

Rosstulla School
“Together Towards Tomorrow”
CHILD PROTECTION POLICY & PROCEDURES
2017/18

Agreed by Governing Body, July 2017. To be reviewed August 2018

Rosstulla School caters for pupils with Moderate Learning difficulties whose ages range from 4 years 6 months to 17 years.

Introduction.

Our school aims reflect our belief that our pupils have the right to a happy, secure and supportive environment and acknowledge the need to maintain and develop the school’s Pastoral Care System.

Reference is made to the DENI publication - *Pastoral Care in Schools: Child Protection*.

All members of staff and Governors have a copy of this document.

Principles

We identify the need to protect children from harm. With this aim we recognise our role when working as part of a multi-disciplinary team.

We acknowledge and support the Northern Area Child Protection Committees’ principles for the Protection of Children as laid out in *Area Child Protection Committees’ Regional Policy & Procedures* Section 3.1. (Copies of this are available from the Principal and Vice-Principal)

The roles and responsibilities of the Designated Teachers

Designated Teacher - Mrs Avril Fryers (Vice Principal)
Deputy Designated Teacher - Mrs Suzanne Sloan (Senior teacher)

The Designated Teacher is the initial contact if raising concerns re a child protection issue - staff should raise concerns directly to the Designated Teacher and avoid discussing the issue with other staff members (in the interests of confidentiality).

It is the duty of the Designated Teacher to co-ordinate action on child protection matters.

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling her responsibilities. She works in partnership with the D.T. so that she develops sufficient knowledge and experience to undertake the duties of the D.T. when required.

Recognising Child Abuse

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

(extract from “Co-operating to Protect Children” (*Children(N.I.) Order 1995*, Volume 6)

There are four categories of abuse: (see Appendix 4 for details)

- * neglect
- * physical
- * sexual
- * emotional

The definitions of these categories are clearly laid out in the DENI publication – *Pastoral Care in Schools - Child Protection* (pages 6 and 7).

Anti-Bullying

See Anti-Bullying policy for procedures and reporting. This is available in hard copy through the school office, or can be found on www.rosstulla.co.uk

Procedures of Reporting suspected (or disclosed) child abuse.

The Designated Teacher for child protection is Mrs Avril Fryers. In her absence Mrs Suzanne Sloan (D.D.T.) will assume responsibility for child protection matters.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly.

- He/she should not investigate- this is a matter for Social Services – but should report the concerns immediately to the Designated Teacher, discuss the matter with her and keep a comprehensive written record.
- The Designated Teacher will clarify the situation. She will immediately inform the E.A. C.P.S.S. Child Protection Officer by phone.
- It is not, however, her role to investigate the complaint. She will liaise with Social Services and the P.S.N.I. over cases of actual or suspected abuse. If required, she will then complete a U.N.O.C.I.N.I. (Understanding the Needs of Children in Northern Ireland) form and forward it to Gateway (Social Services).
- The procedures to be followed are clearly laid out in Appendix 1 & 2.
- The Designated Teacher will also discuss the matter with the Principal as a matter of urgency to plan a course of action, and again, ensure a written report is recorded.

If a complaint about possible child abuse is made against a member of staff:

- The Principal must be informed immediately (or Designated Teacher if Principal is not available). For details on further action – see Appendix 2. (This also covers action necessary if complaint is made against Designated Teacher or Principal).
- Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services.
- The Chairman of Board of Governors will be informed immediately.

If a parent/carer wishes to raise a concern about his/her/a child's safety – see Appendix 3

If you are not satisfied with the manner with which your complaint/concern has been handled, the matter should be referred to the Deputy Designated Teacher or to the Chairman of the Board of Governors, Dr Alan Preston.

Support for Schools

Staff can seek external guidance and advice from the following individuals/services:

Mrs Elaine Craig
Ms Colleen Ellison
Ms Margaret Brady
Mrs Paula McCreesh

*E.A. C.P.S.S. Designated Officers for Child Protection *Education Authority, Child Protection Support Service

} 94-482223

Mrs Kate Kelly	Head of Children's Disability Services	94-424600
Mrs Sharon McNeill	Social Services Manager	94-426100
P.S.N.I. Care Unit		90-650222
Childline		0800-1111

Contribution of the Curriculum

Throughout the pupils' education, they are taught the importance of personal safety/protection at a level appropriate to their needs and understanding.

The School Governors have ultimate responsibility for decision making with regard to the inclusion and delivery of the sex education programme within the school and how best to make parents aware of the same.

The "Preventative Curriculum" denotes the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. School teaches pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

This is carried out through a range of learning experiences e.g. cross-curricular themes, workshops, presentations by external agencies.

Vetting of all staff working with our students

All staff paid or unpaid, will be subject to a criminal background check to ensure suitability to have access to children. From 01 April 2008, the criminal background checking service is provided by Access NI. (see D.E.N.I. Circular No. 2008/03 – available on request from school office).

See also:

D.E. Circular 2013/01 (updated September 2015)

D.E. Circular 2012/19 (volunteers)

The guidelines for selecting and vetting of the school's staff, including volunteers and governors, will be strictly adhered to using the Access NI service.

Security Arrangements within School

In the interests of Child Protection, all visitors must gain entrance via the school security system on the front door. Following entry, all visitors are expected to sign in and gain a visitor's pass which is returned on completion of their visit when they will then sign out.

Confidentiality

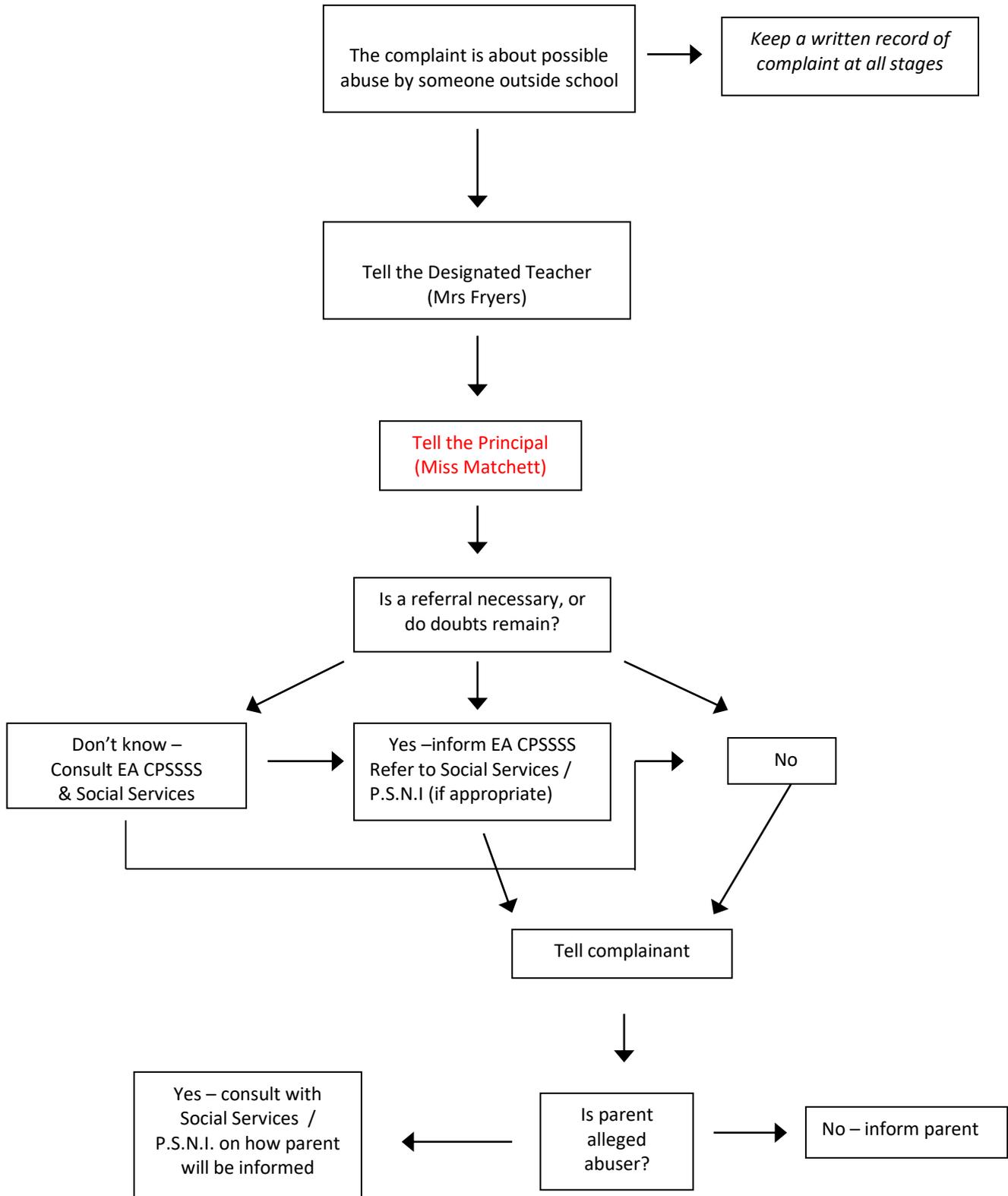
All matters relating to child protection are sensitive and care should be exercised when dealing with such matters. Information will be disseminated on a "need to know" basis and all staff must be mindful that such matters should not be openly discussed. It is, however, important to identify that if an issue is raised or information disclosed of a sensitive nature, no promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse. (See Confidentiality Policy for further details).

Related Policies: Communication, Promoting Positive Behaviours, Reasonable Force & Safe Handling, Confidentiality, Anti-Bullying, Communications, Guidance for Photography/Use of Internet, Code of Conduct for staff, are dealt with in separate policies.

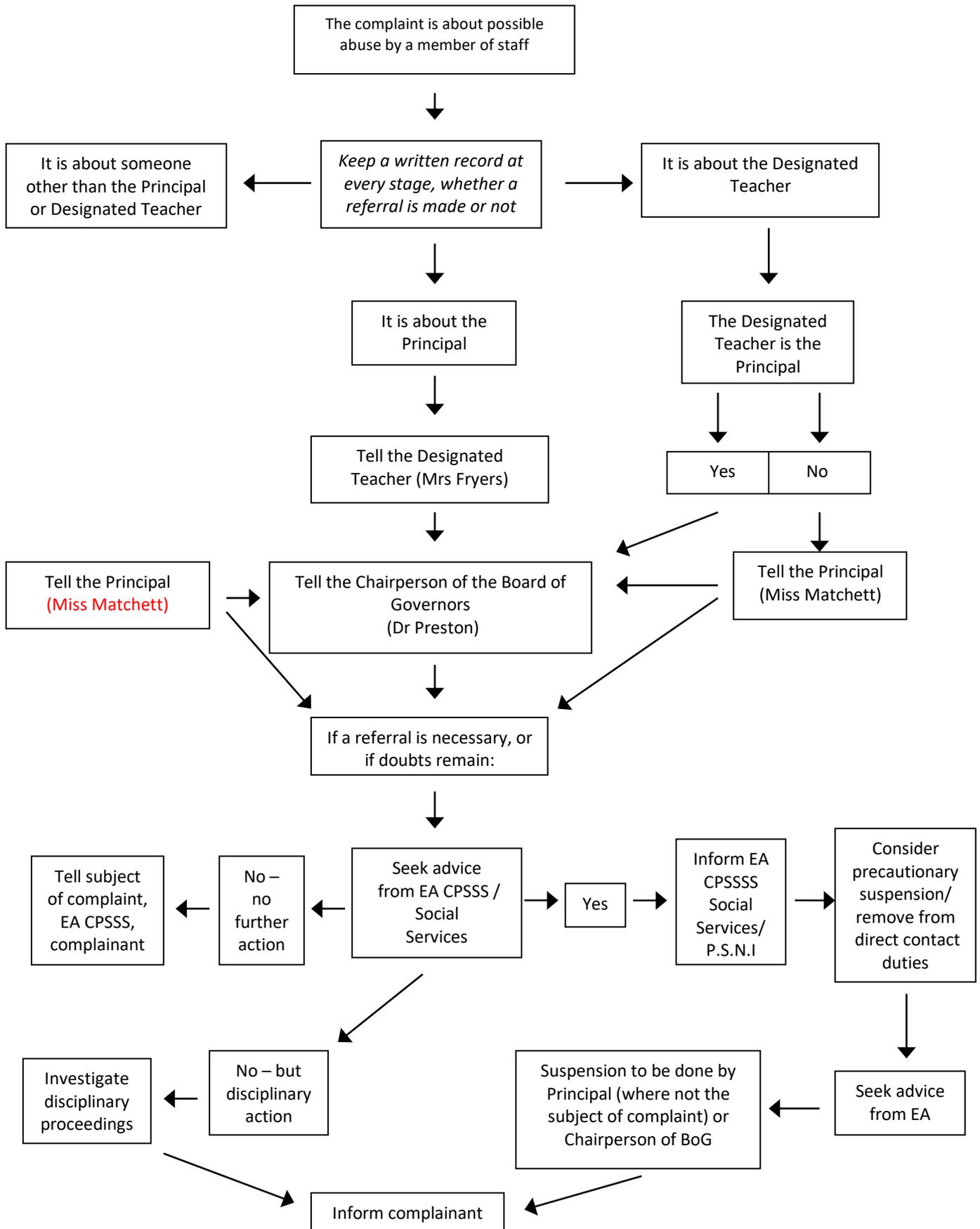
This Child Protection policy was endorsed by the Board of Governors (July 2017). The policy is reviewed annually and updated as appropriate.

Avril Fryers
(Vice Principal)
July 2017

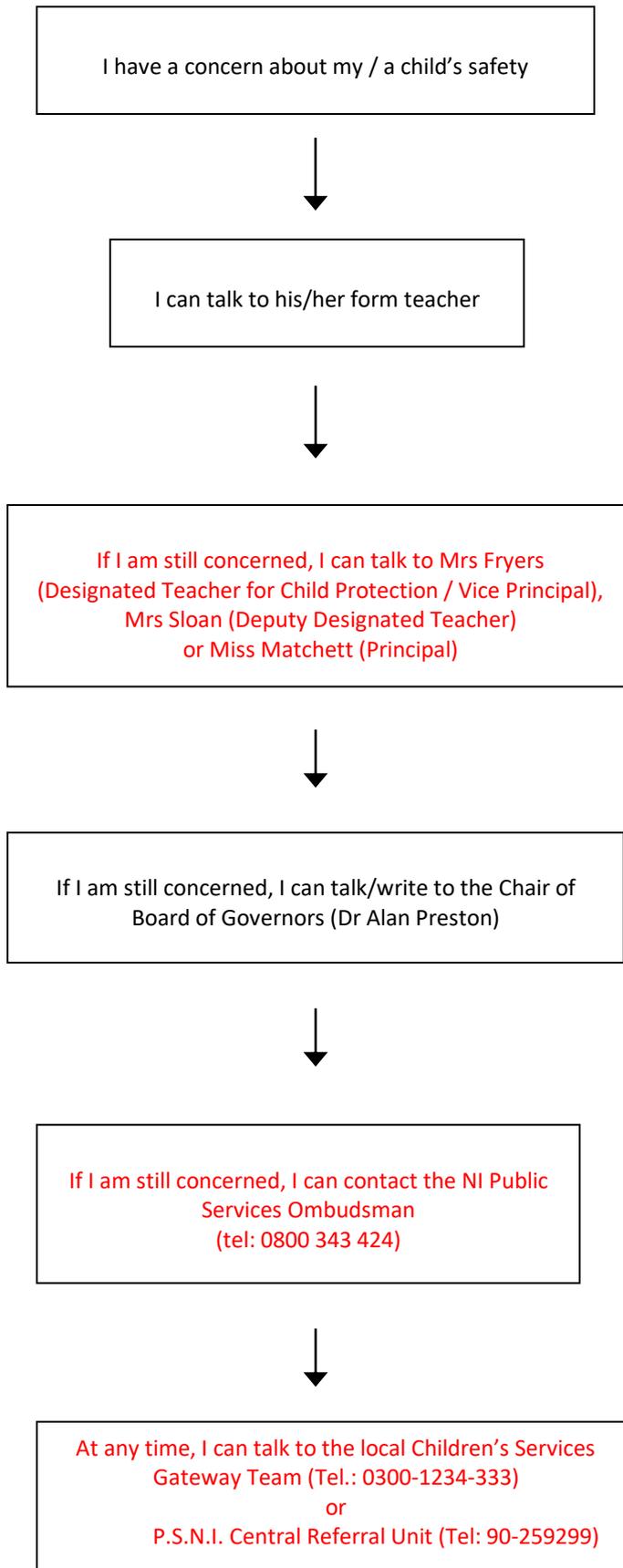
Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff



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



How a parent/carer can make a complaint



Definition of **SEXUAL ABUSE**:

- 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

ACPC Regional Child Protection Policy and Procedures

Definition of **PHYSICAL 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, suffocation, confinement to a room or cot, or inappropriate giving drugs to control behaviour

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Definition of **EMOTIONAL ABUSE**:

Emotional Abuse is the persistent emotional ill- treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.

- It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person.
- It may involve causing a child to feel frightened or in danger, or the exploitation or corruption of a child.
- Some level of emotional abuse is involved in all types of 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 harm

ACPC Regional Child Protection Policy and Procedures

Definition of **NEGLECT**:

- Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to cause 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 medical care or treatment, lack of stimulation or lack of supervision.
- It may also include non- organic failure to thrive.

ACPC Regional Child Protection Policy and Procedures