

THE ABBEY CHRISTIAN BROTHERS' GRAMMAR SCHOOL



POLICY ON CHILD PROTECTION

Ratified by Board of Governors: June 2011

1. AIMS OF THIS POLICY

- To state clearly the Abbey's commitment to the welfare and safety of the pupils in the school.
- To define 'Child Abuse' in the context of this policy.
- To document procedures in the Abbey Christian Brothers' Grammar School by which suspected cases of child abuse will be dealt with.
- To identify by name the members of the school's Safeguarding Team and to state their roles.
- To ensure that the school community of pupils, staff and parents are aware of how they should identify and respond to possible abuse.
- To identify general and specific means by which an abused student may feel free and able to tell his story.
- To identify ways in which our students can achieve personal development commensurate with increased safety vis-à-vis child abuse.
- To identify staff development issues in the area of child protection.

2. STATEMENT OF COMMITMENT AND RESPONSIBILITY

The Abbey Christian Brothers' Grammar School is deeply committed to the Pastoral Care of our students - the child's broadest welfare is at the centre of what we do. We recognise the importance of ensuring that the best possible environment of care and safety exists in the child's life both inside and outside school and how this has a great bearing on the effectiveness of the education we provide. We therefore accept fully our responsibility to act in the child's interests in responding to and seeking to positively influence adverse conditions which come to our notice. We also recognise and accept our responsibility within the law to report cases of suspected abuse to the relevant authorities.

This policy will set out how we intend to exercise our duty in Child Protection.

3. OTHER RELEVANT POLICIES

In addition to Child Protection, the safeguarding of children is ensured through the application of a range of policies on areas such as

- Behaviour
- Bullying
- Special Educational Needs
- Educational Visits
- Health and Safety Policy
- Use of Images
- Access to the internet

Any parent requiring a copy of any of the school's policies should contact the Principal or visit the school website at www.abbeycbs.org

4. SAFEGUARDING TEAM

The members of the Safeguarding Team are:

- | | |
|---|---------------------------|
| • Designated Teacher for Child Protection: | Mr Kevin Brady |
| • Deputy Designated Teacher for Child Protection: | Mr Ronan Ruddy |
| • Principal: | Mr Dermot McGovern |
| • Designated Governor for Child Protection: | Mr Arthur Morgan |
| • Chairman of the Board of Governors: | Mr Sean Óg McAteer |

5. ROLES AND RESPONSIBILITIES

5.1 The Designated and Deputy Designated Teachers

The Designated and Deputy Designated Teachers must:

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

5.2 The Principal

The Principal must ensure that:-

- DENI 1999 / 10, “Pastoral Care in Schools – Child Protection”, and relevant vetting procedures are implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on each agenda of the Board of Governors, and that an annual report is provided
- That the school child protection policy is reviewed annually and that parents (and pupils in an appropriate format) are made aware of their ready access to a copy of this policy
- He maintains, in his personal filing cabinet in his office, a Record of Child Abuse Complaints, the purpose of which is to record complaints of child abuse made against members of staff, and their outcome. This Record will be made available to the Board of Governors at the board’s June meeting.

5.3 The Designated Governor for Child Protection

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

- The role of the designated and deputy designated teachers
- The content of child protection policies
- The content of a code of conduct for those working with pupils within the school
- The content of the updates and the full annual report
- Recruitment, selection and vetting of staff

5.4 The Chairman of the Board of Governors

The Chairman of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the SELB Child Protection Support Service for Schools, the SELB Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal

- Ensure that the Board of Governors receives updates on Child Protection issues at each Board meeting, and a written annual report in relation to child protection activity

5.5 The Board of Governors

Board of Governors must ensure that:

- The school has a Child Protection Policy which is reviewed annually
- Designated and a Deputy Designated teachers are appointed
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers
- Child protection training has been given to all staff
- The school has an Anti-Bullying Policy which is reviewed annually
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are vetted
- They receive reports of child protection activities at each Board meeting
- They receive a full annual report on all Child Protection matters
- Parents receive a copy of, or are directed to, child protection policy and complaints procedure annually
- The school maintains records of:
 - child protection concerns
 - disclosures of abuse
 - complaints against staff
 - actions carried out
- Confidentiality is maintained - detailed information (e.g. pupils' names) should only be passed to the entire Board of Governors on a need-to-know basis.

5.6 Members of School Staff

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

If a member of staff has concerns , or an allegation of abuse is communicated to him/her, the 5 Rs provide a solid framework for action:

Receive

Reassure

Respond

Record

Refer

The member of staff must:

- Listen calmly
- Accept what is said
- Reassure the child but do not make promises of confidentiality
- Do not interrogate the child or ask leading questions
- Explain what happens next
- Make a concise written record of a child's disclosure using the actual words of the child
- Act promptly
- Inform the Designated Teacher immediately, or in his absence the Deputy Designated Teacher.
- Avail of whole school and other relevant training regarding safeguarding children

** See Appendix 5 for further guidelines*

In addition teachers, and in particular form teachers and year tutors should keep the Designated Teacher informed of concerns about pupils such as poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

5.7 Parents

Parents should play their part in Child Protection by:

- Familiarising themselves with the school's policies, particularly on Child Protection, Behaviour, Bullying, and ICT/Access to the Internet
- Informing the school of reasons for their son's absences from school
- Raising with the school any concerns they have in relation to their child
- Reporting directly to the office when they visit the school

6. WHAT IS CHILD ABUSE?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

6.1 Definition of Abuse

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

6.2 Types of Abuse

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

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

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

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

When we become aware of young people below the age of consent (16 years) engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship, the Designated Teacher will discuss this information with Social Services.

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.

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

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

Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

Bullying

Bullying is repeated and wilful activity by an individual or group in which power is exerted over another in order to intimidate or dominate. Bullying can fall into the

categories of physical and emotional abuse and can be severe and very damaging. The Abbey operates a policy on bullying (see separate documentation) which can very successfully prevent and stop bullying activity.

7. ENABLING THE ABUSED CHILD TO TELL HIS STORY

The Abbey is committed to developing as fully as possible its ability to listen to all in the school community but most crucially to those in our charge: the students.

The school's pastoral ethos places the student at the centre of the school's work, and promotes the valuing and respecting of students and staff as individuals. It also promotes good communication through which staff are encouraged to listen carefully to students, engendering trust through their approachability. This is acknowledged to be particularly important for the relationship between Form Teacher and Form Class and between Year Tutor and Year Group, areas which receive much attention by way of staff development.

The Counselling Service offered to pupils provides a more specific opportunity for communication in an environment of trust and acceptance.

Pupils' vulnerability to abuse of any kind can be reduced by effective personal and social education which is the subject of our Learning for Life and Work Programme in particular. Raising self-esteem and the awareness amongst our pupils of personal safety, and developing skills which enable pupils to better look after themselves will be of benefit as will inclusion of the issue of sexual abuse in Relationship and Sexuality education.

8. REPORTING CONCERNS OF SUSPECTED OR DISCLOSED CHILD ABUSE

8.1 How a Parent Can Raise a Concern Relating to Child Protection

At all Parent Teacher meetings parents are encouraged to discuss with teachers issues which cause concern, whether academic or pastoral. Parents are made aware of the roles of Form Teacher and Year Tutor and are encouraged to communicate as appropriate. Teachers are available to meet with parents on request. In addition parents will receive annually, reminders of channels of communication which are open to them in the school in the event of concern about their child's safety. Parents can also access at any time all relevant policies via the school's website.

At the Abbey we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern they can talk to the Form Teacher or the Designated Teacher for Child Protection or to the Principal. If they are still concerned they may talk to the Chairman of the Board of Governors. At any time a parent may talk to a social worker in the local Social Services Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

8.2 Action in the event of suspicion or disclosure of Child Abuse not involving a member of staff. (This action does apply to volunteers).

8.2.1 Any member of staff, teaching or support, who is informed of abuse of a child, or who suspects that a child may have been or is being abused should inform the Designated Teacher. In his absence the Deputy Designated Teacher should be informed. The member of staff should not investigate but should take full notes which should be factual and objective and should include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.

8.2.2 The Headmaster will be informed immediately by the Designated Teacher.

8.2.3 The Designated Teacher may consult with the Southern Education & Library Board's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

8.2.4 If, following consultation between the Designated Teacher and the Headmaster and preliminary discussions with the Designated Officer SELB and Social Services if necessary, it is decided that there is cause for concern, the Headmaster will immediately telephone

- (a) the Social Services Gateway Team,
- (b) SELB Designated Officer for Child Protection,
- (c) the Chairman of the Board of Governors.

8.2.5 When referral is being made to the Social Services, the Headmaster will discuss the manner in which the parents of the child involved will be informed.

8.2.6 Where possible and appropriate, parents of any children reporting, or being the alleged subject of abuse will be informed at an early stage and will be present when the school is seeking preliminary clarification from the child.

8.2.7 A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed by the Designated Teacher and forwarded to the Social Services Gateway Team with a copy sent to the SELB Designated Officer for Child Protection.

8.2.8 If the Headmaster has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

8.2.9 When a decision is taken not to refer, the Designated Teacher will inform the parents and the complainant of this, and of the information which initiated the procedure.

8.2.10 Careful written records will be kept by the Designated Teacher and by the Headmaster.

(THIS PROCEDURE WITH NAMES AND CONTACT NUMBERS IS SHOWN IN APPENDIX 3.)

8.3 Action in the event of a complaint against a member of Staff other than the Headmaster.

8.3.1 Any complaint about the conduct of a member of staff (not the Headmaster) should be referred directly to the Headmaster, or in his absence the Designated Teacher.

8.3.2 The Headmaster will inform the Designated Teacher (if he is not the subject of the complaint) who will initiate the written record.

8.3.4 The Headmaster will consult with

- (a) the Chairman of the Board of Governors,
- (b) the Designated Officer of the Southern Education and Library Board.

These consultations will be based on the following principles:

- The welfare of the pupil concerned and that of other pupils at the school will be first and foremost.
- The rights of the individual against whom the complaint has been made, especially his or her right to be presumed innocent until proven guilty, will be upheld. To this end preliminary enquiries will be carried out with an open and objective mind, to protect against the impact of unfounded allegations on the member of staff. Subsequent procedures for investigating and dealing with complaints will however be consistent with the school's disciplinary procedure.

8.3.5 Following consultation, the Headmaster will decide on one of the following courses:

(i) No further action

The Headmaster will,

- (i) fully brief the member of staff concerned, and provide support for staff member and child where appropriate,
- (ii) advise the SELB Designated Officer of the outcome,
- (iii) advise the complainant, in writing, of the outcome pointing out further courses of action open to him/her if dissatisfied,
- (iv) place a flag on the file of the child involved to *'Refer to the Headmaster for further details'*.

(ii) Formal Referral

- (i) The procedures outlined in **8.2.4, 8.2.6, 8.2.7** and **8.2.10** will be followed.
- (ii) The chairman of the Board of Governors will inform the Board of Governors as soon as possible.
- (iii) The member of staff will be informed and will be removed from direct contact with children, or if deemed necessary, suspended immediately.
- (iv) The complainant will be informed in writing of the outcome.
- (v) The Headmaster will maintain a written record of the complaint, signed and dated by both himself and the designated teacher (where neither is the subject of the complaint). The files of the child and the member of staff will be flagged *'refer to the Headmaster for further details'* and a written record placed in the Record of Child Abuse Complaints. If the member of staff is subsequently exonerated, the flag in his or her file and the record in the Record of Child Abuse Complaints will be deleted. The flag on the child's file will be noted accordingly, and retained until their 21st birthday.

(iii) Complaint to be pursued under the School's Disciplinary Procedures

- (i) The schools disciplinary procedure will be invoked as appropriate.
- (ii) The complainant is informed of the action being taken.
- (iii) A written record of the complaint, and the disciplinary action taken, will be added to the files of the child and the member of staff, and kept there for 5 years. A summary is also entered on the school's Record of Child Abuse Complaints.

8.4 Action in the Event of a Complaint Against the Headmaster

All aspects of the procedures in **8.3** above will be followed except that the role set out for the Principal will be exercised by the Chairman of the Board of Governors.

(THIS PROCEDURE WITH NAMES AND CONTACT NUMBERS IS SHOWN IN APPENDIX 4.)

9. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

10. BROADER ISSUES RELATED TO STAFF, VOLUNTEERS AND OTHERS SUCH AS SPORTS COACHES

10.1 Recruitment

In the recruitment of support staff, volunteers and sports coaches procedures will include appropriate vetting as outlined in DENI circulars. Teachers and student teachers are vetted by DENI and the Higher Education Institutions respectively.

10.2 A code of conduct for those working with pupils

The following code of conduct will apply to all those working with pupils:

1. PRIVATE MEETINGS WITH PUPILS

◇ Use a room with visual access or with an open door.

- ◇ If this cannot be done tell another member of staff that the interview is taking place.
- ◇ If possible another adult or pupil should be present or nearby.

2. PHYSICAL CONTACT WITH PUPILS

- ◇ As a general principal, staff are advised not to make unnecessary physical contact with pupils.
- ◇ Staff should not however, feel inhibited from providing physical comfort to a distressed child.
- ◇ Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of restraint.
- ◇ First aid should, wherever possible, be administered in the presence of other children or an adult.
- ◇ Staff should avoid any physical contact which could be open to misinterpretation.
- ◇ Following any incident where a member of staff feels that their actions have been, or may be, misconstrued, a written report will be submitted to the Designated Teacher.
- ◇ Staff should be particularly careful when supervising pupils in changing rooms or in residential settings or when working with pupils in a counselling situation.

3. CHOICE AND USE OF TEACHING MATERIALS

- ◇ Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- ◇ If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Headmaster before using it. The Headmaster may then choose to consult with parents and Governors.

4. RELATIONSHIPS AND ATTITUDES

- ◇ Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils ensuring that their conduct avoids adverse comment or speculation.
- ◇ Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescents.

5. PERSONAL LETTERS AND ON-LINE COMMUNICATION

- ◇ It will rarely be appropriate for members of staff to send personal notes, letters, phone texts or e-mails to individual pupils (unless this is an agreed means of for example submission of work within the department). If a member of staff believes it necessary to do so he/she should consult with a member of SMT or the Designated Teacher or the Headmaster, and seek advice. E-mails should always be sent from and to C2K addresses. C2K passwords should be carefully protected to prevent impersonation.
- ◇ Staff should not contact pupils through social networking sites or through chat rooms not regulated for educational purposes.

11. STAFF DEVELOPMENT ISSUES

- * All new staff and governors appointed will be provided with training in child protection issues arising from this policy.
- * All members of staff will be reminded annually of the identity of the Designated/Deputy Teachers and will receive full training bi-annually.
- * Regular opportunities will be sought to appraise staff of Child Protection issues.
- * Designated/ Deputy \Designated Teacher, Principal and Board of Governor training will be taken up both on a refresher basis and when bodies external to the school change policies.
- * Counselling staff will be provided with training on child protection issues such as the identification of trauma and the support of those who have been abused.
- * All substitute teachers will be provided with a summary of the Abbey's Child Protection Policy.

12. EVALUATION AND REVIEW OF THIS POLICY

The implementation and effectiveness of this policy will be evaluated primarily through consultation by the Safeguarding Team. This will be done at least on an annual basis, prior to the June meeting of the Board of Governors.

Updating of the policy will reflect this evaluation and any changes in legislation or guidance.

Appendix 1

Abbey Grammar School

Child Protection Incident Report

Child's Name:_____ **DOB**_____ **Class**_____

Details of Incident/Disclosure

(What was seen, said, heard or reported. Record actual words used by the child/young person. Include details of the place and time and who was present.)

Name of Person completing the report:_____

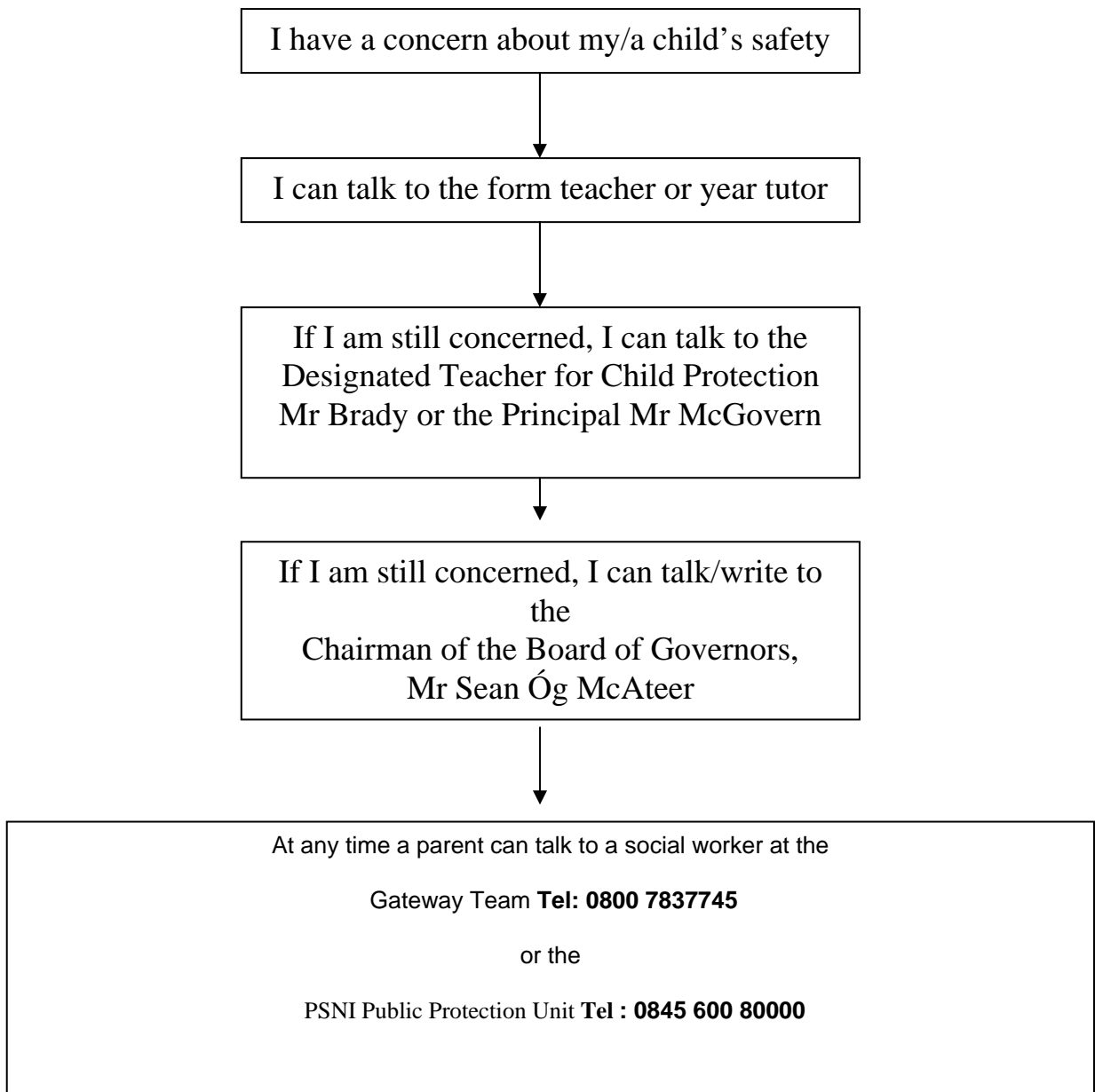
Designation:_____

Signature:_____

Date:_____

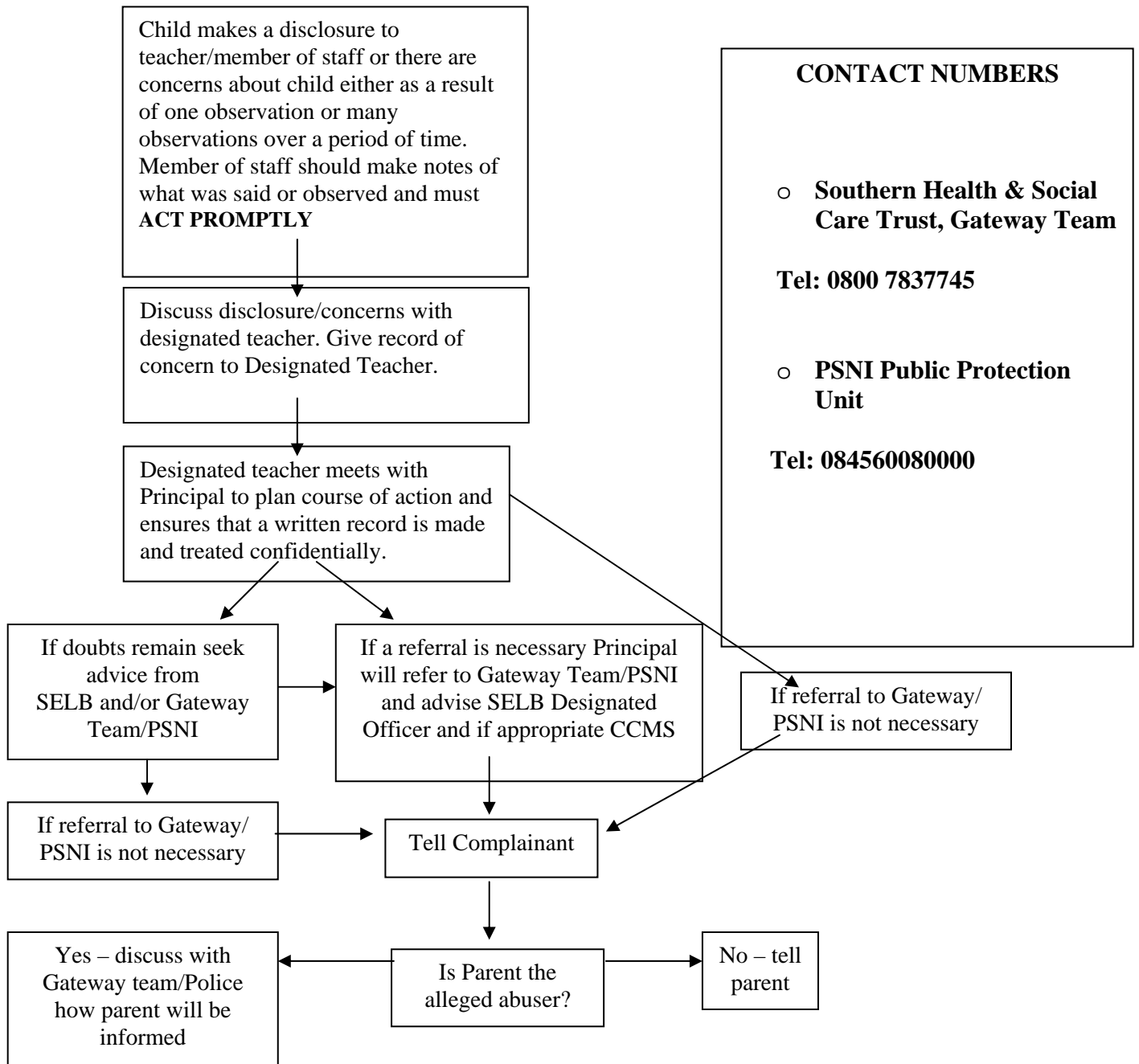
Appendix 2

How a Parent can make a Complaint

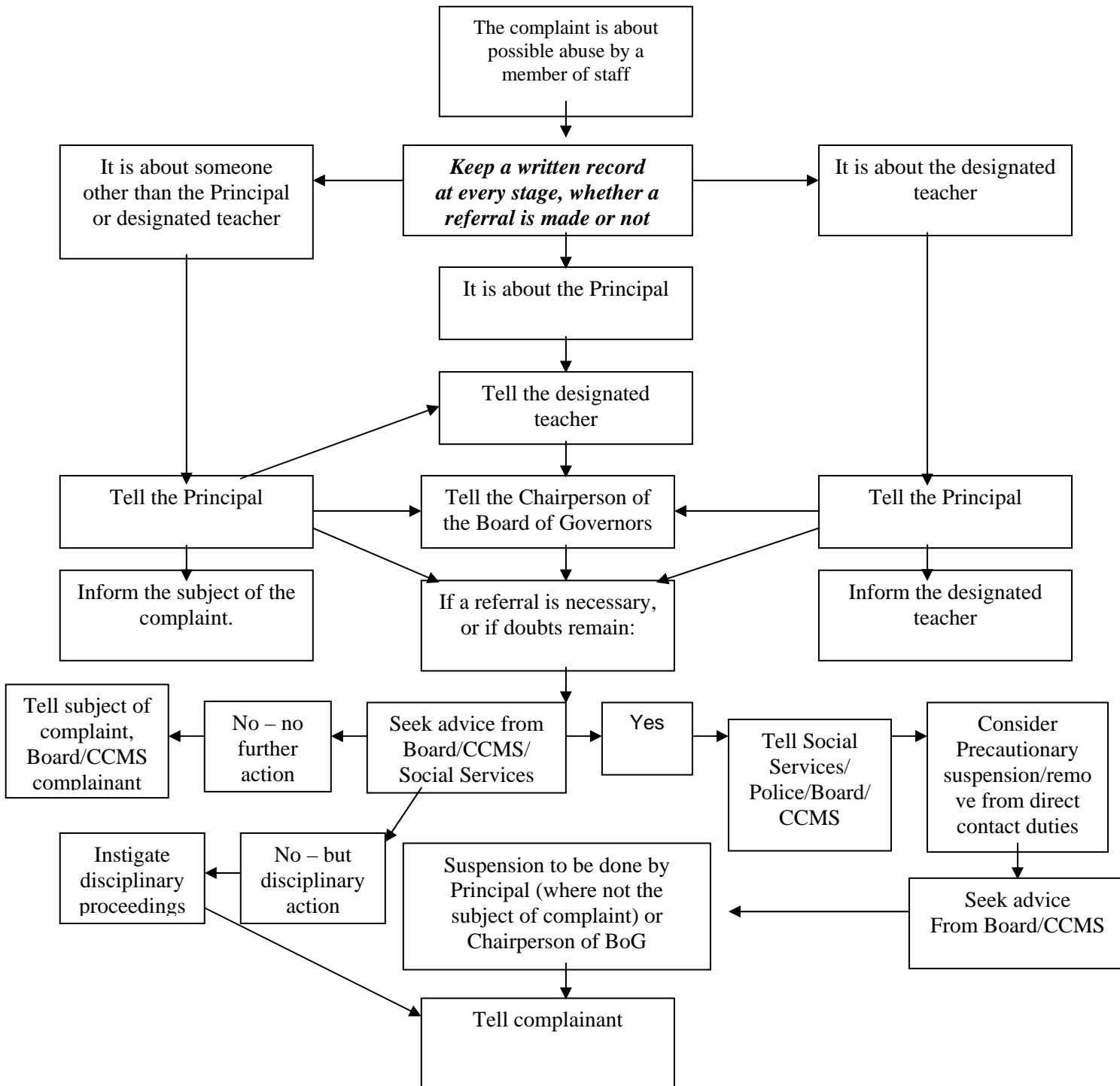


Appendix 3

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



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



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

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words ❖ Remember not to promise the child confidentiality ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

SUBSTITUTE TEACHERS

GUIDANCE ON

CHILD PROTECTION

The Designated Teacher for Child Protection is:

MR KEVIN BRADY

JUNE 2011

STATEMENT OF COMMITMENT AND RESPONSIBILITY

The Abbey Christian Brothers' Grammar School is deeply committed to the Pastoral Care of our students - the child's broadest welfare is at the centre of what we do. We recognise the importance of ensuring that the best possible environment of care and safety exists in the child's life both inside and outside school and how this has a great bearing on the effectiveness of the education we provide. We therefore accept fully our responsibility to act in the child's interests in responding to and seeking to positively influence adverse conditions which come to our notice. We also recognise and accept our responsibility within the law to report cases of suspected abuse to the relevant authorities.

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Signs and symptoms of abuse ~ Possible Indicators

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Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”;	Apathy and dejection; inappropriate emotional responses to

<p>poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.</p>
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Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or</p>

	behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.
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Bullying

Bullying is repeated and wilful activity by an individual or group in which power is exerted over another in order to intimidate or dominate. Bullying can fall into the categories of physical and emotional abuse and can be severe and very damaging. The Abbey operates a policy on bullying (see separate documentation) which can very successfully prevent and stop bullying activity.

GUIDELINES FOR A SUBSTITUTE TEACHER WHO HAS CAUSE FOR CONCERN OR WHO IS APPROACHED BY A PUPIL WHO TELLS OF ABUSE.

If a substitute teacher has cause for concern or has been approached by a pupil who tells of abuse he/she should clarify the issue, in a non-suggestive manner, with the pupil. The following guidelines will help:

- Listen calmly
- Accept what is said
- Reassure the child but do not make promises of confidentiality
- Do not interrogate the child or ask leading questions
- Explain what happens next
- Make a concise written record of a child's disclosure using the actual words of the child
- Act promptly
- Inform the Designated Teacher immediately, or in his absence the Deputy Designated Teacher.

The Designated Teacher is:

MR KEVIN BRADY

EXT: 2031

The Deputy Designated Teacher is:

MR RONAN RUDDY

EXT: 1007

A CODE OF CONDUCT FOR THOSE WORKING WITH PUPILS

The following code of conduct will apply to all those working with pupils:

1. PRIVATE MEETINGS WITH PUPILS

- ◇ Use a room with visual access or with an open door.
- ◇ If this cannot be done tell another member of staff that the interview is taking place.
- ◇ If possible another adult or pupil should be present or nearby.

2. PHYSICAL CONTACT WITH PUPILS

- ◇ As a general principal, staff are advised not to make unnecessary physical contact with pupils.
- ◇ Staff should not however, feel inhibited from providing physical comfort to a distressed child.
- ◇ Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of restraint.
- ◇ First aid should, wherever possible, be administered in the presence of other children or an adult.
- ◇ Staff should avoid any physical contact which could be open to misinterpretation.
- ◇ Following any incident where a member of staff feels that their actions have been, or may be, misconstrued, a written report will be submitted to the Designated Teacher.
- ◇ Staff should be particularly careful when supervising pupils in changing rooms or in residential settings or when working with pupils in a counselling situation.

3. CHOICE AND USE OF TEACHING MATERIALS

- ◇ Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- ◇ If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Headmaster before using it. The Headmaster may then choose to consult with parents and Governors.

4. RELATIONSHIPS AND ATTITUDES

- ◇ Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils ensuring that their conduct avoids adverse comment or speculation.
- ◇ Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescents.

5. PERSONAL LETTERS AND ON-LINE COMMUNICATION

- ◇ It will rarely be appropriate for members of staff to send personal notes, letters, phone texts or e-mails to individual pupils (unless this is an agreed means of for example submission of work within the department). If a member of staff believes it necessary to do so he/she should consult with a member of SMT or the Designated Teacher or the Headmaster, and seek advice. E-mails should always be sent from and to c2k addresses. C2K passwords should be carefully protected to prevent impersonation.
- ◇ Staff should not contact pupils through social networking sites or through chat rooms not regulated for educational purposes.

Appendix 7

**CHILD PROTECTION INSERT INTO THE
SCHOOL DIARY**

SOMEONE TREATING YOU BADLY?



If someone is treating you badly, an adult or a young person, inside or outside of school, you can get help.

You should talk to:

- Your **Form teacher** or **Year tutor**
- The school counsellor **Miss Hughes**
- The school nurse **Mrs McGinn**
- The Designated Teacher **Mr Brady**
- The Deputy Designated Teacher **Mr Ruddy**

**No one has the right to abuse you in any way.
Talking to someone you can trust can help to
resolve the problem.**

