:	Yes / No
Date and time of report to the Designated Teacher:	

To be completed by Safeguarding Team only:

Written note from staff member placed on student's CP file? If no, state reason:	Yes/No
Action Taken:	

Signature of Staff Member: _____ Date:

Signature of Designated Teacher: _____ Date:

Appendix 2 Potential Signs and Symptoms of Abuse, including Domestic Violence and CSE

General indicators:

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.
- Unexplained injuries
- Poor personal hygiene/appearance
- Lacking in money to buy food
- Lacking in equipment/uniform
- Low attendance/regular short absences from school without medical evidence
- Withdrawn
- Anxious
- Self-harm

Things you may notice:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Possible Signs of Physical Abuse:

- unexplained injuries (scratches, bite marks, welts) particularly if they are recurrent
- bruises in places difficult to mark
- burns
- bald patches
- discrepancy between an injury and the explanation
- refusal to discuss injuries
- untreated injuries
- arms and legs kept covered in hot weather
- disclosure of punishment which appears excessive
- undue fear of adults

- fearful watchfulness
- fear of medical help
- fear of parents being contacted
- fear of returning home
- self-destructive tendencies
- aggression towards others
- withdrawn
- chronic running away

Possible Signs of Sexual Abuse:

- sudden changes in behaviour and school performance
- displays of affection which are sexual and age inappropriate
- self-harm, self-mutilation or attempts at suicide
- alluding to secrets which they cannot reveal
- tendency to cling or need constant reassurance
- regression to younger behaviour, for example, thumb-sucking, playing with discarded toys, acting like a baby
- distrust of familiar adults and/or anxiety of being left with relatives, a child minder or lodger
- unexplained gifts or money
- depression and withdrawal
- fear of undressing for PE
- sexually transmitted infection(s)
- fire setting

Possible Signs of Emotional Abuse:

- physical, mental and emotional development delay
- attention seeking behaviour
- inappropriate emotional responses to painful situations
- over-reaction to mistakes
- disclosure of punishment which appears excessive
- fear of parents being contacted
- continual self-deprecation
- neurotic behaviour
- sudden speech disorders
- fear of change/new situations
- self-mutilation
- wetting or soiling
- frequent vomiting
- extremes of passivity or aggression
- drug/solvent abuse
- poor peer relationships
- chronic running away

Possible Signs of Neglect:

- constant hunger
- emaciation
- compulsive stealing, scavenging or begging
- poor personal hygiene
- persistent tiredness/listlessness
- inadequate/inappropriate clothing

- frequent lateness or non-attendance at school
- untreated medical problems/illnesses
- exposure to danger/lack of supervision
- low self-esteem
- destructive tendencies
- lack of peer relationships
- chronic running away

Possible Signs of Exploitation including CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truanting/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self-harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

Possible Signs of Domestic Violence:

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.
(NSPCC)

Warning Signs of Possible Forced Marriage:

- Absence and persistent absence
- Request for extended leave of absence/failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home
- Not allowed to attend extracurricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Appendix 3 Retention Periods for Child Protection Records (taken from DE Circular 2016/20)

7.6 It is recommended that, in general, child protection records should be retained by the school for the following periods:

Record	Retention Period
Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
Complaint against a member of staff Staff members file ⁶ Child's Child Protection File Record of Child Abuse Complaints	Indefinitely* unless totally exonerated (see para. 3.16) D.O.B + 30 years Indefinitely*
Complaint to be pursued under the school's disciplinary procedures Staff members file Child's Child Protection File Record of Child Abuse Complaints	5 years D.O.B + 30 years Indefinitely*

- ***As a general guide 'indefinitely' should be a minimum of 40 years.***

6 The Department of Education Disposal Schedule recommends that a staff file is retained for 7 years after leaving employment. In the case of child protection concerns the file should be retained for the time periods specified in the school Child Protection Records Retention and Destruction Policy.

Appendix 4 Photographs/Images Permissions

BEGINNING OF ACADEMIC YEAR 2017/2018 - PARENT/CARER RESPONSE SHEET

Student Name: **Form:**

STUDENT RECORDS

If you have not already completed a Data Collection Form with address and contact details please ask your child to get one from their Form Teacher.

PHOTOGRAPHS

I/we give permission for appropriate photographs of my / our child to be used for display purposes in school or to promote the College in the community. **Yes**

Signed: (Parent/Carer) Date:..... **No**

UNIFORM / LOST PROPERTY AND CONFISCATED ITEMS

I/we accept the College’s uniform policy and understand that sanctions will be applied for non-compliance with it. I/we are aware of the College’s procedures for dealing with lost property. Confiscated items may be collected by a parent/carer in liaison with the student’s Head of Year/Pastoral Care Co-ordinator.

Signed: (Parent/Carer) Date:

DISCLAIMER NOTICE

I/we have read and understand the implications of the Board of Governors’ disclaimer notice which reads as follows:

“The Board of Governors of Hunterhouse College accepts no liability whatsoever in respect of loss or theft or damage, within the school or school grounds, to any person’s private property”.

Signed: (Parent/Carer) Date:

COLLEGE FEES

I agree that I will be responsible for all fees and costs incurred by my child while they are at Hunterhouse College.

Signed: (Parent/Carer) Date:

Appendix 5 Relevant DE Letters and Circulars

The policy is drawn up with reference to the following Department of Education circulars:

2017/04	Safeguarding & Child Protection – A Guide for Schools
2017/13	Recording Information about Looked After Children on C2K
2016/05	Children Who Display Harmful Sexualised Behaviour
2016/20	Child Protection: Record Keeping in Schools
2016/26	Effective Educational Uses of Mobile Digital Devices
2016/27	Online Safety
2015/12	GTCNI Regulations
2015/13	Dealing with Allegations of Abuse Against a Member of Staff
2015/22	Relationship and Sexuality Education (RSE)
2015/23	Drugs Guidance
2014/14	Pupil Participation
2014/27	Managing Information on Persons who Pose a Risk to Pupils
2013/01	DBS Arrangements for Paid Staff
2013/16	Relationships and Sexuality Policy in Schools
2013/25	E Safety Guidance
2012/18	Every School a Good School – Governor Guidance
2012/19	DBS Arrangements for Volunteers
2011/22	Internet Safety
2010/01	Guidance on Relationships & Sexuality Education (RSE)
2010/18	Every School a Good School – The Governors' Role
2008/03	Child Protection: Pre-Employment Checking of Persons to Work in Schools – New Arrangements
2008/10	Employment of Substitute Teachers – NISTR
2007/01	Acceptable Use of the Internet and Digital Technologies in Schools
2006/06	Child Protection – Recruitment of People to Work with Children and Young People in Educational Settings
2006/07	Child Protection: Employment of Substitute Teachers

2006/08	Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
2006/09	Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
2006/25	Child Protection: Vetting of School Governors
2003/13	Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
1999/10	Pastoral Care in Schools Child Protection (now superseded by 2017/04)

The policy is drawn up with reference to the following Department of Education letters:

November 2017	Safeguarding Board for Northern Ireland – Regional Core Child Protection Procedures
September 2016	iMatter Programme: ‘Protecting Life in Schools’ – Helping Protect Against Suicide by Supporting Pupils’ Emotional Health and Well-Being – Additional School Resources
September 2016	DE Guidance on Child Protection: Record Keeping in Schools
September 2015	Sexting and the Law
June 2015	Preventing Child Sexual Exploitation
June 2015	Inappropriate Use of the Internet and Mobile Technologies
October 2014	Child Sexual Exploitation – Key Messages
September 2014	ICT Provision in Schools
September 2014	Disposal of Child Protection Records
July 2014	Multi-Agency Practice Guidelines on Female Genital Mutilation
November 2013	Concussion and Sudden Impact Syndrome
May 2012	Revised Criterion for the Provision of Free School Meals on Humanitarian Grounds
May 2011	Contact with Schools during School Holidays Child Protection Arrangements
June 2009	Provision of Free School Meals on Humanitarian Grounds
February 2009	Child Protection Legislation Changes to Age of Consent