



Ashfield Girls' High School



“Each different. Each talented. All valued.”

Safeguarding and Child Protection Policy

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Executive Summary

Ashfield Girls' High School has a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through the guidance in our Safeguarding and Child Protection Policy.

The school's safeguarding/child protection ethos

- To provide a caring, supportive and safe environment supporting the ethos of our school, "Each Different, Each Talented, All Valued"
- To ensure that each pupil can reach her full potential in terms of her moral, cultural, spiritual, intellectual and physical development, and that she is prepared for the opportunities, responsibilities and experiences of adult life
- To give each pupil support throughout her school career
- To encourage parents to participate actively in their daughter's education
- To set up organisational structures, which give every pupil support, identify problems when they arise and facilitate their resolution
- To provide links with outside agencies, when appropriate, in accordance with our legal responsibilities under the Children (Northern Ireland) Order 1995 and other similar legislation.
- To develop each pupil's emotional literacy enabling them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration." (Safeguarding and Child Protection in Schools, DENI, 2017 – updated June 2022)

The Education Authority (EA) Safeguarding site also provides useful information on all aspects of safeguarding and child protection: www.eani.org.uk/schools/safeguarding-and-child-protection/



Section A (Aims of the Policy)

We remain collectively responsible for the welfare of children and young people. The Education Authority (EA) Safeguarding site also provides useful information on all aspects of safeguarding and child protection: www.eani.org.uk/schools/safeguarding-and-child-protection/

In all situations:

- The child's welfare must be paramount.
- The voice of the child should be heard.
- Parents are supported to exercise parental responsibility and families helped to stay together.
- All agencies concerned with the protection of children must work in partnership, in the best interests of the child.
- It is important that supportive measures are put in place to help prevent any situation from deteriorating.
- Responses should be proportionate to the circumstances.
- Children should be protected and safe from harm.
- Any decisions made are informed, based on evidence and take into account the child's specific circumstances.
- Confidentiality must be subordinate to the need to protect the interest of the child.

If anyone has a safeguarding concern about any child, they should continue to act on it immediately.

Contact details have been provided in this document. If an incident occurs (during term time, when school is open) contact the Designated / Deputy Designated teacher immediately. If you are unable to make contact, or it is outside of school hours or during the school holidays, contact the alternative contact numbers provided (Appendix 2) who will be able to assist.

If you receive a concern about a young person's wellbeing and safety, and a designated/deputy designated teacher is not available, please ensure that you contact the police (on 101) directly to inform them of the immediate danger.

Particular care and attention should be given when children and young people are online. We provide regular training to pupils and parents about keeping safe online, further information can be obtained by contacting school.

Staff are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately.



Section B (Legislative Context and Linked Policies)

Consideration is also given to a broad range of international and domestic legislation relating to child welfare and protection. These include:

- The United Nations Convention on the Rights of the Child
- The United Nations Convention on the Rights of Persons with Disabilities
- The Children (Northern Ireland) Order 1995
- The Education and Libraries (Northern Ireland) Order 2003
- Sexual Offences (Northern Ireland) Order 2008
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Safeguarding Board (Northern Ireland) Act 2011
- The Public Services Ombudsman Act (NI) 2016
- The Addressing Bullying in Schools Act (NI) 2016
- The Domestic Abuse Information-sharing with Schools etc. Regulations (Northern Ireland) (2022)
- Justice (Sexual Offences and Trafficking Victims) Act (Northern Ireland) 2022

This policy is informed by the guidance and procedures set out by:

- Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005) including amendments (2008).
- Co-operating to Safeguard Children and Young People (DHSSPS) August 2017
- DE Circular 2008/10 Substitute Teacher employment
- DE Circular 2012/19 Pre-Employment vetting for volunteers (under review)
- DE Circular 2013/01 Vetting requirements for Paid Staff (under review)
- DE Circular 2015/30 Dealing with allegations of abuse against a member of staff
- DE Circular 2022/02 Children who display harmful sexualised behaviour
- iMatter: Protecting Life in Schools, Department of Education.
- DE Circular 2020/07 Child Protection: Record Keeping in Schools
- DE Circular 2016/27 Online Safety
- DE Circular 2017/04 Safeguarding and Child Protection in Schools: A guide for schools (Updated September 2024)
- Children and Young People's Strategy 2020-2030
- SBNI Online Core Policy and Procedures' Manual
www.proceduresonline.com/sbni/contents.html#core
- Domestic and Sexual Violence and Abuse Strategy 2013-2020 (under review)
- Adult Safeguarding: Prevention and Protection in Partnership



Linked Policies

- Attendance Policy
- Addressing Bullying Policy
- Relationships and Sexuality Education Policy
- Substance Misuse Policy
- Food in School Policy
- Mobile Devices Acceptable Use Policy
- Behaviour for Learning and Positive Behaviour Policy
- Intimate Care Policy
- Use of Reasonable Force Policy
- Medical Needs Policy
- Educational Visits Policy
- Equality and Inclusion Policy
- Health and Safety Policy

Section C (Policy and Procedures)

Recruitment and Vetting of Staff and Volunteers

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system. Schools must ensure that all persons on Ashfield Girls' High School property (e.g. volunteers such as coaches, music tutors, school photographers etc), who are employed by others, have the necessary clearances in place and a record of these should be maintained by the Principal.

It is the responsibility of the Board of Governors (BoG) to ensure that there is an official record kept of when vetting checks are successfully completed for all staff.

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for a vetting and barring scheme for people who work with children and vulnerable adults. The responsibilities and processes to be followed are clearly set out in:

DE Circular 2013/01 'Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or Providing a Service in Schools'. (under review)

DE Circular 2012/19 'Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools from 10 September 2012. (under review)

The procedures undertaken at Ashfield Girls' High School, follows these framework and guidance documents.

Staff must not conduct unregulated private tutoring on school premises. Any activity of this nature, must be approved by the principal.

AccessNI Clearance

DE Circular 2013/01 (under review) sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post:

- All new paid teaching and support staff
- Examination Invigilators
- Private contracted transport providers - named drivers



Volunteers

There are two types of volunteers working in Ashfield Girls' High School: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate (EDC).

A volunteer who works under supervision is not required to obtain an EDC, however, school must determine whether the level of supervision meets the statutory standard (DE Circular 2012/1 – under review).

The Safeguarding Team must ensure that volunteers, eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

Visitors to School

Visitors to school, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

- Met/directed by school staff/representatives
- Signed in and out of the school, by school staff
- If appropriate, be given restricted access to only specific areas of the school
- Where appropriate, escorted by a member of staff/representative
- Clearly identified with visitor/contractor passes
- Access to pupils restricted to the purpose of their visit
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons

Visitors to school will be met by school representatives and will sign in at reception. The visitor will be clearly identified by a visitor's badge and access to pupils will be restricted accordingly, depending on the purpose of their visit.



Pupils on Work Experience

Health and Social Care Programmes will require an Enhanced Disclosure Certificate for pupils on long term placement and may be required for pupils on work experience/shadowing placements. Schools should apply through their AccessNI Registered Body in advance (See DE Circular 2013/01 for more information).

Pupils coming into the school on work experience do not require AccessNI clearance as they are required to be fully supervised by school staff. The normal child protection induction processes should apply.

Schools will also be concerned to ensure the welfare of their pupils on work experience and on residential trips. Guidance on organising work experience is available from the EA and from the Health and Safety Executive.

www.eani.org.uk/school-management/educational-visits

For guidance on vetting of supervisors/volunteers see DE Circulars 2013/01 and 2012/19 (under review).



Definitions and potential signs and symptoms of abuse including Child Sexual Exploitation (CSE) and domestic violence.

What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also support staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. 'Harm' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order. More detail on the concept of harm and significant harm can be found in Section 2.4 of Co-operating to Safeguard Children and Young People in Northern Ireland (August 2017) and in the Children (NI) Order 1995.

Staff should be alert to all types of abuse and to their legal obligations (see Annex A), including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for child protection.

The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed, including those in cases where an allegation is made against any member of the school's staff, teaching or support (see Dealing with Allegations Against a Member of Staff - DE Circular 2015/13).

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported **immediately** to the PSNI and Social Services to ensure that emergency protection measures are put in place.



Safeguarding and Child Protection Policy

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the member of staff should report these concerns to the Designated Teacher.

A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity.

The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team.

This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in Appendix 2.

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.



Types of Abuse

Child abuse may take a number of forms, including:

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

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

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2017) www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

These types of abuse apply equally to children with disabilities, but the abuse may take slightly different forms, for example, lack of appropriate supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Below are some examples of common signs and symptoms, which might indicate abuse or neglect. Please note that this is not a checklist. Some of these may have other explanations.

Neglect	Physical Abuse	Sexual Abuse	Emotional Abuse	Exploitation
Low weight for height Listlessness Chronically dirty, cold or hungry Under achievement Lack of supervision at home	Hand slap or belt mark Black eyes or ears Gripping bruises Burn or bite marks Unwillingness to change for PE	Sexually explicit behaviour Loss of self esteem Running away from home Raising unusual sexual themes Self mutilation	Stunted growth Over passive or hyperactive Loss of self esteem Cold, dirty or hungry Fearful or unhappy	Slavery Encouragement in criminal activity Begging Child labour Child trafficking Participation in financial fraud Participation in benefit fraud

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology.

Any child (i.e. a person under the age of 18) can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Both young females and males can be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males.

While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse.

Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.



Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, schools should be alert to the possibility of CSE and plan to protect children and young people accordingly.

Potential indicators of CSE:

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

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy (2016) defines domestic and sexual violence and abuse as follows:

Domestic Violence and Abuse:

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

Sexual Violence and Abuse:

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

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

The Stopping Domestic and Sexual Violence and Abuse Strategy can be found at: www.health-ni.gov.uk/publications/stopping-domestic-and-sexual-violence-and-abuse-northern-ireland-strategy

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All



members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022.](#)

Procedures for Reporting Suspected (or disclosed) Child Abuse

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY. Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice should be sought from a CPSS officer.



Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

- Child Protection referral is not required. School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/ parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/ young person's consent (where appropriate).
- Child Protection referral is required Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.



Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.



Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's support staff sees such signs, he/ she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum:

- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind
- Staff should not, therefore, ask questions which impose the adult's own assumptions. For example, staff should say, "Can you tell me what has happened", rather than, "Did they do X to you?"
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (*the child must not be asked to unnecessarily recount the experience of abuse*) and as soon as possible afterwards to make a record of the discussion. This should be passed on to the DT, using for example, the template 'Note of Concern' from the DE 'Child Protection: Record Keeping in Schools' circular 2020/07. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, but *under no circumstances should a child's clothing be removed or a photograph taken*
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, quoting words actually used
- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. Subsequent sections of this booklet give guidance on record-keeping. It should be emphasised that lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. *It is therefore essential that accurate contemporaneous (i.e. recorded as soon as possible after the event) records are maintained*
- Staff should **not** ask the child to write an account of their disclosure for the record



Dealing with Allegations of Abuse made Against a Member of Staff

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.

Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.

Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.

Precautionary suspension is not appropriate and the matter is concluded.

Allegation addressed through relevant disciplinary procedures.

Precautionary suspension under Child Protection procedures imposed.

Alternatives to precautionary suspension imposed.



Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 should be followed - www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuse-against-member-staff

In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed. In some cases this may require consideration of suspension as a precautionary measure.

All allegations should be reported immediately, normally to the Principal or DT/DDT for Child Protection/Deputy Designated Teacher for Child Protection. A lead individual should be identified to manage the handling of the allegation from the outset.

This is normally the Principal. If the Principal is the subject of concern the allegation should be reported immediately to the Chair of the BoG, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual.

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

All allegations of a child abuse nature must be recorded in the hard backed and bound Record of Child Abuse Complaints book, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File.

Children with Additional Needs

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

The Department's report of its review into the use of restraint and seclusion in educational settings includes supportive practices definitions in relation to children with special educational needs. This is covered in more detail under Section 10.3.

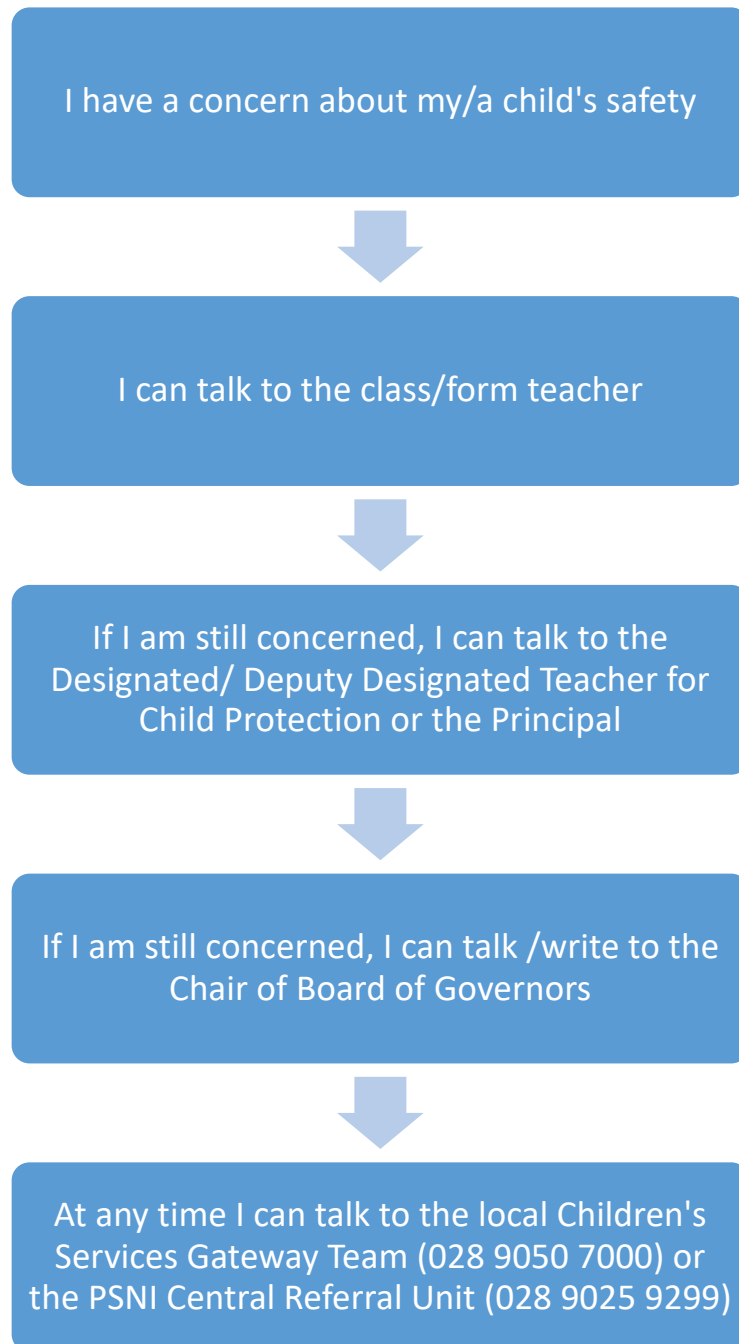
Designated Teachers and other relevant school staff should seek advice and support from the Education Authority's Intercultural Education Service, if necessary.

All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

EA has published guidance on how schools can support transgender young people. www.eani.org.uk/school-management/policies-and-guidance/supporting-transgender-young-people

How a parent can raise a concern about safeguarding/child protection.

If a parent has a potential child protection concern within the school:



If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint. For contact details please refer to Appendix 2.



The school's approach to "The Preventative Curriculum".

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties. Pupils are taught how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

Through having a robust preventative curriculum pupils build upon confidence, self-esteem, and personal resiliencies and develop coping strategies and can make more positive choices in a range of situations.

The Personal Development curriculum and wellbeing of pupils has a high priority in school and keeping safe messages are embedded throughout the school. The teachers delivering the programme are highly skilled in both pastoral care and personal development and there are effective links across the wider curriculum.

There may be times when schools consult with parents, pupils and community organisations. External providers are carefully selected and evaluated prior to delivering their programmes in the school.

CCEA has established an RSE Hub which includes resources and guidance information for teachers, parents/carers and children and young people.

<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse>

There is a separate policy which outlines Relationships and Sexuality Education at Ashfield Girls' High School.

Mental Health

We will continue support positive mental health for all pupils. Familyworks will continue to deliver counselling sessions.

We will also signpost pupils, parents and staff to other resources to support good mental health.

If you are concerned about a pupil's mental health, please contact school.

Code of Conduct for all staff and volunteers.

Ashfield Girls' High School promotes a Code of Conduct for all members of the school community working with children (Refer to Appendix 1).



Record Keeping

School staff should be aware of the need to record and report child protection concerns. It is essential that an accurate record of all cases of child abuse, or possible abuse, is maintained detailing all actions taken.

Each school has a responsibility to maintain its records and record keeping systems. The Board of Governors (BoG) should ensure that the arrangements operated by the school for the retention, management and release of public records comply with statutory requirements, including data protection legislation, most recently the new Data Protection Act 2018 (DPA) including the General Data Protection Regulation (GDPR). GDPR provides a legal framework for keeping everyone's personal data safe by requiring organisations to have robust processes in place for handling and storing personal information based on the following principles:

- Processed lawfully, fairly and in a transparent manner;
- Collected for specified, explicit and legitimate purposes;
- Adequate, relevant and limited to what is necessary;
- Accurate and where necessary kept up to date;
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which those data are processed; and
- Processed in a manner that ensures appropriate security of personal data.

Each school should have a Records Management Policy. While there is no specific legislation in respect of child protection records, schools should ensure that the principles of the requirements of the legislation, in particular the Children (Northern Ireland) Order 1995 and the Data Protection Act 2018, and guidance in DE Circular 2020/07 is adhered to.

Files must not be removed from school premises except when taken to a case planning meeting or on request of a court order. A record should be kept of when information is removed, by whom, for what purpose, and when it is returned.

If information is held electronically, whether on a laptop or portable memory device all must be encrypted and appropriately password-protected.



Section D (Roles and Responsibilities)

Responsibilities of the Board of Governors (BoG)

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on BoG to:

- Safeguard and promote the welfare of registered pupils
- Have a written child protection policy
- Specifically address the prevention of bullying in school behaviour management policies

The Addressing Bullying in Schools Act (NI) 2016, places a statutory duty on BoG to keep a record of all incidents of bullying or alleged bullying behaviour involving a registered pupil at the school.

To fulfil their responsibilities BoGs are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and Department of Health (DoH).

All Governors should receive an element of safeguarding training as part of their induction with the Chair and Designated Governor for Child Protection undertaking full Child Protection Support Service (CPSS) training. All Governors should undertake refresher Child Protection training every term of office (four years). This training may be delivered by the Principal or DT with resources available from the EA CPSS.

BoG must ensure that:

- Designated Governor for Child Protection is appointed
- A DT and DDT are appointed in their schools
- They have a full understanding of the roles of the DT and DDTs for Child Protection
- Safeguarding and child protection training is given to all staff and governors including refresher training
- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities
- The school has a Child Protection Policy which is reviewed annually
- Ensure parents and pupils receive a copy of the child protection policy and complaints procedure every two years
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016
- The school ensures that other safeguarding policies, are reviewed at least every three years, or as specified in relevant guidance
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 and DE Circular 2013/01 (under review)
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities)



- This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07

Child Protection: Record Keeping in Schools:

- Safeguarding and Child Protection Concerns
- Disclosures of abuse.
- Allegations against staff and actions taken to investigate and deal with outcomes.
- Staff induction and training.

Responsibilities of the Chair of Board of Governors

The Chairperson of the BoG plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff members, even if there have been no entries.

Responsibilities of the Designated Governor for Child Protection

The BoG will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the Designated Teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff



Responsibilities of The School Principal

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

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of DT and DDT Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of their induction programme.

It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Responsibilities of Designated / Deputy Designated Teacher for Child Protection

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

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

The role of the DDT is to work co-operatively with the DT in fulfilling his/her responsibilities.

It is important that the DDT works in partnership with the DT so that he/she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role.



Responsibilities of The School Safeguarding Team

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should establish a Safeguarding Team. This team should include the Chair of the BoG, the Designated Governor for Child Protection, the Principal (as Chair), the DT and the DDT. The team may co-opt other members as required to help address specific issues, for example the SENCO, ICT Co-ordinator, etc.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school
- Support for the DT in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements

The Safeguarding Team should review their child protection/ safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/ safeguarding'. ETI expects the pro-forma to be completed and provided to them as a permanent record on all types of inspections. Phase and sector appropriate versions of the pro-forma (which is annually reviewed and updated) and other information from ETI is available on the ETI website: www.etini.gov.uk/articles/safeguarding

Responsibilities of Education Authority Child Protection Support Service (CPSS)

The Education Authority Child Protection Support Service (CPSS) provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the DT in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

Child Protection Training is delivered by CPSS. It can be supplemented by external training should schools decide to do so however it would not replace the CPSS training.



Responsibilities of Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school should help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

All policies, including child protection, pastoral care, Addressing Bullying, positive behaviour, online safety, and complaints, should be issued to parents/carers at intake. The Child Protection Policy*, in particular, should be reviewed and re-issued, at a minimum, every two years.

** Issue of a summary of the full policy is sufficient provided it contains clear details of how to access the full policy, including a hard copy if required.*

It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies. It is important that parents take time to read these policies and know they are required to inform the school:

- If the child has a medical condition or educational need;
If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection/
- It is essential that the school has up to date contact details for the parent/ carer.



Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)

This policy has been developed in consultation with pupils, parents, staff and governors.

The policy will be monitored via a range of methods. It is based on addressing presenting issues, established by a range of methods including following Department of Education guidance, pupil surveys, pupil discussions, those raised at student council meetings and parent discussions.

The Safeguarding and Child Policy will be reviewed by all stakeholders, if required, updated:

- following any incident which highlight the need for such a review.
- when directed to by the Department of Education and in light of new guidance at two-year intervals (as identified on the front cover of this policy)

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of Safeguarding and Child Protection
- identify current issues, trends and priorities for action
- assess the effectiveness of strategies aimed at ensuring that pupils needs are met in relation to Safeguarding and Child Protection



Appendix 1

Code of Conduct for Staff and Volunteers in Schools

Objective, Scope and Principles

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school.

It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on:

- Setting an Example
- Relationships and Attitudes
- Private Meetings with Pupils
- Physical Contact with Pupils
- Honesty and Integrity
- Conduct Outside of Work
- E-Safety and Internet Use
- Confidentiality

1. Setting an Example

1. All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.
2. Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

1. All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2. Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.
3. Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:
 - acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
 - co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
 - respect for school property;
 - taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
 - being familiar with communication channels and school procedures applicable to pupils, staff and volunteers;
 - respect for the rights and opinions of others.

3. Private Meetings with Pupils

It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

4. Physical Contact with Pupils

1. To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.
2. Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force').

5. Honesty and Integrity

1. All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
2. Gifts from suppliers or associates of the school (eg a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents eg at Christmas or the end of the school year.

Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.



6. Conduct outside of Work

1. Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.
2. Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the Principal when considering work outside the school.

7. E-Safety and Internet Use

1. A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety Policy.
2. Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

8. Confidentiality

1. Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
2. There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.
3. If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
4. Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.



Appendix 2: Safeguarding Team Contacts

The following staff are available at Ashfield Girls' High School – **028 9047 1744**

Safeguarding Team	Role
Mrs Beverley Cripps	Designated Teacher
Mrs Paula Doak	Deputy Designated Teacher
Mrs Cheryl Hoey	Deputy Designated Teacher
Mrs Nadine Christie	Deputy Designated Teacher
Mr Glenn Patterson	Deputy Designated Teacher
Mrs Louise Harvey	Principal

Child Protection Support Service (CPSS – Education Authority)

The helpline number is **028 9598 5590** and operates from Monday to Friday from 9.00 am until 4.30 pm.

Duty Social Worker Gateway Team (Health & Social Care Trusts)

Gateway Teams	Contact Number
Belfast	028 9050 7000
Northern	0300 1234 333
South Eastern	0300 1000 300
Southern	028 3756 7100
Western	028 7131 4090
Out of Hours for All Areas	028 9504 9999

Regional Emergency Social Work Service: 0800 1979995

PSNI

The **Central Referral Unit (CRU)** based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Sunday 9am to 5pm, including public holidays.

Email: cru@psni.police.uk

If you believe that it is an emergency situation and the young person is in danger, phone 999.



Appendix 3: Public Services Ombudsman

The Public Services Ombudsman Act (NI) 2016

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate and report on complaints about maladministration in all grant aided schools in Northern Ireland.

www.legislation.gov.uk/ni/2016/4/part/2/crossheading/procedure-for-making-complaint-to-the-ombudsman

Northern Ireland Public Service Ombudsman

If having escalated a safeguarding and/or child protection concern as set out in Section 4 of this Guidance and you are not satisfied with how your concerns have been addressed, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

Each school is responsible for setting its own complaints policy and procedures which should be available on the school's website, or by contacting the school directly. Please note that this complaints process, although similar, is separate from the escalation of safeguarding and child protection concerns, and is in relation to the way in which your concerns were dealt with.

Details of how to make a complaint to NIPSO can be found on their website below. However, please bear in mind that usually, before you complain to the Ombudsman, you will be expected to have exhausted the school's internal complaints procedure.

Northern Ireland Public Services Ombudsman
Progressive House
33 Wellington Place
Belfast
BT1 6HN
0800 343424
www.nipso.org.uk


Appendix 4: Local Support Groups

Local Support Groups - Helpful Numbers - East Belfast

Medical			
<i>In an emergency, remember to call 999</i>	GP Out of Hours (Belfast) 028 9079 6220	Ulster Hospital 028 9048 4511	Royal / Children's Hospital 028 9024 0503
Hollywood Road Surgery 028 9065 4668	Arches Health Centre 028 9504 7800	Mater Hospital 028 9074 1211	Belfast City Hospital 028 9032 9241
Mental Health			
<i>When someone's life is at immediate risk, call 999</i>	Lifeline 0808 808 8000	Samaritans 028 9066 4422 / 116 123	Young Minds www.youngminds.org.uk
Childline 0800 1111	New Life Counselling 028 9039 1630	Victim Support 028 9024 3133	Familyworks Counselling 028 9182 1721
East Belfast Community Counselling 028 9046 0489	Aware Defeat Depression 028 9035 7820	OCD UK 01332 588112	Mindwise 028 9040 2323
Action Mental Health 028 9027 8283	PIPS 028 9080 5850 / 0800 088 6042	27/7 Contact Youth 0808 808 8000	Cruse Bereavement 0808 808 1677
Mental Health Apps			
<i>Mindful Gnats</i>	<i>Mood Gym</i>	<i>Headspace</i>	<i>Rise Up and Recover</i>
<i>Mindshift</i>	<i>Calm</i>	<i>Smiling Mind</i>	<i>Super Better</i>
Safety			
PSNI 101	PSNI (Emergency) 999	Gateway Services (Social Services) 028 9050 7000	Barnardos NI 028 9067 2366
Woman's Aid 0808 802 1414 / 028 9066 6049	Childline NI 0800 1111	NSPCC 0808 800 5000	CEOP (Online) www.ceop.police.uk

Local MLA Offices			
Mr Chris Lyttle MLA 028 9047 2004	Mr Andy Allen MLA 028 9046 3900	Ms Joanne Bunting MLA 028 9079 7100	Mr Robin Newton MLA 028 9045 9500
Other Help			
Belfast City Council 028 9032 0202	Lisburn and Castlereagh Council 028 9244 7300	Housing Executive 03448 920 900	Citizens Advice Bureau (CAB) 0300 123 3233
East Belfast Independent Advice Centre 028 9073 5690	Simon Community 028 9023 2882	Bryson Energy Advice Line 0800 142 2865	Foster Care Associates 0800 434 6000
The Larder Foodbank St Christopher's Church Mersey Street thelarder2018@gmail.com	NI Direct www.nidirect.gov.uk	Job Centre NI www.jobcentreonline.com	Community NI www.communityni.org
Dundonald Foodbank 028 9543 5310	Extern 028 9084 0555	ASCERT (Substances) 0800 254 5123	Benefits Office 0800 022 4250
East Belfast Community Development Agency 028 9045 1512	Cara Friend (LGBT) 028 9089 0202	East Belfast Mission 028 9045 8560	Disability Network 028 9266 7227
Store House (Food) 028 9033 2230	Fareshare (Food) 028 9033 2230	Family Support NI www.familysupport-ni.gov.uk	Parenting NI www.parentingni.org

Appendix 5: Staff Safeguarding Summary Leaflet



Safeguarding in Ashfield Girls' High School

We all have a responsibility to keep everyone at Ashfield Girls' safe. There are a number of ways that we keep everyone safe in school:

- Safeguarding Team
- Staff training on key areas
- Access NI vetting
- Visitors to sign in/out of school and be clearly visible
- Supervision of pupils
- Preventative Curriculum
- Health and Safety policies / procedures

A copy of our Safeguarding and Child Protection Policy is available from the school office.

Expectations of staff and volunteers:

- Display positive, professional behaviour
- Treat pupils with respect and dignity
- Ensure relationships with pupils are appropriate
- Avoid having private meetings with pupils, where possible
- Not to make unnecessary physical contact with a pupil
- Maintain the highest standards of honesty and integrity within school
- Not engage in conduct outside school which could damage your/school's reputation
- Do not make associations/friendships with current pupils via social media/text/email (see Social Media Policy)
- Keep confidential / sensitive information private, unless sharing concerns with the Safeguarding Team.

If you have a concern about a child, or have been given information about possible abuse of a child you must:

Receive
Listen actively

↓

Reassure
You have done the right thing. I can get help

↓

Respond
Explain what you are going to do


↓

Report
Immediately to the Designated Teacher

↓

Record
Facts - when? Where? Who? What?

Do:	Do Not:
<ul style="list-style-type: none"> ✓ Listen to what the child says ✓ Assure the child they are not at fault ✓ Explain you cannot keep it a secret ✓ Document exactly what the child says using their exact words ✓ 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



What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse (Physical, Sexual, Emotional, Neglect and Exploitation). There are different types of abuse and a child may suffer more than one of them.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also support staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

Types of Abuse

Child abuse may take a number of forms, including:

Neglect	Physical Abuse	Sexual Abuse	Emotional Abuse	Exploitation
Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter.	Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.	Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact and/or non-contact activities, such as involving children in the production of sexual images.	Emotional abuse is the persistent emotional maltreatment of a child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.	Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. Exploitation can be sexual in nature.

** All the above definitions are devised from Co-operating to Safeguard Children and Young People in Northern Ireland (2017). Detailed definitions can be found in this document at www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland*

Below are some examples of common signs and symptoms, which might indicate abuse or neglect. Please note that this is not a checklist. Some of these may have other explanations.

Neglect	Physical Abuse	Sexual Abuse	Emotional Abuse	Exploitation
Low weight for height Listlessness Chronically dirty, cold or hungry Under achievement Lack of supervision at home	Hand slap or belt mark Black eyes or ears Gripping bruises Burn or bite marks Unwillingness to change for PE	Sexually explicit behaviour Loss of self esteem Running away from home Raising unusual sexual themes Self-mutilation	Stunted growth Over passive or hyperactive Loss of self esteem Cold, dirty or hungry Fearful or unhappy	Slavery Encouragement in criminal activity Begging Child labour Child trafficking Participation in financial fraud Participation in benefit fraud

If you have any concerns, please speak to a member of our Safeguarding Team – details overleaf.



Appendix 6: Parent / Carer Safeguarding Summary Leaflet

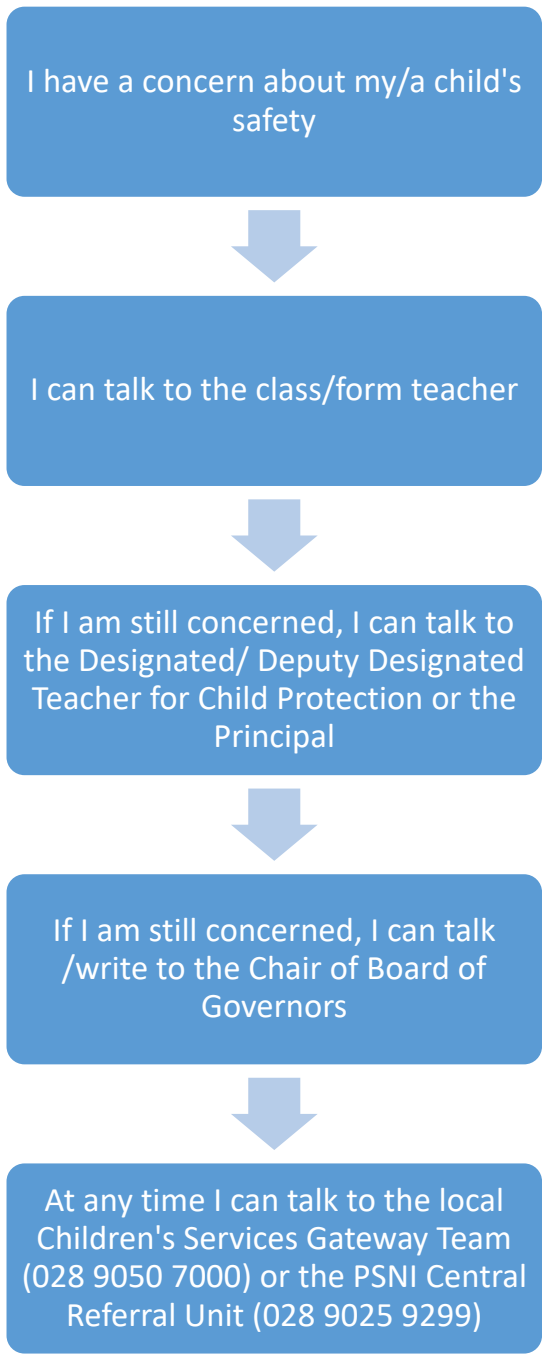
Safeguarding in Ashfield Girls' High School

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- Supervision of pupils
- Preventative Curriculum
- Health and Safety policies / procedures

A copy of our Safeguarding and Child Protection Policy is available from the school office.

If you have a concern about a child, or have been given information about possible abuse of a child you must:



Ashfield Girls' High School

Safeguarding Team

in Ashfield we are
"Each different. Each talented. All valued."
 If you are unhappy or if you know someone who needs help you should report to

Designated Teacher for Child Protection



Mrs B Cripps

Deputy Designated Teachers



Mr G Patterson



Mrs P Doak



Mrs N Christie



Mrs C Hoey



Mrs L Hanvey
Principal



Mrs E Bush
Designated Child Protection Governor



What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse (Physical, Sexual, Emotional, Neglect and Exploitation). There are different types of abuse and a child may suffer more than one of them.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also support staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

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Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter.	Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.	Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact and/or non-contact activities, such as involving children in the production of sexual images.	Emotional abuse is the persistent emotional maltreatment of a child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.	Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. Exploitation can be sexual in nature.

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Below are some examples of common signs and symptoms, which might indicate abuse or neglect. Please note that this is not a checklist. Some of these may have other explanations.

Neglect	Physical Abuse	Sexual Abuse	Emotional Abuse	Exploitation
Low weight for height Listlessness Chronically dirty, cold or hungry Under achievement Lack of supervision at home	Hand slap or belt mark Black eyes or ears Gripping bruises Burn or bite marks Unwillingness to change for PE	Sexually explicit behaviour Loss of self esteem Running away from home Raising unusual sexual themes Self-mutilation	Stunted growth Over passive or hyperactive Loss of self esteem Cold, dirty or hungry Fearful or unhappy	Slavery Encouragement in criminal activity Begging Child labour Child trafficking Participation in financial fraud Participation in benefit fraud

If you have any concerns, please speak to a member of our Safeguarding Team – details overleaf.





Challenging girls today; creating women of value in the future



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