

Millennium

INTEGRATED PRIMARY SCHOOL

Child Protection Policy MIPS-111

<i>Date of Adoption</i>	<i>March 2017</i>
<i>Date of Next Review</i>	<i>March 2018</i>



1 Child Protection Ethos

- 1.1 We in Millennium Integrated Primary School and Nursery Unit (MIPS) have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Pastoral Care Policy, which aims to provide a caring supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.
- 1.2 One way in which we seek to protect our pupils is by helping them learn about risks of possible abuse, helping them to recognise unwelcome behaviour and acquire the confidence and skills they need to keep themselves safe.

2 Principles

- 2.1 The general principles which underpin our work are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003, the Department of Education (Northern Ireland) guidance 'Pastoral Care in Schools- Child Protection' (DENI circular 99/10), 2003 Sexual Offences Act, the Safeguarding Board Act NI 2011, Protection of Freedoms Act 2012, the Area Child Protection Committees' Regional Policy and Procedures (2005) and Co-operating to Safeguard Children and Young People in Northern Ireland March 2016
- 2.2 The following principles form the basis of our Child Protection Policy:
 - It is the child's right to feel safe at all times, to be heard, listened to and taken seriously
 - We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
 - In any incident the child's welfare must be paramount, this overrides all other considerations
 - A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first

3 Other Relevant Policies

- 3.1 Millennium has a duty to ensure that safeguarding permeates all activities and functions. The Child Protection Policy therefore complements and supports a range of other school policies including:

- Pastoral Care Policy
- Safeguarding Policy
- Child Protection Roles and Responsibilities
- Child Protection – Summary Booklet for Parents
- Vetting Policy
- Staff Code of Conduct
- Positive Behaviour Policy
- Anti-Bullying Policy
- Intimate Care Policy
- Administration of Medication in School Policy
- Health and Safety Policy
- Educational Visits Policy
- Use of Mobile Phones Policy
- E-Safety Policy
- Relationships and Sexuality Education
- Recruitment and Selection

4 Roles and Responsibilities

- 4.1 Millennium Safeguarding Team
- 4.2 The following are members of our Safeguarding Team:
- Chair of the Board of Governors (Declan Hall)
 - Designated Governor for Child Protection (Kerry-Ann Ferreira)
 - Principal and Designated Teacher (Mary Roulston)
 - Vice-Principal and Deputy Designated Teacher (Mr Barry Corrigan)
 - SENCO (Sara Browning)
 - Sue Fitzgerald (Lead Teacher for NSPCC Keeping Safe Pilot)
 - Eithne White (Trained Nurture Teacher)
- 4.3 The roles and responsibilities of members of the Safeguarding team are summarised in Appendix 1.

5 The Board of Governors

- 5.1 The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- approving the school's Child Protection Policy on an annual basis and all other safeguarding policies every 2/3 years.
- receiving annual child protection reports and a report at every Board of Governor Meeting.
- ensuring there is a Staff Code of Conduct for all adults working in the school
- attendance at relevant child protection/safeguarding training for Governors

6 School Staff

- 6.1 Teachers, Classroom Assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.
- 6.2 Members of staff must refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal. In addition class teachers should also keep the Designated Teacher informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.
- 6.3 If a member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

7 Parents

- 7.1 Parents can play their part in safeguarding by:
- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being;
 - making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
 - informing the school whenever anyone, other than themselves, intends to pick up the child after school; Collection Arrangements recorded for Nursery and Years 1 and 2

- familiarising themselves with the schools safeguarding policies e.g. Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the school office when they visit the school
- sharing any concerns they may have in relation to their child with the school.

8 What is Child Abuse?

- 8.1 Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.
- 8.2 Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.
- 8.3 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. The main types of abuse as well as their physical and behavioural indicators are included in Appendix 2.

9 Bullying

- 9.1 Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately that bullying behaviour is identified.
- 9.2 Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from a Designated Teacher within two days of making a complaint, indicating the investigation which has been carried out and the action being taken.

- 9.3 If pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures described in this policy
- 9.4 Please refer to our Anti-Bullying Policy.

10 Dealing with Disclosures of Abuse

- 10.1 The following are guidelines for use by staff should a child disclose concerns of a child protection nature.
- 10.2 Receive
- Listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.
- 10.3 Reassure
- Ensure the child is reassured that he/she will be safe and his/her interests will come first. No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.
- 10.4 Respond
- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.
- 10.5 Record
- Make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what is seen and said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.
- 10.6 Report
- Refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.
- 10.7 All our staff and volunteers are subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. This code is set in our school booklet 'Code of Conduct for All Staff at Millennium'.
- 10.8 Annual Child Protection Training for all staff takes place during the last week of August. This is organised and delivered by the Designated Teacher.

- 10.9 The Designated Teacher, the Deputy Designated Teacher and the Designated Governor and Chair of the Board of Governors avail of all training offered to them by the South Eastern Education and Library Board.
- 10.10 The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers have a clear guidance of the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

11 Procedures for Reporting Suspected or Disclosed Child Abuse

- 11.1 The Designated Teacher for child protection is Mrs Mary Roulston (Principal). In her absence Mr Barry Corrigan (our Vice Principal) will assume responsibility for Child Protection matters.
- 11.2 How a Parent can raise concerns
- At Millennium Integrated Primary school and Nursery Unit we aim to work closely with parents/guardians in supporting all aspects of their 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 Class Teacher, the Designated or Deputy Designated Teacher for child protection or the Principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in Appendix 3.
- 11.3 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff, including volunteers
- 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 these concerns immediately to the Designated Teacher, discuss the matter with her, and make full notes.
 - These notes or records should be factual, objective and 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/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

- 11.4 Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer
- When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in Appendix 5 will be followed in keeping with current Department of Education guidance.
 - The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.
 - 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, either as a result of one observation or many observations over a period of time, the member of staff must act promptly.
 - If a member of staff has concerns, he or she should not investigate - this is a matter for social services - but should report these concerns immediately to the Designated Teacher, discuss the matter with him/her and make full notes.
 - Staff should NOT carry out any investigation or examination of the child.
- 11.5 The Principal will as a matter of urgency plan a course of action, and ensure that a written record is made (using the school form for a 'Pastoral Care Child Protection Issue of Concern'). These forms are available from the labelled grey drawers in the Reprographics Room.
- 11.6 The Principal, in consultation with the Deputy Designated Teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. The Principal may seek clarification or advice and consult with the Board's Designated Officer or the Senior Social Worker before referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. If the child is deemed to be at risk, the school will make a referral using the UNOCINI referral

form. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

- 11.7 The safety of the child is our first priority.
- 11.8 If a complaint about possible child abuse is made against a member of staff, the Principal (or Deputy Designated Teacher, if she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Designated Teacher). Where the matter is referred to Social Services the member of staff will normally be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.
- 11.9 If a complaint is made against the Principal, the Deputy Designated Teacher must be informed immediately. He will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.
- 11.10 If any member of staff feels unsure about what to do if he/she has concerns about a child, or is unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the Designated Teacher.
- 11.11 Where there are concerns about possible abuse, the Principal will inform:
- Social Services
 - The Designated Officer for Child Protection at the Education Authority, South Eastern Section
- 11.12 Any information sent by email must be password protected.
- 11.13 It should be noted that information given to members of staff about possible child abuse cannot be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told. Should a child or a parent make a disclosure in relation to any domestic violence incident this will prompt an immediate referral to Social Services.

12 Attendance at Child Protection Case Conferences and Core Group Meetings

- 12.1 The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences, core group or family support planning meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the

Child Protection register will be monitored and supported in accordance with their child protection plan

13 Consent from Pupils and Parents

- 13.1 Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.
- 13.2 In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

14 Confidentiality and Information Sharing

- 14.1 Information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. 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.

15 Record Keeping

- 15.1 All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

16 Safeguarding in the Curriculum

- 16.1 The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection

through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Millennium is presently an ambassador school for the NSPCC Keeping Safe pilot. This is an excellent programme which provides comprehensive guidelines and resources on what is to be covered from P1 to P7. There are 3 themes – Healthy Relationships, My Body, and Being Safe

17 Vetting Procedures

- 17.1 All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

18 Code Of Conduct For all Staff Paid or Unpaid

- 18.1 All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.
- 18.2 All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers.

19 Staff Training

- 19.1 When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and the Code of Conduct and given copies of these policies. All associated policies will also be accessible online for staff. All staff receive child protection awareness training and annual refresher training during the August Baker Days. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses, specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

20 Monitoring and Evaluation

- 20.1 This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every year by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the schools staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child

Protection and periodically by the Schools Safeguarding Team. Pastoral Care and Child Protection is also on the agenda for all Board of Governor meetings.

21 Consultation

- 21.1 Millennium will endeavour to consult with all interested parties in relation to this Child Protection Policy and other related documents. Parents are provided with a full copy of the Child Protection Policy when their child begins Millennium Integrated Nursery and Primary School. A summarised version of the policy is provided at the beginning of each new school year to all parents of P2 – P7 children and it is also on the school website.
- 21.2 Parents are very welcome to contribute to this policy by contacting the Principal, Mrs Mary Roulston.
- 21.3 Each year the policy is presented to the Board of Governors as their input is important. Their contributions are included during the annual review of the policy.
- 21.4 The children are consulted through ongoing activities throughout the year
- 21.5 We are committed to reviewing our policy and good practice annually.

Appendix 1 The School Safeguarding Team

Roles & Responsibilities

The **Chair of the Board of Governors** is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

The **Designated Governor for Child Protection** is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

The **Principal** is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular "Pastoral Care in Schools – Child Protection" (1999) is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the School Record of Child Abuse Complaints and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff

Every school is required to appoint a **Designated Teacher with responsibility for Child Protection**. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will support the Designated

Teacher in carrying out their role including undertaking key duties in their absence. The role of Designated Teacher includes:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the Principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protection activity

The **Deputy Designated Teacher** will and will deputise for them in their absence.

Appendix 2 Types of Abuse and Physical/Behavioural Indicators

All definitions are taken from the Co-operating to Safeguard children and Young People in Northern Ireland. March 2016

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

Physical Abuse is deliberately 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

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

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.

Physical Indicators	Behavioural Indicators
<p>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).</p>	<p>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.</p>

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, engaging 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.

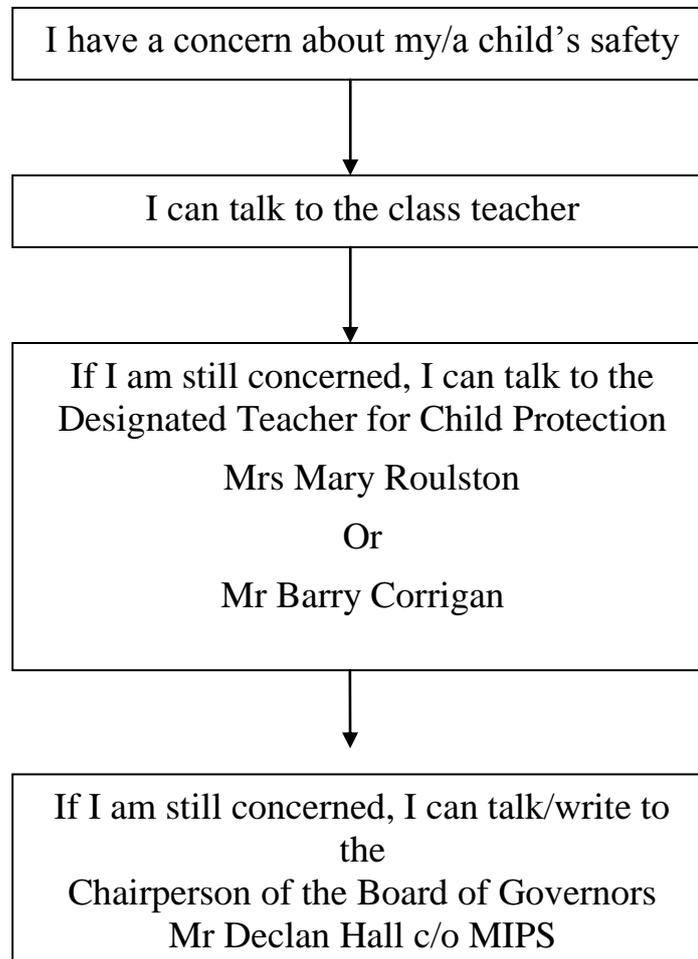
Physical Indicators	Behavioural Indicators
<p>Acquisition of money, clothes, mobile phone etc. without plausible explanation Change in personal hygiene (greater attention or less) Bruising/bite marks</p>	<p>Leaving home/ care without permission Persistently going missing or returning late Receiving lots of texts/phone calls prior to leaving Agitated/stressed prior to leaving home/care Returning distraught/dishevelled or under the influence of substances Inappropriate sexualised behaviour for age Concerning use of the internet Self-harm and other expressions of despair New peer groups</p>

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.

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

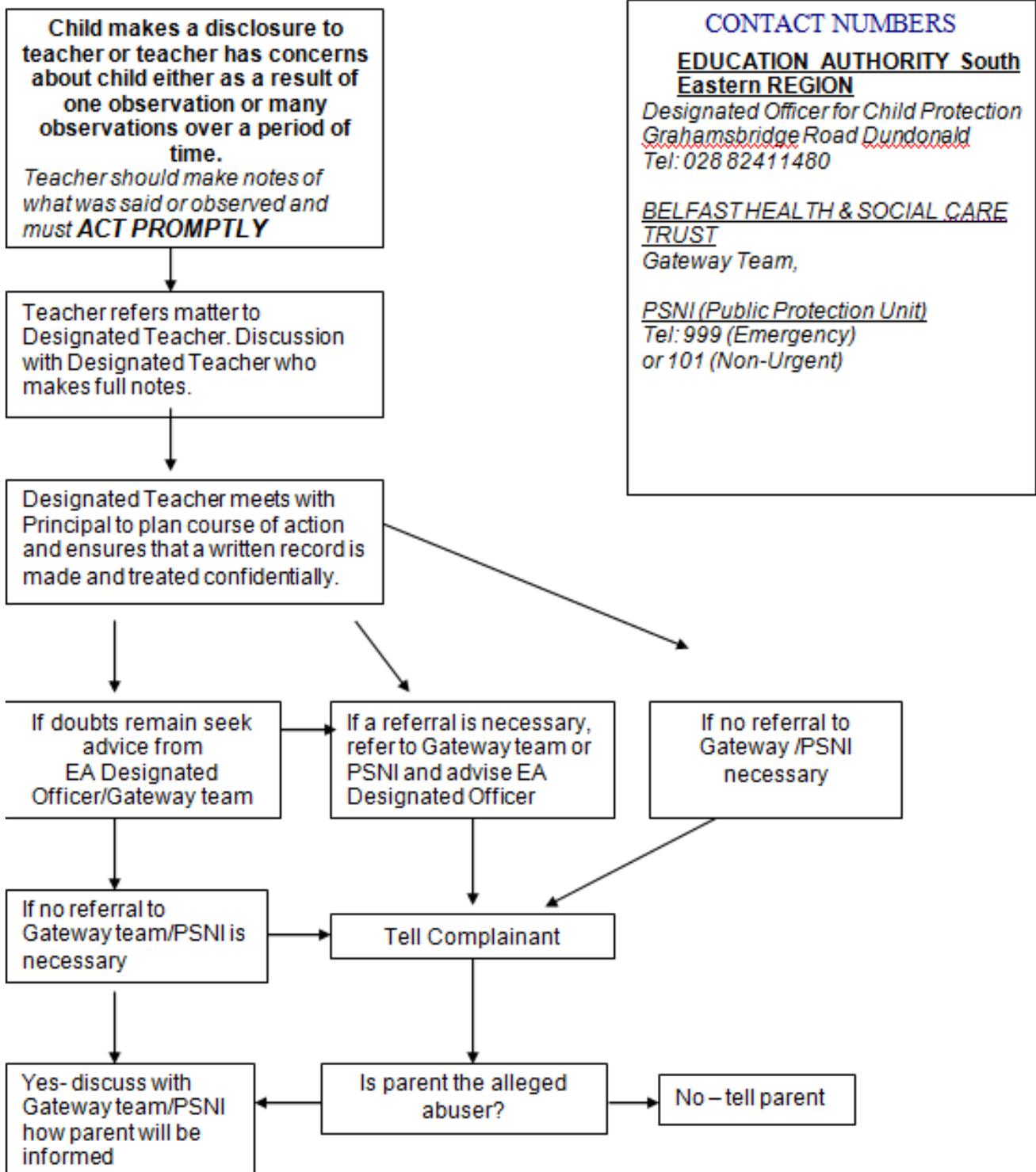
A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Appendix 3 Procedure for Parents who wish to raise a Child Protection Concern

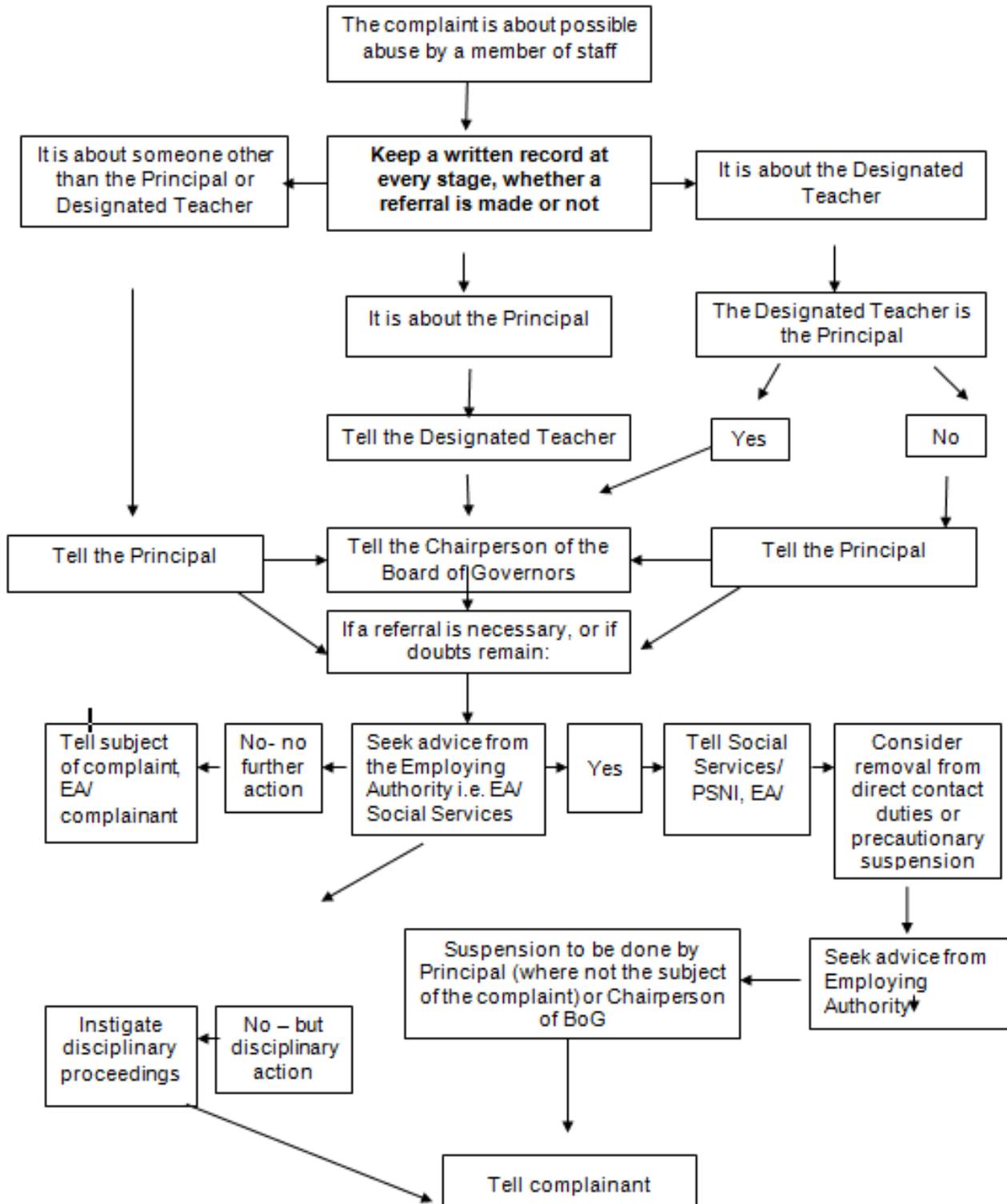


**At any time a parent can talk to a social worker at the Gateway Team (Belfast Trust)
Tel: 028 90507000
or the
PSNI at the Public Protection Unit
Tel: 999 (Emergency) or 101 (Non-Urgent)
Or Out of Hours service 02895049999 (5pm to 8am Monday to Thursday and
Friday 5pm to 8am on Monday)**

Appendix 4 Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff



Appendix 5 Procedure where a complaint has been made about possible abuse by a member of the school's staff



Appendix 6 Schedule of Updates

<i>DATE</i>	<i>RESPONSIBLE PERSON</i>
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