



**BELFAST ROYAL ACADEMY
(BEN MADIGAN PREPARATORY
SCHOOL ISSUE)
SAFEGUARDING AND CHILD
PROTECTION POLICY**

JUNE 2013

Title	Safeguarding and Child Protection Policy
Summary	<p>Guidance for all stakeholders regarding:</p> <p>definitions of risk under the heading of Child Protection;</p> <p>measures the School has in place to safeguard pupils;</p> <p>roles and responsibilities of School staff and governors;</p> <p>the procedures to be followed where a pupil of the School may be at risk.</p>
Purpose	To ensure an effective response to Child Protection issues by the whole School community
Operational Date	1 st August 2013
Review date	May 2014
Version Number	1
Supersedes previous	Yes
Author	Dr Catherine Scully

CONTENTS:

SECTION 1: INTRODUCTION

SECTION 2: SAFEGUARDING TEAM 2013-2014

SECTION 3: RISK FACTORS

SECTION 4: THE ROLE OF STAFF AND GOVERNORS AND ARRANGEMENTS FOR CHILD PROTECTION TRAINING

SECTION 5: PROCEDURES FOR REPORTING A SUSPICION OR DISCLOSURE THAT A PUPIL IS AT RISK

SECTION 6: PROCEDURES FOLLOWING A REPORT OF A SUSPICION OR DISCLOSURE THAT A PUPIL IS AT RISK

SECTION 7: SUMMARY OF PROCEDURES FOR REPORTING AND RESPONDING TO A PUPIL BEING AT RISK

SECTION 8: SCHOOL TRIPS

APPENDIX 1: DEFINITIONS OF CHILD ABUSE

APPENDIX 2: SIGNS AND SYMPTOMS OF POSSIBLE ABUSE OR SELF-HARM

APPENDIX 3: INTERVIEWS AND RECORD-KEEPING

APPENDIX 4: PARTNERSHIP WITH PARENTS

APPENDIX 5: PHOTOGRAPHIC IMAGES OF PUPILS

APPENDIX 6: INCIDENT LOG

SECTION 1: INTRODUCTION

Belfast Royal Academy aims to ensure the provision of a safe and supportive learning environment for pupils of the School. Everyone who works in the School - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where a pupil may be at risk. In accordance with the Children (NI) Order 1995, the welfare of the pupil will be the paramount consideration in all decisions taken about him/her by staff of the school.

The School will maintain a range of policies whose aims are to safeguard all pupils and to promote resilience and positive behaviour. These policies may be viewed on the School web site in the Policies section.

All staff - teaching, non-teaching and voluntary – will have, before employment begins, undergone the ACCESSNI vetting process.

The staff of the School have adopted a Code of Conduct for behaviour towards pupils. This Code is set out in a separate document available from the School web site in the Policies section.

All visitors to the school will be expected to report to the General Office where they will be provided with a lanyard. Staff are asked to challenge any unfamiliar person on school premises who is not wearing a lanyard.

SECTION 2: SAFEGUARDING TEAM 2013-2014

Chairman of Board of Governors: Mr N Beggs

Vice Chairman of Board of Governors: Mr S Warke

Designated Governor for Child Protection: Mrs A Clements

Principal: Mr JMG Dickson

Designated Teacher: Mr A Creighton Mrs V McCaig (Ben Madigan)

Deputy Designated Teacher Mr T. Wilson (Ben Madigan)

The Chairman of the Board of Governors, through the Designated Governor for Child Protection, shall ensure that the application of this policy is monitored and that reports are made to the Board of Governors by the Designated Teacher for Child Protection at least annually.

A Safeguarding Committee drawn from the Safeguarding Team will meet at least once per term to discuss and reflect on safeguarding issues. In 2013-2014, the Safeguarding Committee will consist of Mrs Clements, Mr Dickson, Dr Scully and Mr Creighton.

Any person may make contact with a member of the Safeguarding Team through the School telephone number **(028) 90740423**. The Chairman or Vice Chairman of the Board of Governors may be contacted through the Secretary to the Board, Miss E Hull. If she is unavailable then contact should be made through Mrs P McClintock, the Principal's Secretary. All contacts will be dealt with in a strictly confidential manner.

Outside school hours or in case of emergency, advice or assistance may be available from:

Belfast Gateway Service – (Monday – Friday, 9.00 a.m. – 5.00 p.m.): 028 9050 7000

Belfast Gateway Service - Emergency Out of Hours number: 028 9504 9999

BELB's Designated Officers for Child Protection: 028 90 564000 (Ms Therese Moran, Ms Patricia O'Hare, Ms Lorraine O'Neill)

PSNI – 028 9065 0222 or in the case of an emergency 999

SECTION 3: RISK FACTORS

Child abuse

The categories of child abuse as defined by The Area Child Protection Committee, Regional Policy and Procedures (ACPC 2005) are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

A description of what these are understood to be is given in Appendix 1.

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organisations. Abusers come from all walks of life and all occupations and professions. Children may be abused by a family member, a carer (i.e., a person who has actual custody of a child), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act, or of a failure on the part of a parent or carer to act or to provide proper care, or both. For the remainder of this document, a parent will be deemed to be any person with parental responsibility for a pupil of the School.

Bullying, including cyberbullying

These are also highly distressing and damaging forms of abuse which put young people at risk. They are the subjects of the School's Anti-Bullying and Anti-Cyberbullying policies respectively.

Self-harm and suicidal thoughts

Self harm is deemed to be any deliberate act by a person which causes actual physical harm to themselves. A young person may succumb to harming him/herself for a number of reasons, including poor mental health or a response to trauma or distress caused by environmental factors. Self-harm is not necessarily accompanied by suicidal thoughts, though may be a predictor that the young person is at increased risk of this. Suicidal thoughts can occur in the absence of actual self-harm.

Sexual activity involving pupils of the school

Sexual intercourse under the age of 16 is illegal. It is also an offence for a person aged 18 or over in a position of trust to behave in sexual ways in relation to a young person aged under 18.

SECTION 4: THE ROLE OF STAFF AND GOVERNORS AND ARRANGEMENTS FOR CHILD PROTECTION TRAINING

All staff who work in Belfast Royal Academy, both teaching and non-teaching staff, and any volunteers accepted to work in the school, need to know:

- how to identify the signs and symptoms of possible abuse or bullying
- how to identify the signs of a pupil being at risk of self-harm or suicide
- what the School's Safeguarding and Child Protection procedures are, and, in particular, what the reporting procedures are
- how to talk to pupils about whom there are concerns in an appropriate way, and how to record the information they have acquired
- who the Designated Teacher is and who will carry out her responsibilities if she is unavailable or is the subject of the complaint.

All employees of the school will receive training in Safeguarding and Child Protection at least once every two years. All new staff will be provided with the Safeguarding and Child Protection policies and will have a training session as part of their induction programme.

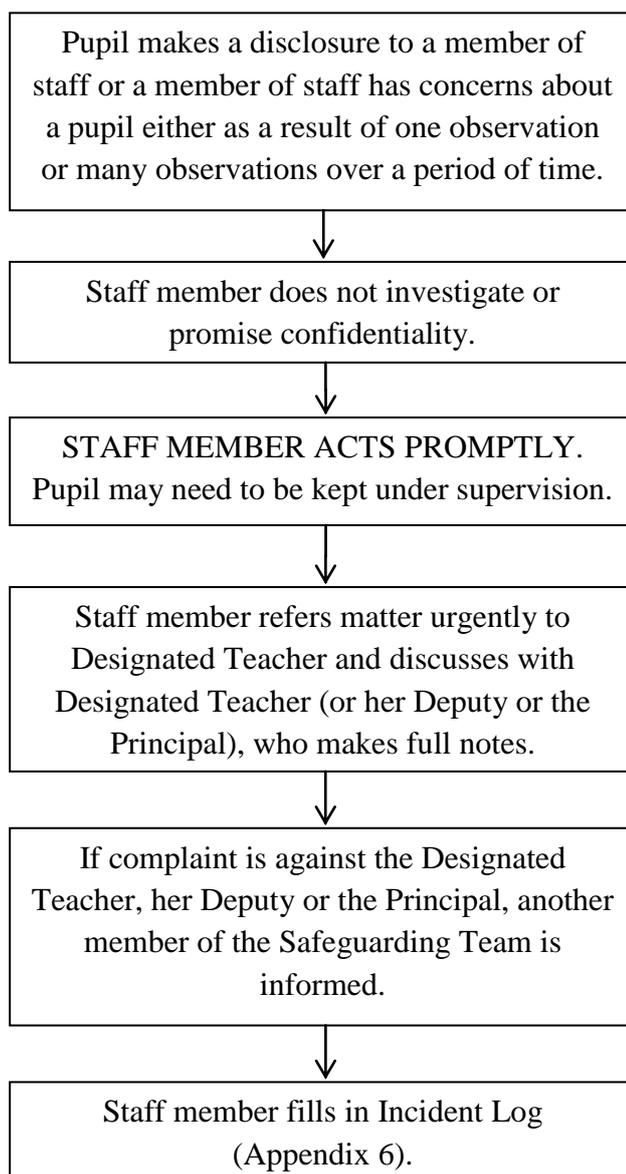
Volunteers or employees of other organisations, such as invigilators employed by an examination board or catering/cleaning staff employed by an outside agency, will be issued annually with a summary document outlining the main points from this document. Because of their unique position in having close contact with pupils throughout the year, catering staff will receive training by the Designated Teacher for Child Protection at least once every two years.

The Board of Governors have ultimate responsibility for the welfare of all pupils of the school and as such will ensure that all Governors receive relevant training from the Belfast Education and Library Board and/or awareness-raising from the Designated or Deputy Designated Teacher for Child Protection. They will consider annually the appropriateness of this Safeguarding and Child Protection Policy and the Code of Conduct for staff.

SECTION 5: PROCEDURES FOR REPORTING A SUSPICION OR DISCLOSURE THAT A PUPIL IS AT RISK

If, at any time, a pupil makes a disclosure to a teacher or other member of staff that gives rise to concerns about possible abuse or other risk, or if a member of staff has concerns about the safety of a pupil, **the member of staff must act promptly**. He/she should not investigate - this is a matter for the Social Services – but should report these concerns **immediately** to the Designated Teacher (or, in her absence, the Deputy Designated Teacher or the Principal), explain the matter to her, and forward a written report as soon as possible using the Incident Log in Appendix 6. If the pupil may be at immediate risk, he/she should not be left unattended. If any member of staff feels unsure about what to do if he/she has concerns about a pupil, or is unsure about being able to recognise the signs or symptoms of possible abuse or self-harm, he/she should speak to the Designated Teacher. It should be noted that information given to members of staff about possible abuse or other risk cannot be held in confidence since, in the interests of the pupil's safety, safeguarding staff may need to share this information with other professionals. The informant should be advised accordingly, but assured that only those who need to know will be told. The above procedures will apply unless the complaint is against the Designated Teacher, her Deputy or the Principal, in which case the Chairman of the Board of Governors or another member of the Safeguarding Team should be informed.

Summary:



SECTION 6: PROCEDURES FOLLOWING A REPORT OF A SUSPICION OR DISCLOSURE THAT A PUPIL IS AT RISK

The Gillick Competency Principle will be applied in every case. However, it is expected to be rare that this will result in a parent not being informed of concerns.

Abuse

Following a report of suspected or disclosed abuse, the Designated Teacher will plan a course of action, including whether, in the best interests of the pupil, the matter needs to be referred to Social Services. The Principal and/or the Chairman of the Board of Governors may be consulted during this process. The Designated Teacher may also seek clarification or advice and consult with one of the Belfast Education and Library Board's Designated Officers for Child Protection, or a Duty Social Worker, before a referral is made. If there are concerns that a pupil is at risk of abuse, the School has a duty to make a referral to Social Services. Social Services may refer the matter on to the PSNI but there may also be a duty on the school, in appropriate cases, to refer the matter directly to the PSNI.

The Principal will be informed of any course of action. The Designated Teacher will ensure that a written record is made, whether or not a referral is made.

Where a referral to Social Services or the PSNI takes place, the Belfast Education and Library Board's Designated Officer will be informed. Parents will be informed prior to the referral unless there are reasons why this may be deemed to put the pupil at risk. Referral to Social Services may be done initially by telephone, if urgent, and in any case by means of a written UNOCINI (Understanding the Needs of Children in Northern Ireland) form.

The above procedures will apply unless the complaint is against the Designated Teacher, her Deputy, the Principal, or the Chairman, in which case the remaining members of the Safeguarding Team will be informed and will take the necessary action.

Any concerns regarding abuse by a member of staff should be directed in the first instance to the Designated Teacher, the Deputy Designated Teacher or the Principal. The Warden of the Board of Governors will be informed and the Board will decide on the appropriate course of action. This may result in no further action, disciplinary action, dismissal, referral to Social Services or, in appropriate circumstances, referral to the PSNI. A Record of Child Abuse Complaints will be maintained by the Designated Governor for Child Protection and will be reported on annually to the Board of Governors.

Self-harm

If there are concerns that a pupil has self-harmed or may be at risk of self-harm, the parents will normally be informed and advised to make an urgent appointment for the pupil with a General Practitioner. If there are compelling reasons why the pupil should be allowed to attend a GP without informing a parent, evidence of attendance at the GP will be required by the Designated Teacher. If a referral is made by the GP to the Child and Adolescent Mental Health Service (CAMHS), a risk assessment may be sought from them. The Designated Teacher will ensure that a written record is kept of all concerns. Members of staff of the P.E. Department will normally be informed so that sensitivity can be exercised regarding changing into or out of P.E. kit.

Suicidal thoughts

If there are concerns that a pupil may be at risk of suicide, the parent will be informed and the pupil will be placed in his/her care with the advice that the pupil should be taken urgently to a GP, or if the pupil is already being treated by CAMHS, the parent should consult them urgently. On return to School the pupil will be closely monitored by the class teacher and the Designated Teacher for Child Protection. The Designated Teacher will ensure that the pupil is aware of the people to whom he/she can speak if in distress while in School. The Designated Teacher will also draw the pupil's attention to an emergency helpline such as Childline or the Samaritans, whose numbers are available in the homework diary. The Designated Teacher will ensure that a written record is kept of events. If a referral is made by the GP to CAMHS, a risk assessment will be sought from them.

Sexual activity involving pupils of the school

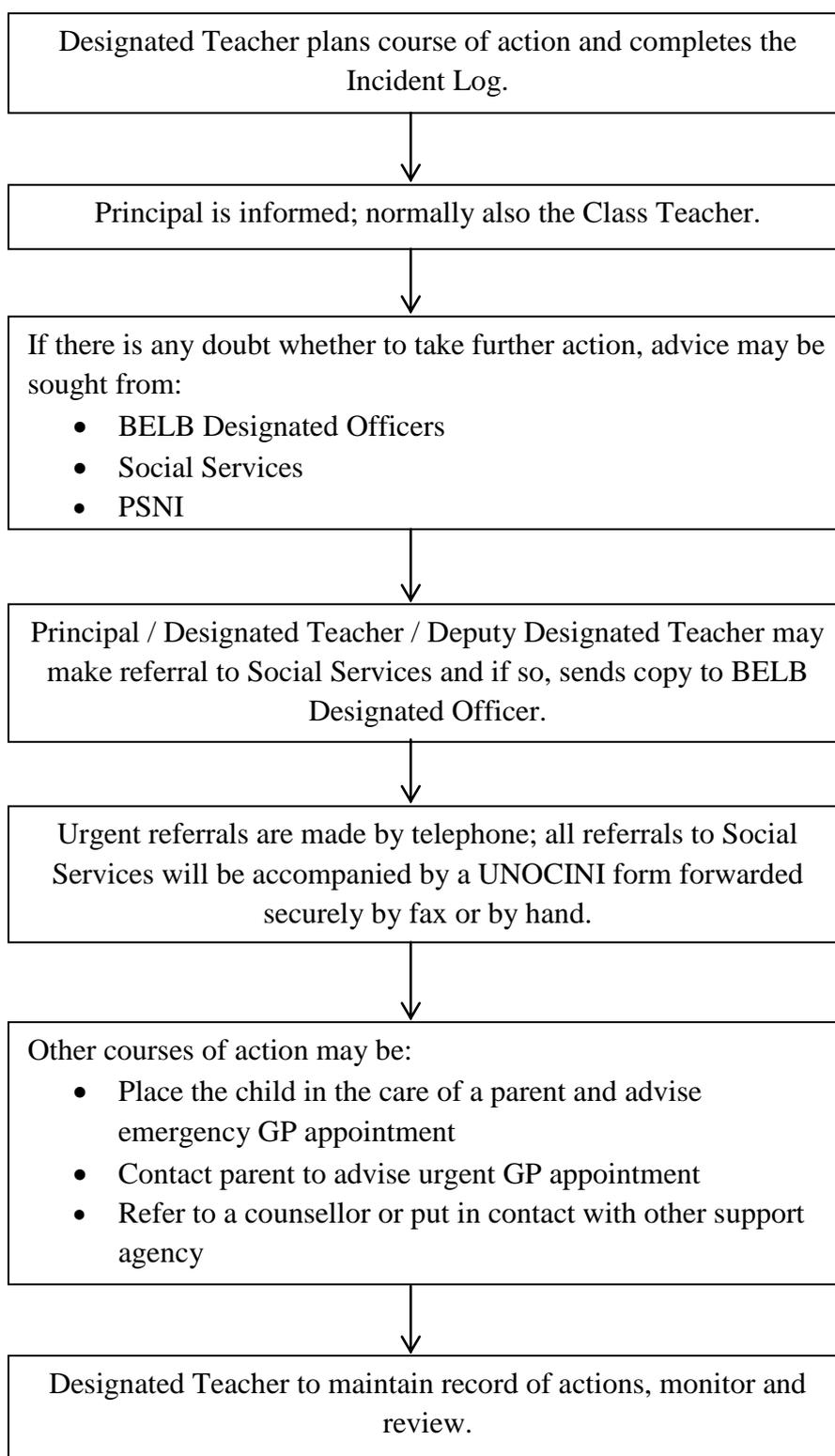
Where the school reasonably believes that a pupil under the age of 16 is engaging in sexual intercourse, parents and Social Services will normally be informed. Where there is a concern that a person aged 18 or over in a position of trust (which includes members of staff, volunteers and other persons as defined in the legislation) is behaving in sexual ways in relation to a young person aged under 18, the matter will be reported to the police. If the offending person is a member of staff, that person will also be dealt with under the School's Code of Conduct for Staff, available from the School Website.

Where a pupil is deemed to be at risk, in addition to the procedures outlined above, the Principal will normally be informed.

If the pupil is not already receiving counselling and is not being treated by CAMHS, counselling will be offered, either through the School Counsellor or through an external agency

SECTION 7:

SUMMARY OF PROCEDURES FOR REPORTING AND RESPONDING TO A PUPIL BEING AT RISK



If a member of staff suspects a pupil might be at risk, in the absence of the Designated Teacher or Deputy Designated Teacher or any other member of staff from whom advice could be sought, staff may contact any of the organisations listed on Page 4 of this policy document.

SECTION 8

SCHOOL TRIPS

All members of staff taking pupils on a residential school trip will be required, as part of their risk assessment, to forward, at an early stage in making the arrangements, a provisional list of the pupils involved to the Designated and Deputy Designated Teachers for Child Protection, specifically requesting that any significant risk to any pupil on the list should be made known to the staff with responsibility for the trip. If there is deemed to be a significant risk to a pupil who wishes to participate in the trip, consultation will take place between:

- the Principal
- the Designated or Deputy Designated Teacher for Child Protection
- the staff with responsibility for the trip
- at least one parent

regarding whether or not the pupil shall be permitted to participate in the trip and if so, under what circumstances. In taking this decision, the school will consider the welfare of:

- the pupil
- the other pupils on the trip
- the staff with responsibility for the trip.

The final decision regarding whether or not a pupil shall participate in the trip will rest with the Principal.

Appendix 1:

Categories of child abuse as defined by The Area Child Protection Committee, Regional Policy and Procedures (ACPC 2005):

Neglect: 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 or 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.

Physical abuse: 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.

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

Emotional abuse: 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/she is worthless or unloved, inadequate, or valued only insofar as he/she meets the needs of another person. It may involve causing a child frequently 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.

Appendix 2

Signs and symptoms of possible abuse or self-harm

Because of their day-to-day contact with individual pupils, school staff - especially teachers, but also non-teaching staff, including supervisors and ancillary or auxiliary staff - are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including:

- bereavement or other disruption in family circumstances
- drug, alcohol or solvent misuse.

Sometimes, however, they may be due to child abuse. For example, indicators of physical abuse may be:

- bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand;
- lacerations (also the most likely indicator of self-harm);
- bite marks;
- burns.

These may be apparent particularly when pupils change their clothes for Physical Education, swimming and other sports activities.

Possible indicators of neglect may be:

- inadequate clothing;
- poor growth;
- hunger;
- apparently deficient nutrition;

and of emotional abuse:

- excessive dependence;
- attention-seeking.

Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including:

- precocity;
- withdrawal;
- inappropriate sexual behaviour.

No list of symptoms can be exhaustive. Also, it must be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

Signs such as those described above and others can do no more than give rise to concern - they are not in themselves proof that abuse has occurred, but teachers and other staff should be aware of the possible implications of, and be alert to, all such signs, particularly if they appear in combination or are regularly repeated.

Appendix 3

Interviews and Record Keeping

If a complaint of abuse arises, it is important that the adult takes the situation seriously and responds using the advice below:

Do: listen to the pupil sensitively and carefully. Praise the pupil for telling you.	Do not: ask leading questions which can later be interpreted as putting ideas into the pupil's mind
Do: give reassurance but tactfully explain you will have to tell someone else, but only those who need to know.	Do not: give a promise of confidentiality – it cannot be kept.
Do: say, for example, "Tell me what happened."	Do not: make suggestions, for example, "Did they do X to you?"
Do: if possible establish what happened, where it happened, when it happened and who did it.	Do not: interrogate or investigate and do not dwell too much on the alleged perpetrator.
Do: immediately afterwards make notes especially actual words used.	Do not: write as the pupil talks to you. Give your whole attention to the pupil.
Do: immediately afterwards talk to the Designated Teacher who will inform the Principal.	

Apart from informing the Designated Teacher, any information received from the pupil should be held in strict confidence.

Detailed and factual records will be kept of all suspected or disclosed cases of child abuse, self-harm, suicidal thoughts or illegal sexual activity. These records will be held by the Designated Teacher in a secure location: only the Designated Teacher, the Deputy Designated Teacher and the Principal will have access. This will include a brief summary of all Child Protection information in chronological order in a bound book.

A sample proforma (as in Appendix 6) will be available from reception or from the School website www.benmadigan.com (under Our School – Policies). Reports, including rough notes, shall be given to the Designated Teacher who will hold them securely with all Child Protection records as outlined above. Those submitting a report should keep a record of the date, time and to whom the record was passed. **They should not keep copies of any such report.**

Appendix 4

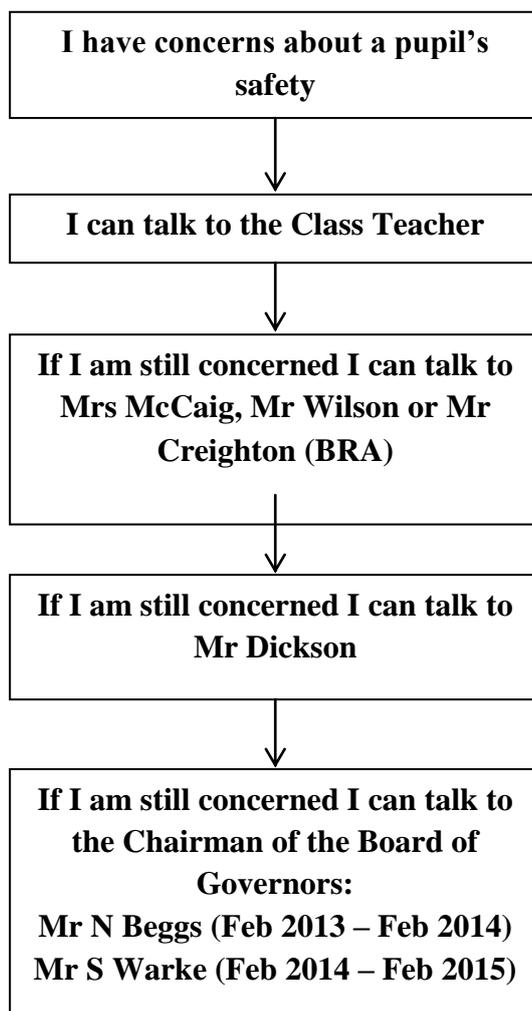
Partnership with Parents

The School will seek to work in partnership with parents to promote a safeguarding culture through maintaining strong channels of communication on safeguarding matters.

1. The School will help parents to understand its responsibility for the welfare of all the children and young people in its charge. Parents will be made aware, through the School website, parents' meetings or by postal mailing, of the School's Child Protection arrangements and the fact that this may require cases to be referred to the investigative agencies in the interests of the pupil. A copy of this Safeguarding and Child Protection Policy will be issued to parents when their child is admitted to the school and at least every two years thereafter.
2. If a case of suspected abuse is referred to the investigative agencies, the School will continue to inform parents of the educational progress of the pupil.
3. Parents also need to know how they can make a complaint, and the recourse that they have if they are not satisfied with the outcome. The School will inform parents annually in writing of its arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child: often, this will be by speaking directly to the Designated Teacher for Child Protection, but other arrangements, such as informing the Principal or the Deputy Designated Teacher may also be appropriate. The information will also make clear what will happen when any such concerns or complaints are reported, indicating:
 - which members of staff or other professionals will need to be informed;
 - who will report back to the parents on the progress and outcome of their complaint and (approximately) by when; and
 - what further avenues are open to them to pursue their complaint if they remain dissatisfied with the outcome and how they may do this. If the Principal has already been involved, this will normally involve referring their complaint onward to the Chairman of the Board of Governors.

The diagram on Page 16 summarises how a parent may express a concern about a pupil.

HOW A PARENT CAN EXPRESS A CONCERN



Any person listed above may be contacted by telephoning the main School switchboard on 028 90 740 423 or Ben Madigan 028 90 771139.

Appendix 5

Photographic images of pupils

- The Data Protection Act (DPA) and Human Rights Legislation require that the School take care in the use of photographs, videos and web cams in the School environment.
- All photographs held on file (both electronic and paper) of the pupils exist in accordance with the DPA.
- Photographs and videos of the pupils taken during the year to promote the School for publicity use in the prospectus or in other printed material will be subject to consent by the parents. Images being used will portray the pupils appropriately attired.
- Digital video recordings may be made at various functions or of class activities. These can help encourage creativity, motivate and enthuse pupils and improve communication and team-working skills and may be used for assessment purposes.
- Consent of staff members to use photographic images of them will be assumed unless explicitly withdrawn.
- Photographs taken for the purpose of journalism are exempt from the DPA and on all occasions the pupils will be aware that their photograph may be used.
- Photographs or film footage by parents or guardians of their children at School events is permitted under an exemption in the DPA.
- It is strictly forbidden for pupils to take photographic images in School unless for use for a school purpose and authorised by a member of staff. Breach of this major rule of School discipline will be subject to disciplinary action in accordance with the School's Discipline Policy.
- The use of camera phones or the internet to send offensive pictures to other pupils is not permitted and will be dealt with under the School's Anti-bullying Policy.
- The use of camera phones or the internet to send obscene or indecent pictures of or to a child is illegal and any pupil found to be engaging in such an activity will be referred to Social Services and/or the PSNI. Mobile phones may be confiscated by the School to retain evidence.
- Any incident of improper use of photographs should be reported to the Designated Teacher immediately.
- The misuse of School computer equipment is dealt with under the School's Acceptable Use Policy.

Appendix 6

BEN MADIGAN - INCIDENT LOG

Date of incident Time of incident

Person reporting Relationship to School

Place of incident

Details of incident: (continue overleaf if necessary)

Person completing report (signature) Date:

Referred to On date

Action taken by: (state name of member of staff)

Action taken: (continue overleaf if necessary)

Signature: Date:

Note to Staff: Please complete this report and hand it into the Designated Teacher, the Deputy Designated Teacher or the Principal who will sign on receipt.

Signed: Date:
Dr C Scully/ Mr A Creighton/ Mr JMG Dickson/Mrs McCaig/Mr Wilson