

# Our Lady of Lourdes School Ballymoney

Caring, Sharing, Learning together to meet the future

## Safeguarding Policy



### Policy, Structures and Procedures

#### INTRODUCTION

The governors and staff of Our Lady of Lourdes School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community (including volunteers, students etc.) in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the PSNI and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

#### Other Linked Policies

Please read the Safeguarding Policy in conjunction with other school policies including; Drug Policy, Attendance policy, Positive Behaviour Management Policy, Addressing Bullying Policy, Educational Visits Policy, First Aid and Administration of Medicine Policy, Health and Safety Policy, Intimate Care Policy, Managing Critical Incidents Policy, Online Safety, Relationships and Sexuality Policy, Staff Code of Conduct and Special Educational Needs.

#### 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.

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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**

#### **Safeguarding Team**

Designated Teachers	Mrs Á Sloan	Chair of Governors	Mr M Hasson
	Mrs S Mullan	Designated Governor	Mr Mc Mullan
Deputy Designated Teacher	Miss R Wilson		
Principal	Miss E Gillan		

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*(See Appendix 1: Specific Child Protection Responsibilities)*

### Responding to allegations and Child Protections concerns

To ensure an effective and consistent response, the established procedures must be followed. *(See Appendix 2: Child Protection Procedures and Guidelines)*

### Child Protection Code of Conduct

The Child Protection Code of Conduct applies to teaching staff, teaching support staff and volunteers, as relevant to the nature of their responsibilities and duties.

The Code of Conduct is designed to give clarity to staff and volunteers on how to promote the welfare of pupils and to protect themselves against mistaken or malicious allegations. *(See Appendix 3: Child Protection Code of Conduct for Staff and Volunteers.)*

### Child Protection Training for Staff and Volunteers

Arranging and conducting staff training are amongst the key responsibilities of the Designated Teachers. Child Protection training will be given every two years. All staff and volunteers must attend; their attendance is to be recorded and a record held by the Safeguarding Team. In addition, child protection training is part of the induction programme for all temporary staff (including both substitute and student teachers). *(See Appendix 5: A Guide for Staff and Visitors.)*

The training:

- May be given by school staff or by suitable individuals from an external agency
- Will give a shared understanding of the importance of Child Protection, assist in full implementation of the policy and procedures and contribute to the development of a Child Protection culture;
- Will enable staff and volunteers to recognise signs and categories of abuse and know how to report any Child Protection concerns they may have. *(See Appendix 4: Categories and Signs of Abuse & Reporting Abuse and Appendix 5: A Guide for Staff and Visitors)*

Vetting and training of all staff including volunteers complies with statutory procedures. In relation to volunteers a decision will be made by the Principal whether vetting is required for volunteers or visitors in the school after completing a risk assessment. If the full vetting process is deemed necessary, then this will take place. If the full vetting process is not deemed necessary, then a risk assessment will be put in place with boundaries for the visitor or volunteer.

### CHILD PROTECTION: PREVENTATIVE MEASURES

A number of structural measures exist to ensure that Child Protection is embedded in the culture of the school. (Some of these matters are dealt with in greater detail elsewhere in this document).

The school will only deal with adults who have Parental Responsibility by legislation. The school may ask for a long birth certificate to establish Parental Responsibility. In exceptional circumstances the school will try to work collaboratively with the family to resolve issues in a reasonable manner.

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All staff and volunteers are vetted. Approved appointment procedures are in place, incorporating Child Protection measures/Criminal Record Checking procedures in accordance with DENI Circular 2008/03. *(See Appendix 6: Appointment Procedures Vetting and Child Protection)*

Pupils are made aware of Child Protection, their entitlement to a safe school environment and to whom they can talk to if they have any concerns. (Child Protection Posters are displayed in every classroom). *(See Appendix 7: Safeguarding our Children – a Guide for Pupils)*

The school ethos and the approach to teaching and learning encourages constructive staff-pupil working relationships; promotes positive discipline and the development of an open atmosphere in which pupils are able to communicate their concerns.

The Family Works Counselling Service offers a confidential and easy-access service (including self-referral) in which pupils have an opportunity to talk about their feelings and experiences to a skilled and experienced counsellor. From September 2020 the school will have a mental health hub on school site which will consist of a further three counsellors specialising in CBT and trauma.

Pupils are made aware, through the academic and pastoral curricula and posters displayed around the school, of their right to safety, how they can protect themselves and how to report their concerns. They are also informed of the need for personal safety awareness and how to avoid putting themselves at risk.

All computers in school are networked and Internet access is protected by filters. Websites with unacceptable content are blocked.

Pupils and staff sign an ICT Acceptable Use Policy. Downloading/printing objectionable material is forbidden.

Pupils are permitted to have mobile phones in school, but these must not be switched on during the school day or used to take photographs/images during the school day or during school activities.

Parents are issued with a copy of the school's Safeguarding Policy every two years. Safeguarding matters are mentioned in letters and talks to parents.

The school promotes the parental partnership and is both open and accessible to parents; it informs them and encourages them to communicate their concerns as well as enabling them to make formal complaints. *(See Appendix 8: Safeguarding Children – A Guide for Parents and Guardians).*

It is recognised that in certain circumstances it may be necessary physically to restrain a pupil (to prevent self-harm or harm to others) or to apply reasonable force to prevent or stop an attack on a pupil or member of staff. For this reason, the policy on Physical Restraint and Physical Force identifies the context in which such restraint or physical force may be applied and the procedure to be followed. *(See Appendix 10: Physical Restraint and Physical Force)*

The Board of Governors is 'Child Protection aware'. Mr D Mc Mullan is our Designated Governor and makes recommendations to the Board of Governors.

Confidential Child Protection records are maintained on:

- Concerns of abuse
- Complaints against staff/volunteers/governors
- Referrals to Social Services/PSNI.
- Pupil name in confidential pupil file
- Staff/volunteer/governor name in confidential file held by Principal

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Child Protection records are held separately from academic and general records and may be accessed only by the Safeguarding Team.

Staff records are made on the Note of Concern: Child Protection Record and hard copies are available in the General Office. (*Appendix 11*).

Child Protection referrals to other agencies involves completion of the 'UNOCINI' form by a member of the Safeguarding Team. (*Appendix 12*).

### **REACTING TO ALLEGATIONS OF CHILD ABUSE**

Allegations of abuse must be dealt with according to the procedure set out in *Appendix 2: Child Protection Procedures and Guidelines*.

Where the allegation is made against a member of staff or volunteer who denies the allegation, neither the Principal nor any other member of staff can initiate an investigation, which is the role of the Statutory Agencies. Under normal circumstances, once the allegation is confirmed, the Principal must suspend the member of staff or volunteer, unless there is good reason not to do so.

Precautionary suspensions, made with pay, do not imply an assumption of guilt but it is recognised that they may stigmatise the individual. For that reason, before issuing the suspension the Principal, in liaison with the Designated Teachers, will seek to clarify and confirm the nature of the allegation, acquaint the member of staff with the details and seek their response, discuss the issues with EA and then make a decision.

The precautionary suspension will initially be for a maximum of 5 working days and can be made indefinite thereafter or until legal proceedings are complete. Where legal proceedings are to be taken any disciplinary action will be suspended until the outcome of the proceedings is known.

Disciplinary procedures, when initiated, will be conducted in line with school procedures and the level of action taken may be up to, and including dismissal.

## **APPENDIX I: SPECIFIC CHILD PROTECTION RESPONSIBILITIES**

All Governors, Staff and Volunteers have a legal and moral responsibility to promote and safeguard the welfare of pupils and to ensure that Child Protection arrangements are in place (*Appendix 3: Child Protection Code of Conduct for Staff and Volunteers*). There are, however, groups and individuals with specific child protection responsibilities including agencies external to the school.

### **BOARD OF GOVERNORS**

#### **The Board**

The Board of Governors is the 'relevant body' with ultimate responsibility for ensuring the welfare of each pupil of this school is promoted and safeguarded.

#### **Members of the Board**

Members of the Board will review the Child Protection Policy and Procedures annually.

A designated governor will take the lead within the Board on Child Protection matters and make recommendation to the Board on all Child Protection matters, especially;

- Role of Designated Teachers and Deputy Designated Teachers;
- Content of Child Protection Policy, procedures and appendices;
- Annual report from Safeguarding Team.

#### **Chairman Board of Governors**

The Chairman will ensure that;

- He or she has received appropriate Child Protection training;
- Other Governors are trained, to meet the Child Protection requirements of the Board;
- He or she assumes lead responsibility in any Child Protection complaint/allegations involving the Principal;
- Child Protection is given due consideration by the Board of Governors;
- Minutes of meetings record discussion and decisions on Child Protection.

### **STAFF**

#### **The Principal**

The Principal of the school;

- Ensures the Child Protection culture is promoted in the school;
- Has overall responsibility for day-to-day running of the school, including the appointment and management of Designated Teachers and Deputy Designated Teachers;
- Attends relevant Child Protection training, preferably at least annually, and ensures other staff also receive training;
- Liaises with Designated Teachers and may, on Designated Teachers' advice, make referrals to Social Services/PSNI;
- Provides staff, governors and parents with copies of the Child Protection policy and procedures;

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- Advises the Board of Governors on Child Protections matters;
- Assumes lead responsibility in any Child Protection complaint/allegation involving the Designated Teacher/Deputy Designated Teachers.

### Designated Teacher

The Designated Teacher is central to the school's Child Protection measures:

- Promotes the Child Protection culture;
- Identifies training needs and conducts training and induction for all staff;
- Is the immediate and natural point of reference and referral for all Child Protection concerns/disclosures/allegations;
- Is available to discuss Child Protection matters and to offer advice and guidance;
- Keeps the Principal informed;
- Can make referrals directly to Social Services/PSNI or can initiate referrals through the Principal;
- Notifies the Chairman of the Board of Governors of Child Protection referrals, or initiates this notification through the Principal;
- Keeps full records of all Child Protection concerns and files these in line with stated policies;
- Has lead responsibility within the staff for development, implementation and monitoring of Child Protection policy and procedures;
- Provides annual Child Protection reports to the Board of Governors;
- The annual Child Protection report includes:
  - ❖ School maintenance of Child Protection records (e.g. concerns about abuse, complaints/allegations against staff, actions taken, referrals to Social Services/PSNI);
  - ❖ Child Protection training (e.g. Designated Teachers, Deputy Designated Teachers, Principal, Governors, Staff);
  - ❖ Summary of information on Child Protection provided to Parents and Pupils (e.g. policy distribution, letters, talks etc.);
  - ❖ Policy review and revision and distribution as required;
  - ❖ Initiatives to assist Child Protection
- Attends relevant training, preferably at least annually.

### Staff in Specific Posts

- All staff and volunteers have an obligation to report any Child Protection concerns. It is impossible to predict when such concerns may arise or which individual will be made aware of them.
- There are certain posts, however, in which staff with specific responsibilities, other than those already identified, are more likely to have to deal with Child Protection matters: Principal, Pastoral Staff: Heads of Pastoral Care, Head of LRC, Heads of Year and Form Teachers, School Counsellors.



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- In each case, regardless of the context, the staff role is to ensure that any Child Protection concerns which arise must be properly addressed through the school's procedures. (See *Appendix 2: Child Protection Procedures and Guidelines*)
- Staff and volunteers are reminded that in Child Protection matters there can be no guarantee of confidentiality.

### SOCIAL SERVICES/PSNI

Prime consideration of both agencies must always be the welfare and needs of the child.

The 'protocol for joint investigation; means that when either Social Services or PSNI are informed of a child at risk the other agency is automatically informed and will be involved as the case requires.

This means that Child Protection investigations are carried out jointly with specific responsibilities assigned:

- Social Services take appropriate action to ensure the child's safety and provide support for the child and/or the family.
- PSNI identify and deal with any criminal aspects of the case and carry out investigations.

### CPSS

The school will often take advice from the Child Protection Support Service (CPSS) in relation to child protection concerns. Parents can also contact this service if they feel they need further advice or reassurance on a child protection matter concerning their child.

## APPENDIX 2: CHILD PROTECTION: PROCEDURES AND GUIDELINES

### INTRODUCTION

It is important that all staff follow the correct procedures when responding to allegations/reasonable suspicions that a pupil has been abused – in or out of school – or is at direct risk of such abuse.

All such cases should be dealt with effectively and consistently. Whilst recognising that speedy action is essential, those dealing with the situation should also act with sensitivity.

These procedures and the Code of Conduct (*Appendix 3: Child Protection Code of Conduct for Staff and Volunteers*) incorporate reasonable preventative measures to be taken by staff and volunteers to reduce opportunities for mistakes or malicious allegations of abuse.

### IDENTIFYING ABUSE

*Appendix 4: Child Protection: Signs and Categories of Abuse & Reporting Abuse* should be made known to all staff. Staff should be aware of the signs and categories and must not ignore them or dismiss them when they are encountered.

A pupil may tell ('disclose') a member of staff they have been abused or say something which gives cause for concern for their wellbeing. Alternatively, one pupil may disclose about another child in the school.

Allegations of abuse can originate from other sources but, regardless of the source, it is important that the information is referred to a Designated Teacher, or to another individual in line with the responsibilities identified in *Appendix 2: Child Protection Procedures and Guidelines*.

### CHILD PROTECTION: REACTING TO AND DEALING WITH CHILD PROTECTION CONCERNS

#### Information

Staff are obliged to refer Child Protection concerns but, in some circumstances, for example where a pupil is making a disclosure, it may be possible to seek some clarification, with tact and sensitivity and avoiding any leading questions or making any suggestions.

e.g. It is acceptable to ask – 'Where did this happen?' OR 'Where was this?' or 'What did she do?'. It is unacceptable to ask – 'Did he hit you in the face?' OR to tell a child that a bruise must have been caused by an adult.

#### Staff

Staff must not, however, conduct an investigation. Their primary role and legal duty is to refer the matter to the Safeguarding Team.

#### Reporting

Staff must be aware of the Criminal Law Act (NI) 1967. The provisions of Section 1 oblige any individual who knows, or believes, that an arrestable offence has been committed and has information

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likely to secure the arrest of the perpetrator(s) must report that information to PSNI. Failure to do so is itself an offence. Physical or sexual abuse are arrestable offences.

### Referral

The Safeguarding Team (or other individual in line with *Appendix 2: Child Protection: Procedures and Guidelines*) will record the concern and consult with Social Services and/or PSNI if physical or sexual abuse is suspected.

The Safeguarding Team will inform the Principal and notify the Chairman of the Board of Governors.

### Strategy Discussion

When making referrals the Safeguarding Team should ensure the school is made aware of the time of the strategy discussion between the statutory agencies and about the conduct of any such investigation. The strategy discussion is normally held by telephone and a member of staff, usually the Safeguarding Team, will be available to contribute on behalf of the school.

### Informing Parents/Child

The Safeguarding Team (or other members of staff making the Child Protection referral) should clarify how and by whom the parents and child will be informed that a referral is made.

N.B. The identity of the source of the referral is usually made known to the parents and child, on request.

## CONFIDENTIALITY

### Legal Obligation

Whilst this school endeavours to respect pupils' right to privacy, there can be no guarantee of confidentiality in Child Protection matters, beyond the obligation to ensure that sensitive information is shared only with those who have a right to know. (*See Appendix 1: Specific Child Protection Responsibilities*).

### Sharing Information

If it is felt that a pupil requires careful monitoring, staff may be informed in general terms that a pupil is experiencing personal difficulties. The decision on who to tell, and what to reveal, is an operational matter, usually the Designated Teachers will discuss this with the Principal.

### Procedural Confidentiality

Where members of staff/governors are the subject of complaints and allegations, once the referral to the Designated Teachers has been made, the individual making the referral is required to keep any information confidential.

Sharing confidential and sensitive information with those who do not have a right to know and who do not need to know is unprofessional and a breach of the Code of Conduct.

Reports to the Board of Governors are anonymous and it is important that no individuals can be identified.

### RECORD KEEPING AND DATA PROTECTION

#### Security

Apart from statutory referrals, all Child Protection records will be treated as confidential and held under secure conditions.

Under the Education (Pupil records) Regulations (NI) 1990, written records relating to Child Abuse are exempted from the requirement of disclosure to the persons who are otherwise entitled to have sight of the pupil's records. (The regulations provide that any information we have on a pupil, whether or not directly related to actual or possible child abuse, may be withheld if the Principal believes disclosures might cause serious physical abuse, may be withheld if the Principal believes disclosure might cause physical or emotional harm to the child or to any other person. The Court can, however, require full disclosure).

Child Protection records may be used for disciplinary procedures involving staff. In such cases, the member of staff will be supplied with copies of the material to be used as part of the disciplinary procedure.

Child Protection records will be kept by the school for a period of 30 years, even though the child has left formal education. Should a child transfer to another school, their child protection file will be copied and sent to their new school. No third-party information will be sent on. In the event of a school closure Child Protection Records will be held by the CPSS.

Child Protection files and records will never be shared except in the case of a criminal or public inquiry or if there is a case management review. In these circumstances the file will be sealed by the designated /deputy designated teacher and will be collected by the CPSS.

#### Staff Record

Staff making a referral should provide a clear and accurate written record to the Safeguarding Team. This should give the dates and times; identify the pupil(s), summarise the concern and information given, and be signed and dated. *(See Appendix 11: Note of Concern)*

#### Designated Teachers

Full records are kept in individual files with the Safeguarding Team. They are always held in secure conditions.

Records are only accessible by the Designated Teachers, Deputy Designated Teachers and the School Principal.

#### Updating Records

Records should be compiled on a contemporary basis, to include actions taken and outcomes of interviews as appropriate. They should be dated and signed by the teacher.

#### Filing

Child Protection records are filed, as relevant under. Pupil, Staff / Volunteer / Governor Name.

Where a staff member is involved in a Child Protection concern their TR number and the details of the incident should be recorded in a hardback book and kept securely along with school Child Protection Records.

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### Computerisation

Child Protection records are not held electronically and will not be held on computer until the Board of Governors gives approval for such storage.

### Reports for Child Protection Conferences

An appropriate representative from the school will always endeavour to attend Child Protection Conferences, LAC meetings or any meeting called by Social Services. CPSS will attend initial Child Protection Conferences and may also attend if the school is closed at the time of meetings or in cases of exceptional circumstance.

When a school representative is unable to attend an up to date report will be forwarded. The focus is the pupil's behaviour, attendance, demeanour and health, relationships and attitude, along with educational progress and achievement.

Such reports should be objective, and evidence based, containing only fact, observation and cause for concern. There should not be conjecture or deduction.

## **APPENDIX 3: CHILD PROTECTION CODE OF CONDUCT FOR STAFF & VOLUNTEERS**

### **INTRODUCTION**

Although this Code of Conduct refers specifically to Child Protection matters it is consistent with the school's caring ethos. The Code of Conduct should be read as protecting staff from malicious or mistaken allegation.

### **RELATIONSHIPS AND ATTITUDES**

Staff must ensure that they behave with propriety towards all pupils, in and out of school. Regardless of the pupil's age, they must show pupils respect in word and in deed, in keeping with the highest professional standards.

The school encourages open and constructive working relationships between staff and pupils and the development of an open and friendly atmosphere.

This is not the same as establishing a friendship with a pupil which is not an appropriate relationship. Socialising with pupils – individually or in groups – is particularly inadvisable.

In any staff-pupil encounter the member of staff must ensure that the relationship is in keeping with the requirements of this Code of Conduct.

Where there are any signs that an inappropriate relationship may be developing, the member of staff must take immediate and active steps to bring the situation to an end and discuss the matter with the Designated Teacher or the Deputy Designated Teachers.

It is preferable to prevent such situations, and, to that end, staff should be aware that from time-to-time there will be pupils who feel unloved at home and who will seek affection from other adults as 'proxy parents'. Some pupils may develop a 'crush' on an adult, without the adults encouraging their feelings. For some children this is a natural stage of their emotional development and they may never act on their feelings or tell anyone about them. Others, however, may be prompted to try and establish an inappropriate behaviour pattern. These young people are emotionally vulnerable, and staff must not exploit that vulnerability and they should not encourage a pupil to see them in this way or to provide physical comfort or support on that basis.

If a member of staff finds that he or she is the subject of a pupil's affections or physical attraction or unwanted attentions, or if a pupil displays any sign of emotional dependency, infatuation or physical attraction, then the matter must not be dismissed as an embarrassment of little importance. The member of staff should report the matter to the Safeguarding Team, who will then determine how the situation is to be resolved.

It is important that a pupil in these circumstances is not treated dismissively or insensitively. There must, however, be a clear indication from the member of staff that the relationship cannot be allowed to develop as the pupil might wish. By keeping the focus on what is appropriate and acceptable the member of staff will help to resolve the situation.

Where a member of staff witnesses behaviour between a colleague and a pupil which they believe to be inappropriate, or if they hear of an allegedly inappropriate relationship between a colleague and a pupil, they should discuss the matter with a member of the Safeguarding Team who will then determine what further steps, if any, are to be taken.

### **DISCIPLINING PUPILS**

The school's Discipline Policy emphasises positive discipline but there will be times when a member of staff will decide to apply approved sanctions, to punish the pupil and to encourage better standards of work or better behaviour.

Staff who are entitled to discipline pupils/administer sanctions should feel free to do so when it is, in their considered professional opinion, appropriate. They must, however, take care:

- Not to pick on or victimise a pupil
- To apply sanctions consistently and fairly
- To use only those sanctions identified in the school's Discipline Policy
- To apply only those sanctions as outlined in the school's Discipline Policy
- To follow the referral process for pupils who do not respond to their disciplinary actions
- To avoid shouting or screaming at pupils; keep their temper and remain self-controlled. There are occasions when a raised voice is needed, or for a pupil to be spoken to with particular directness and clarity, but the member of staff must ensure that language and tone are appropriate.

Failure to observe these sensible and reasonable requirements could constitute emotional abuse.

### **PHYSICAL CONTACT**

*(See also Appendix 10: Physical Restraint and Physical Force)*

Staff should recognise the concept of 'personal space' and, without being remote or distant from pupils, seek to ensure they do not occupy pupil's personal space and that pupils do not enter theirs. ('personal space' is defined as the area immediately around the person).

There will be circumstances such as injury or bereavement in which a pupil should be comforted physically and staff, for whom it is appropriate to do so, should be confident to provide such comfort.

In such circumstances, acceptable contact might be to place an open hand on the back of a pupil's hand or on the lower arm or shoulder. It makes sense not to touch the face or hair and avoid contact, however slight, with the chest, genitals, buttocks or legs.

Every member of staff, by virtue of their position, age and adulthood occupies a position of trust and power with pupils. That power must be used to promote and safeguard the welfare of pupils.

Corporal punishment must not be administered by any means, nor any physical contact made by way of admonition, correct or warning, beyond the provisions of *Appendix 10: Physical Restraint and Physical Force*.

Equally so, physical contact made to congratulate a pupil or to celebrate achievement must be limited e.g. a handshake, hand on hand, and staff should be aware at all times that physical contact can be misconstrued.

For that reason, care must be exercised in any situation in which a member of staff comes into close proximity to pupils. This can occur in a wide variety of contexts ranging from sport/physical education to practical classes, drama or music. It can also occur when a teacher leans closer to a pupil at a desk or table.

Regardless of the context, staff must seek to prevent contact, to minimise contact which does occur and to avoid possible misinterpretation of their motives.

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Steps must therefore be taken to:

- Prevent physical contact where possible
- Exercise caution and limit the degree of contact to the minimum
- Avoid any contact with areas such as chest, abdomen, genitals, buttocks or legs
- Demonstrate skills oneself, or have them demonstrated by a pupil, rather than making physical contact with the pupil.

Adults involved in games coaching should not tackle a pupil, nor should adults play against pupils in contact sports (Case Law is such that, given the disparity in age, skill, experience and often in size, as well as the differences in status, authority and power, the adult is likely to be deemed negligent and could, in some circumstances, be held to have committed common assault).

### First Aid

It may be necessary to administer First Aid to a pupil in emergency situations. In such circumstances the member of staff should ensure that

- Help is summoned where possible
- First Aid really is required.
- Physical contact is limited to what is essential and that contact with chest, genitals, buttocks or legs is avoided, if possible.

### TAKING PHOTOGRAPHS OR VIDEOS/PUBLICATION OF PHOTOGRAPHS & IMAGES

As part of its procedures, the school requests information from parents including an indication if they do not wish photographs/video clips of their child to be published in school publications or in the press.

Staff must ensure that photographs/images are neither salacious nor humiliating; that pupils do not object to them being taken and that they would be acceptable to a reasonable parent. If there is any doubt, then the pupil and/or parent should be consulted prior to publication.

Staff have a duty, as well as a right, to ask unauthorised individuals (including parents) to stop taking photographs/images during school functions or activities if they have any suspicions or concerns and they should report the matter to a member of the Safeguarding Team as soon as possible.

### CHOICE AND USE OF TEACHING MATERIAL AND APPARATUS

The judicious incorporation of interesting and relevant material in lessons and developing a range of approaches to motivate and stimulate learners is an essential part of the teacher's professional skills.

All departments/subjects have agreed schemes of work which are dynamic and constantly changing. When a teacher wishes to 'try out' new material or classroom approaches he or she should first discuss the matter with the Head of Department. Equally so, the Head of Department should discuss proposed innovations with their colleagues.



### KEEPING CHILD PROTECTION RECORDS

It is essential that accurate written records are made, on a contemporary basis, and that these are properly stored. (Child Protection records are not held electronically).

Under the Education (Pupil Records) Regulations (NI) 1990, written Child Protection records are exempt from requirements of disclosure to persons who are otherwise entitled to have sight of a pupil's records, including parents. (The regulations empower the Principal to withhold records where it is believed disclosure might cause serious emotional or physical harm to the child or to any other person).

Ordinarily, Child Protection Records are subject to strict legal confidentiality. A Court may, however, require full disclosure and the records become subject to scrutiny.

Staff should recognise the importance of such records and ensure they submit notes of relevant interviews and discussion with pupils or others. In that connection, staff must:

- Ensure these notes are carefully kept and are not read by anyone not entitled to see them
- Not divulge the content or subject of the notes to others who do not fall into the "need to know category"
- Sign and date the notes
- Give the notes to the Designated Teachers as soon as possible.

Since notes may become part of the evidence to be used in a Court case or disciplinary procedure, they should therefore:

- Contain only fact and observation
- Identify cause(s) for concern
- Record what was said
- Dates and times of incidents reported.

### Reports for Child Protection Conferences

The school has a statutory obligation to contribute to such Conferences and to provide information which promotes the welfare of the child:

- Reports should be prepared by a member of the Safeguarding Team
- They should contain only fact and observation and identify causes for concern
- The focus should be on the child's educational progress and achievements, attendance, behaviour, relationships with other pupils and adults in school and, where appropriate, cleanliness, appearance and level of care shown
- Information about what is known of the child's family relationships and circumstances may be included
- Reports are made available to parents and may be used in Court proceedings
- Reports should be signed and dated by the Designated Teachers.

### **COMMUNICATION WITH PUPILS BEYOND THE NORMAL SCHOOL DAY & SCHOOL-ORGANISED ACTIVITIES AND TRIPS**

'Grooming' children, that is to say gaining their confidence and establishing a relationship with them in order to abuse them, is a recognised offence and it is particularly important that staff do not leave themselves open to any such allegations.

All communication with pupils, whilst it can be cordial and friendly, should be characterised by politeness, courtesy and respect, regardless of the medium employed or the context in which it takes place.

The use of obscenities and swear words is unacceptable, either from pupil or teacher and reference to unacceptable or sensitive personal subjects in an inappropriate context is equally intolerable. Staff should set an example in their own language and in their approach to sensitive/personal subjects.

As a general rule, any form of communication with pupils outside the normal school day should be restricted to that which is absolutely necessary. There must be a good and pressing reason for it and this must be demonstrable.

This applies to all forms of contact: in person, telephone, written or electronic (including social networking sites). Calling at a pupil's home is to be avoided under normal circumstances. Inviting the pupil to the member of staff's home or arranging a meeting elsewhere should not occur.

### **ONE-TO-ONE MEETINGS WITH PUPILS**

There are many situations where a teacher has to be alone with a pupil. When circumstances require, tutoring and pastoral care must take place away from others to ensure the pupil can share his or her concerns. When a teacher conducts an interview with a pupil alone, the following precautions are advisable: the meeting should take place\*

- On the school premises and during school time (8.50am – 3.25pm)
- In the vicinity of other people, i.e. in a room in a busy corridor, not, for example, in an area of the school that is seldom used by others
- In a room within visual access of other rooms, i.e. with glass in the door, or large windows overlooking other rooms
- In a room in which the door is left open, even slightly ajar

In conducting such interviews, the teacher should:

- Inform another member of the teaching staff, who is on the premises for the duration of the meeting, that a one-to-one meeting will be taking place and where the meeting will be held
- Keep a distance between the teacher and pupil, ideally a desk or table
- The teacher should keep his/her hands on the desk/table

\*These precautions are also advisable when conducting oral examinations.

## Safeguarding Policy

If a pupil becomes distressed during an interview, physical contact should not be the first response. Comforting words and gestures should be used. A teacher's desire to help could be misconstrued by the child and may place the teacher in a difficult position.

- Before taking any action, the teacher must take into account the gender of both parties, the age and understanding of the child, and the needs of the child
- It may be appropriate to get the child a hot drink, and to send for another teacher to assist in comforting the pupil
- Teachers should be very cautious of allowing a pupil to become too emotionally dependent on them
- Where the child is disclosing sexual or emotional problems, it may be more appropriate to send him/her to a specialist for help or give him/her telephone numbers of Child line or the NSPCC.

### EXTRA-CURRICULAR ACTIVITIES

The extra-curricular programme is a very important part of the school's provision and has operated for many years without Child Protection matters causing any difficulties.

It is important, however, that the 21<sup>st</sup> Century environment that staff should exercise reasonable and sensible caution in their dealings with pupils.

On site/during the school day:

- Physical contact should be avoided (Dealt with in more detail in Section 4 of this Code of Conduct).
- Adult on their own with pupil (e.g. pupil wishes to remain behind after an activity)
  - ✓ Ask another pupil or pupils to remain close at hand
  - ✓ Bring pupil closer to other people and ensure you are in their sight at all times

In the evening or off-site:

(Education Trips and Visits Policy outlines procedures to be applied)

- It is important to have more than one adult in attendance and to avoid being alone with a pupil;
- Pupils must be advised that normal school rules apply, and this includes respecting the adult's authority.

### Changing Room Supervision

This does not mean that the adult has to be physically in the room. However, it is important that when groups of pupils are using changing rooms that there is an adult nearby – at the door of the changing room, for example, or in a room opening off the changing room. The adult should be within easy earshot and be able to see what is going on in the changing room.

Adults should never, under any circumstances, change in the same room as pupils, nor shower with them.

## Safeguarding Policy

### TRANSPORT

Other than in exceptional circumstances it is inadvisable for a member of staff to give a pupil a lift on his/her own or to be alone with a pupil in any mode of transport.

Travel arrangements should be made accordingly, and the member of staff should consider:

- Telephoning parents/emergency contacts to collect pupil
- Asking other pupils/adults to accompany them.

Where pupils are returning from an activity by school-organised transport they must return to school in line with the school's Educational Visits and Trips Policy.

### TOILETS

In school, staff should avoid using pupil toilets.

In other venues this may not be possible, but staff should try to avoid using facilities at the same time as there are pupils in the room.

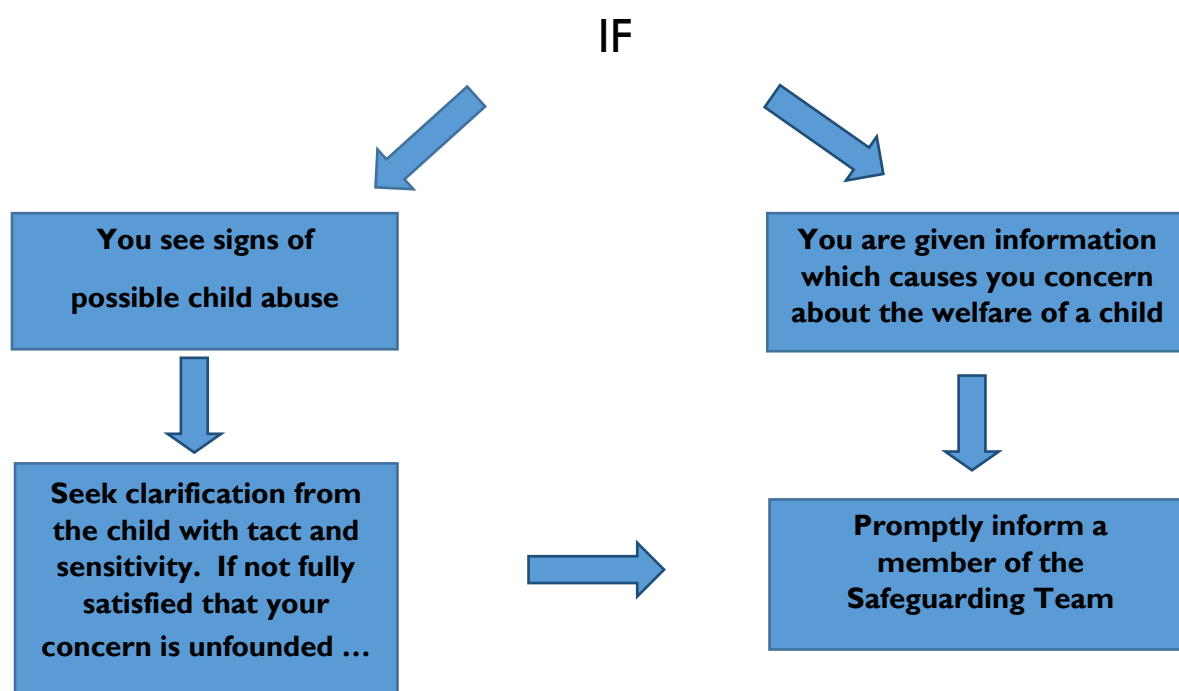
## APPENDIX 4: TYPES AND SIGNS OF ABUSE & REPORTING ABUSE

### INTRODUCTION

The school has a statutory pastoral responsibility in addition to its caring ethos and seeks to promote the safety and wellbeing of all pupils.

This begins with staff awareness that abuse can and does happen to children, regardless of class or gender. Staff must know how to identify possible abuse and the correct procedures which must follow.

### SUMMARY OF GUIDELINES



The Safeguarding team member will then inform the Principal.

In all cases where abuse is suspected, or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about a child's welfare a referral to the Social Services and/or the Police is required.

While discreet preliminary clarification may be sought in order to confirm or allay concerns it is not the responsibility of the teachers or the school to carry out investigations into cases of suspected abuse or to make extensive enquiries of members of the child's family or other carers.

\*In seeking clarification please use the following guidelines:

- Note down any comment(s) made by child or informant.
- Avoid asking the child leading questions.
- Avoid asking questions which encourage the child to change his/her version of events.
- Do not guarantee confidentiality but reassure child that only those who need to know will be informed.

## Safeguarding Policy

The safety of the child is the first priority.

What to do when you have cause for concern:

- ✓ **RECEIVE** – listen to what a child says but do not ask leading questions except when to show you have understood
- ✓ **REASSURE** – ensure the child is reassured that he/she will be safe and their interests come first
- ✓ **REACT** – only to ensure that the child is safe and secure
- ✓ **RECORD** – make note of what you have seen or heard and the date and time, sign your notes. *(See Appendix 11: Note of Concern)*
- ✓ **REPORT** – report to the designated teachers as soon as you have any concern for a child

### TYPES OF ABUSE

The Child Protection procedures apply to all children and young people under 18 years of age.

Child abuse is organised abuse or mistreatment, whether sexual, physical, emotional or by neglect that can occur as part of a network of abuse across a family or community, within residential homes, or school and within an 'on or offline' networked group of sexual offenders.

It occurs when a child is neglected, harmed or not provided with proper care or when a child is put in a dangerous or harmful situation. Children may be abused in many settings, in a family, in a residential, hospital or institutional setting or in a community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The main types of abuse are:

- \*Neglect
- \*Physical
- \*Sexual
- \*Emotional
- \*Child Sexual Exploitation

Child protection concerns might also be raised, and a child protection record commenced if there is evidence of a safeguarding risk of, for example, self-harm, suicide ideation or other behaviours that cause concern.

### **SIGNS OF ABUSE**

Staff in school are well placed to observe children and to pick up on any signs of abuse. Where such signs are noticed, staff should be careful not to make any allegation of abuse, but neither should they dismiss such signs. The correct response is to report the concerns to the Designated Teachers. (See *Appendix 2: Child Protection Procedures and Guidelines*)

A list of symptoms or signs cannot be exhaustive and since every child will react slightly differently to abusive circumstances, it is not even possible to predict with certainty which signs are likely indicators of each category of abuse.

There are some general signs which can give cause for concern. These would include:

- a reluctance to go home
- an unusual attendance/absence pattern
- poor or rapidly falling attainment

The following signs should, however, be drawn to the attention of the Designated Teachers.

**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.

PHYSICAL INDICATORS	BEHAVIOURAL INDICATORS
<ul style="list-style-type: none"><li>• Unexplained bruises or burns, particularly if they are recurrent</li><li>• Slap marks</li><li>• Untreated injuries</li><li>• Unexplained lacerations, fractures or abrasions</li><li>• Human bite marks, welts or bald spots</li></ul>	<ul style="list-style-type: none"><li>• Aggressive or withdrawn</li><li>• Fear of returning home</li><li>• Reluctant to have physical contact</li><li>• Clothing inappropriate to weather – Worn to hide part of the body</li><li>• Improbable excuses given to explain injuries</li><li>• Self-destructive tendencies</li></ul>

**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 the child's emotional development. It may involve conveying to a child that they are worthless, unloved or inadequate. It may include not giving a child an opportunity 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
<ul style="list-style-type: none"> <li>• Poor peer relationships</li> <li>• Sudden speech disorder</li> <li>• Signs of mutilation</li> <li>• Wetting and/or soiling</li> <li>• Signs of solvent abuse (eg mouth sores, smell of glue, drowsiness)</li> <li>• Attention seeking behaviour</li> <li>• Below average weight and height</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate emotional responses to painful situations</li> <li>• Reluctance for parent liaison</li> <li>• Fear of new situations</li> <li>• Neurotic behaviour (eg rocking, hair twisting, thumb sucking)</li> <li>• Chronic runaway</li> <li>• Apathy and dejection</li> <li>• Poor peer relationships</li> </ul>

**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
<ul style="list-style-type: none"> <li>• Soreness or bleeding in the genital or anal areas or in the throat</li> <li>• Torn, stained or bloody underclothes</li> <li>• Chronic ailments such as stomach pains or headaches</li> <li>• Bruises, scratches or bite marks to breasts, buttocks, abdomen or thigh</li> <li>• Difficulty in walking or sitting</li> <li>• Frequent urinary or yeast infections</li> <li>• STIs</li> <li>• Unexplained pregnancies</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Be chronically depressed/suicidal</li> <li>• Inappropriately seductive or precocious</li> <li>• Sexually explicit language, low self-esteem, self-devaluation, lack of confidence</li> <li>• Recurring nightmares/fear of the dark</li> <li>• Outbursts of anger/hysteria</li> <li>• Overly protective to siblings</li> <li>• Inappropriate sexual themes in work</li> </ul>



## Safeguarding Policy

**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
<ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Poor state of clothing and/or personal hygiene</li> <li>• Untreated medical problems</li> <li>• Emaciation/distended stomach</li> <li>• Constant tiredness</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness, listlessness</li> <li>• Lack of social relationships</li> <li>• Compulsive stealing, begging or scavenging</li> <li>• Frequently absent or late</li> <li>• Low self-esteem</li> </ul>

**CHILD SEXUAL EXPLOITATION** is a form of child 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 to be consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**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 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
<ul style="list-style-type: none"> <li>• Looks tired or unwell</li> <li>• Sleeps at unusual hours</li> <li>• Have scars/marks on their body which they try to conceal</li> <li>• Self-harm</li> <li>• Suicide attempts</li> </ul>	<ul style="list-style-type: none"> <li>• May go missing from home</li> <li>• Defensive about location/activities</li> <li>• Can return home late</li> <li>• Building relationships with people that parents are not familiar with</li> <li>• Receiving odd calls on mobiles or social media from unknown sources</li> <li>• Possession of new expensive items which they couldn't normally afford</li> <li>• May be associating with or develop a relationship (possibly sexual) with older person</li> <li>• Mood swings</li> <li>• Emotional/volatile</li> <li>• Secretive behaviour</li> <li>• Sudden changes in behaviour/routines</li> </ul>

### **OTHER TYPES OF ABUSE**

**DOMESTIC VIOLENCE & 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 & ABUSE:** “any behaviour (psychological, physical, 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). Coercive, exploitative and harmful behaviour includes taking advantage of an individual’s capacity to give informed consent.

**FEMALE GENITAL MUTILATION:** FGM involves procedures that include the partial or total removal of the external genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. Schools should be aware of some of the following when identifying those at risk:

- Girls aged 5-8 within a community where FGM is practised.
- Prolonged return to country of origin
- Female elder visiting from country of origin
- Child may disclose information about it and may refer to it as a special event

**FORCED MARRIAGE:** A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately. Schools should be aware of some of the following when identifying those at risk:

- Persistent or unexplained absence
- Extended leave of absence to country of origin or failure to return
- Change in behaviour, performance or punctuality.
- Being withdrawn from school for home schooling
- Not allowed to attend extra-curricular activities

## Safeguarding Policy

**HARMFUL SEXUALISED BEHAVIOUR:** is displayed when a child uses age inappropriate, sexually explicit language. It involves sexual behaviour between children, it is considered particularly harmful if one of the children is much older or if one of the children is considered to be more vulnerable. It can often lack consent from the victim. A child involved in harmful sexualised behaviour may be subject to abuse and can have significant emotional and behavioural difficulties.

**BULLYING:** causes physical and/or emotional harm and can result in significant problems of low self-esteem, social isolation, anxiety and depression for the children and young people subjected to it. Bullying occurs in a variety of settings and can take place off and online. Bullying is not tolerated in our school and all reports of bullying and bullying behaviours are dealt with appropriately and promptly. Please see school Addressing Bullying Policy.

**A child may suffer or be at risk of suffering from one or more types of abuse**

**May take place on a single occasion or**

**May occur repeatedly over time.**

### **YOUNG PERSON WHOSE BEHAVIOUR PLACES THEM AT RISK OF SIGNIFICANT HARM**

A child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of the Child Protection Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind, then the decision to initiate child protection action is a matter for professional judgement and each case should be considered individually. Professionals should though be alert to the possibility that a young person may be engaged in certain risky behaviours as a result of other adverse experiences in their lives, which may be indicative of abuse.

### **CHILDREN WITH INCREASED VULNERABILITIES**

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English or sexual orientation. We have included information about children with increased vulnerabilities in our policy.

## **Safeguarding Policy**

### **CHILDREN WITH A DISABILITY**


Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

### **CHILDREN WITH LIMITED FLUENCY IN ENGLISH**

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. DTs and other relevant school staff should seek advice and support from the EA'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.

# SAFEGUARDING CHILDREN - A GUIDE FOR STAFF

What to do if ....	Designated Staff
<p><b>A child or young person discloses to you abuse by someone else:</b></p> <p><b><u>The 5 R's</u></b></p> <p><b>Receive:</b> Listen actively, open body language, accept, no judgement</p> <p><b>Reassure:</b> Help is coming, don't promise what can't be delivered</p> <p><b>Respond:</b> Tell what you are going to do and do it</p> <p><b>Report:</b> As soon as possible report the matter to the Designated Teacher or Deputy Designated Teacher</p> <p><b>Record:</b> Vital facts, no opinions-When? Where? Who? What?</p>	<p>In Our Lady of Lourdes, the designated staff for Child Protection are as follows: -</p> <p><b>Safeguarding Designated Teachers</b></p> <div>   </div> <p><b>Mrs Sloan                      Mrs Mullan</b></p> <p><b>Deputy Designated Teacher</b></p> <div>  </div> <p><b>Miss Wilson</b></p> <div>  </div> <p><b>Principal Miss Gillan</b></p> <p><b>Governor Responsible for Safeguarding</b></p> <p><b>Damian McMullan</b></p> <div>  </div>
<p><b>You suspect a child or young person is being abused, emotionally, physically or sexually:</b></p> <p><b>Report:</b> As soon as possible report the matter to the Designated Teacher or Deputy Designated Teacher</p>	
<p><b>You receive an allegation about any adult or about yourself:</b></p> <p><b>Report:</b> As soon as possible report the matter to the Designated Teacher or Deputy Designated Teacher or to The Board of Governors</p> <p><b>Try to ensure that no-one is placed in a position which could cause further compromise</b></p>	
<p><b>In all cases:</b></p> <p><b>Record:</b> The facts and report these to a Designated Teacher</p>	<p><b>A detailed policy document is available on request from the School Office or can be downloaded from our website:</b></p>

## Safeguarding Policy

Safeguarding Our Pupils	Types of abuse and possible indicators	Keeping yourself safe
<p>“As well as their statutory responsibilities in relation to pupils’ learning, schools have a pastoral responsibility towards their pupils and should recognise that the children and young people in their charge have a fundamental right to be protected from harm. In particular, schools are expected to do whatever is reasonable, in all circumstances of the case, to safeguard or promote their pupils’ safety and well-being.”</p>	<p style="text-align: center;"><b><u>NEGLECT</u></b></p> <ul style="list-style-type: none"> <li>❖ Hunger</li> <li>❖ Clothing</li> <li>❖ Tiredness</li> <li>❖ Personal Hygiene</li> <li>❖ Delay in seeking medical help</li> </ul>	<ul style="list-style-type: none"> <li>-Always treat pupils with respect</li> <li>-Do not have inappropriate physical or verbal conflict with pupils</li> <li>-Remember that someone else might misinterpret your actions, no matter how well intentioned</li> <li>-Make sure that you can be seen during private meetings with pupils</li> <li>-Keep your relationships professional</li> <li>-Always respect a pupil’s right to personal privacy</li> <li>-Do not jump to conclusions about others without checking the facts</li> <li>-Do not believe “it could never happen to me”</li> <li>-Do not store digital photographs of pupils on your own personal data, in digital form, on your own personal property</li> <li>-Do not contact pupils using your personal mobile phone or your personal email account</li> </ul>
	<p style="text-align: center;"><b><u>EMOTIONAL ABUSE</u></b></p> <ul style="list-style-type: none"> <li>❖ Developmental delay</li> <li>❖ Self-destructive</li> <li>❖ Fear of isolation</li> <li>❖ Over react</li> </ul>	
	<p style="text-align: center;"><b><u>PHYSICAL ABUSE</u></b></p> <ul style="list-style-type: none"> <li>❖ Fear of physical contact</li> <li>❖ Injuries</li> <li>❖ Self-destructive</li> <li>❖ Reluctance to go home</li> </ul>	
	<p style="text-align: center;"><b><u>SEXUAL ABUSE</u></b></p> <ul style="list-style-type: none"> <li>❖ Inappropriate sexual behaviour &amp; language</li> <li>❖ Isolation</li> <li>❖ Injuries</li> <li>❖ Promiscuity</li> <li>❖ Reluctance to go home</li> </ul>	
<p>What is abuse?</p>	<p style="text-align: center;"><b><u>EXPLOITATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Change in appearance</li> <li>❖ Change in behaviour/mood</li> <li>❖ Change in friendships</li> <li>❖ Very defensive</li> <li>❖ Unusual new relationships</li> </ul>	
<p>“Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.”</p>		

## APPENDIX 6:

### APPOINTMENT PROCEDURES, VETTING & CHILD PROTECTION

AccessNI was established by a joint programme between the Northern Ireland Office, the Department of Health, Social Services and Public Safety, the Department of Education and the Police Services of Northern Ireland (<http://www.nspcc.org.uk>)

AccessNI is a Criminal history Disclosure Service within the Department of Justice in Northern Ireland. AccessNI commenced operations in April 2008 and operates in accordance with Part V of the Police Act 1997. (<http://dojni.gov.uk/index/accessnil>)

Access NI should only be used as part of an overall recruitment policy. It provides organisations registered with them with a central means of checking the suitability of an individual seeking work with children. The use of Access NI by organisations has a deterrent effect but should **never** be relied upon to screen out all abusers. It is not a fool proof; guarantee of suitability. Access NI provides a means for accessing any information which might have a bearing on an individual's suitability.

Vetting and training of all staff including volunteers complies with statutory procedures. In relation to volunteers a decision will be made by the Principal whether vetting is required for volunteers or visitors in the school after completing a risk assessment. If the full vetting process is deemed necessary, then this will take place. If the full vetting process is not deemed necessary, then a risk assessment will be put in place with boundaries for the visitor or volunteer. (*See Appendix 5: A Guide for Staff and Visitors*).

### DISCLOSURE APPLICATIONS

There is a separate application form for seeking disclosure information on individuals.

### COST







There is a charge for every Access NI disclosure

### TURN-AROUND TIME

AccessNI seeks to have 90% of Enhanced Disclosures back with Registered Bodies within 4 weeks of receipt. This delay should be factored into the recruitment process.

Remember AccessNI is not a stand-alone service; it is only one step in a recruitment process and does not offer a guarantee of someone's suitability. It only provides information that may enable a Governing Body to make a more informed decision at the date of issue. Governing Bodies which do make volunteers and coaches aware that they use AccessNI as part of their recruitment procedures will deter many of those with unsuitable convictions from volunteering or working for the Governing Body.

## APPENDIX 7: SAFEGUARDING CHILDREN - A GUIDE FOR PUPILS






What to do if I have a worry about myself or someone else?	Designated Staff
You can talk to any teacher	<p>In Our Lady of Lourdes, the designated staff for Child Protection are as follows: -</p> <p><b>Safeguarding Designated Teachers</b></p> <div></div> <p><b>Mrs Sloan                      Mrs Mullan</b></p> <p><b>Deputy Designated Teacher</b></p> <div></div> <p><b>Miss Wilson</b></p> <div></div> <p><b>Principal Miss Gillan</b></p> <p><b>Governor Responsible for Safeguarding</b></p> <p><b>Damian McMullan</b></p> <div></div>
You can talk to your Form Teacher	
You can talk to your Year Head	
You can talk to Miss Wilson or Mr Brown about counselling	
<p>You can talk to the safeguarding team</p> <ul style="list-style-type: none"><li>• Mrs Sloan</li><li>• Mrs Mullan</li><li>• Miss Wilson</li><li>• Miss Gillan</li></ul> <div></div> <div><p><b>A detailed policy document is available on request from the School Office or can be downloaded from our website:</b></p></div>	



## Safeguarding Policy

SAFEGUARDING FOR PUPILS	TYPES OF ABUSE	SCHOOL PROCEDURES
<p>At Our Lady of Lourdes High School, it is our policy to safeguard and promote the welfare of every pupil in our care and to develop a culture for safeguarding our pupils in our school</p> <p>“As well as our statutory responsibilities in relation to pupils’ learning, we have a pastoral responsibility towards our pupils and we recognise that the children and young people in our charge have a fundamental right to be protected from harm”</p>	<p>Abuse can take any of the following forms:</p> <p><b><u>Neglect:</u></b> The persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development</p> <p><b><u>Physical:</u></b> Physical injury to a child, whether deliberately inflicted or knowingly not prevented.</p> <p><b><u>Sexual:</u></b> The sexual exploitation of a child’s or young person for an adult’s or another young person’s own sexual gratification, the involvement of children or young people in sexual activities of any kind including exposure to pornography which they do not understand, to which they are unable to give informed consent or that violates normal family rules</p> <p><b><u>Emotional:</u></b> persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child</p>	<p><b>Procedures for Reporting</b></p> <p>If you are worried about something that is happening to you or someone you know, you can talk to:</p> <ul style="list-style-type: none"> <li>• Your Form Teacher</li> <li>• Your Head of Year</li> <li>• Mrs Sloan</li> <li>• Mrs Mullan</li> <li>• Miss Wilson</li> <li>• Miss Gillan</li> <li>• Any Teacher</li> </ul>
<p><b>What is abuse?</b></p>		<p><b>If you are unsure about talking to a member of staff, you can telephone:</b></p>
<p>“Child abuse occurs when a child is neglected, harmed or not provided with proper care.</p> <p>Children may be abused in many settings, by those known to them, or, more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.”</p>		<p><b>Childline:</b></p> <p>Tel: 0800 1111  <a href="http://www.childline.org.uk">www.childline.org.uk</a></p> <p><b>New Life Counselling</b></p> <p>Tel: 028 9039 1630  <a href="http://www.newlifecounselling.net">www.newlifecounselling.net</a></p> <p><b>NSPCC:</b></p> <p><a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>  Tel: <u>0808 800 5000</u></p>

## APPENDIX 8: SAFEGUARDING CHILDREN - A GUIDE FOR PARENTS AND GUARDIANS

What to do if I as a parent want to make a complaint in the context of possible child abuse:	Designated Staff
<b>IF</b>	<p>In Our Lady of Lourdes, the designated staff for Child Protection are as follows</p> <p><b>Safeguarding Designated Teachers</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Mrs Sloan                      Mrs Mullan</b></p> <p><b>Deputy Designated Teacher</b></p> <div style="text-align: center; margin-top: 40px;">  <p><b>Miss Wilson</b></p> </div> <div style="text-align: center; margin-top: 40px;">  <p><b>Principal Miss Gillan</b></p> </div> <p><b>Governor Responsible for Safeguarding</b></p> <p><b>Damian McMullan</b></p> <div style="text-align: center; margin-top: 40px;">  </div>
<b>You, as a parent, have a concern about your child's safety</b>	
↓	
You may speak to the <b>Head of Year</b> Tel: 02827662050	
<b>OR</b>	
You may speak to the <b>Designated Teacher</b> or <b>Deputy Designated Teachers</b> for Child Protection Tel: 02827662050	
<b>OR</b>	
You may speak to the <b>Principal</b> Tel: 02827662050	
↓	
If you are still concerned you may speak to, or write to the <b>Chairman of The Board of Governors</b> , Mr M Hasson, C/O Our Lady of Lourdes School	
<p>At any time, you may talk to a <b>Social worker</b> Tel: 028 9442 4459 (Mon-Fri 9am to 5pm) Tel: 028 9504 9999 Out of hours Or The <b>Local Police Care Unit</b> Tel: 028 27662222</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <p>A detailed policy document is available on request from the School Office or can be downloaded from our website:</p> </div>	

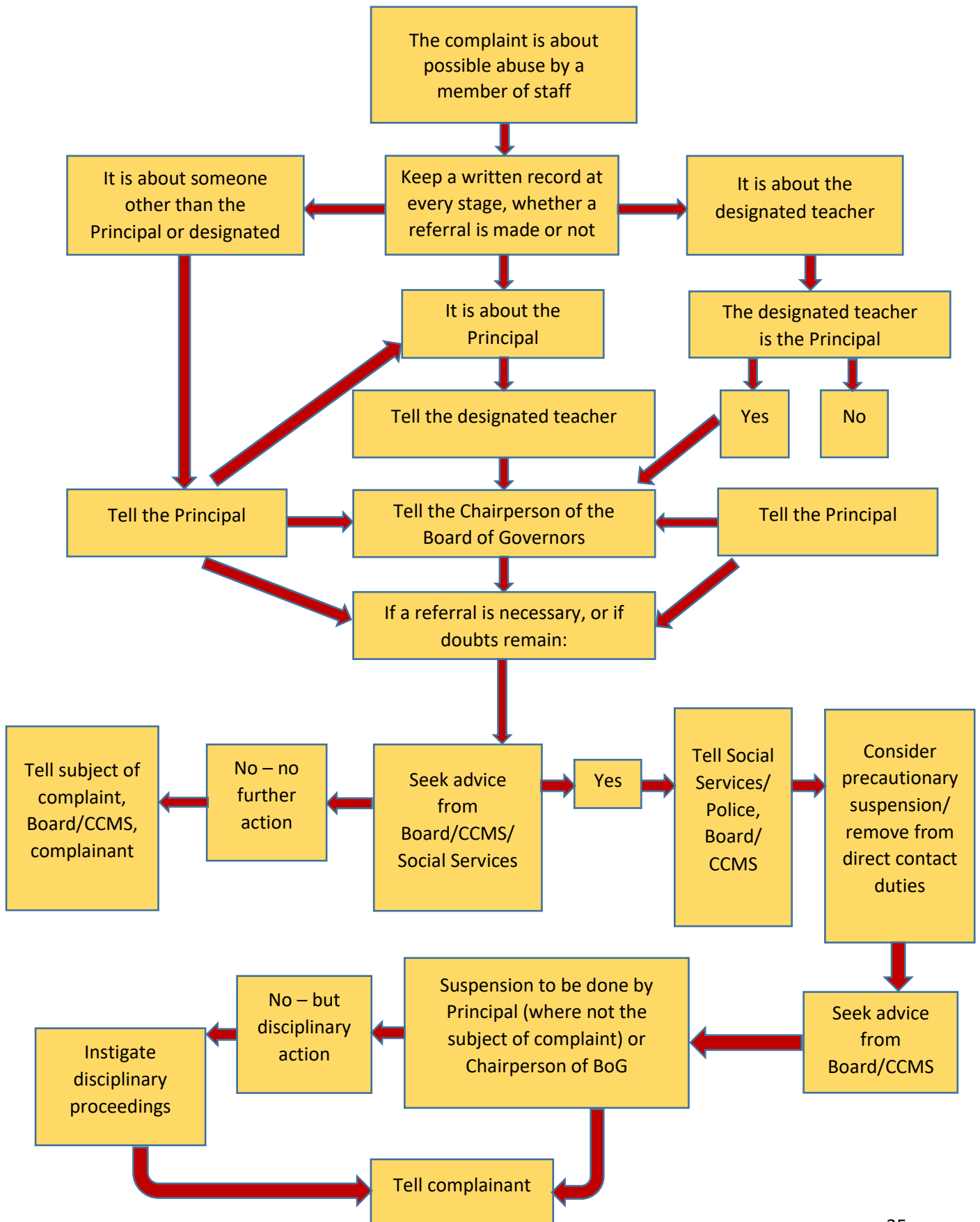
## Safeguarding Policy

1. Parents should be aware that once informed of a complaint or allegation in regard to Child Protection certain procedure must be followed by the school.
2. The Principal is informed.
3. Where the complaint is about possible abuse by a member of the school staff, the Principal may need to seek discreet preliminary clarification. It is not, however, the responsibility of the school to investigate suspected abuse or make extensive enquiries.
4. Once satisfied that a valid complaint has been made the Principal will immediately:
  - inform a designated teacher who will initiate the record of the complaint
  - consult the Chairman of the Board of Governors
  - consult, in accordance, the designated officers of the Education Authority to form an initial assessment as to whether or not sufficient substance exists in the allegation to warrant further action.
5. In the light of advice taken, the Principal, in consultation with the Chairman of the Board of Governors, will decide that:
  - the allegation is without substance and no further action is necessary
  - an immediate referral to the Social Services or the Police is warranted
  - the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures
6. Where the complaint is concerning possible child abuse by the Principal the above procedures will be followed save that the role of the Principal will be exercised by the Chairman of the Board of Governors.
7. A record of the complaint will be placed in a separate confidential file indicating the nature of the complaint, when, by whom and to whom it was made, and the action taken.

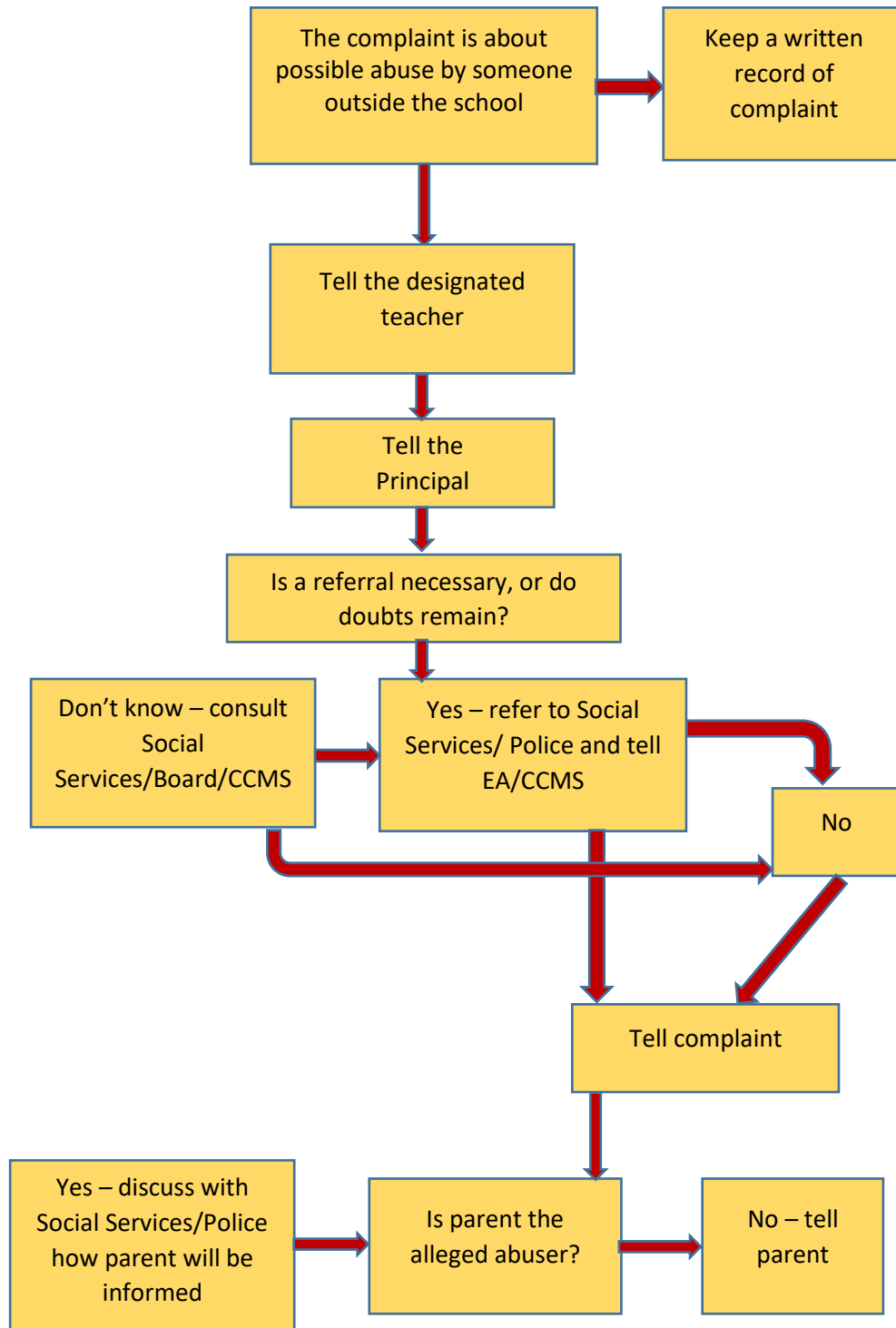
## Safeguarding Policy

SAFEGUARDING FOR PUPILS	SCHOOL PROCEDURES	
<p>At Our Lady of Lourdes School, it is our policy to safeguard and promote the welfare of every pupil in our care and to develop a culture for safeguarding our pupils in our school</p> <p>“As well as our statutory responsibilities in relation to pupils’ learning, we have a pastoral responsibility towards our pupils, and we recognise that the children and young people in our charge have a fundamental right to be protected from harm”</p>	<p>When a complaint or allegation is made:</p> <ol style="list-style-type: none"> <li>1. The Principal is informed.</li> <li>2. Where the complaint is about a member of staff, the Principal may need to seek discreet preliminary clarification. (It is not the responsibility of the school to investigate suspected abuse.)</li> <li>3. Once satisfied that a valid complaint has been made, the Principal will immediately: <ul style="list-style-type: none"> <li>❖ Inform the designated teacher for Child Protection who will initiate the record of complaint</li> <li>❖ Consult the Chairman of the Board of Governors</li> <li>❖ Consult EA to form an initial assessment as to whether or not sufficient substance exists in the allegation to warrant further action.</li> </ul> </li> </ol>	<p>4. In the light of advice taken, the Principal, in consultation with the Chairman of the Board of Governors, will decide that:</p> <ul style="list-style-type: none"> <li>❖ The allegation is without substance and no further action is necessary</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>❖ An immediate referral to Social Services or PSNI is warranted</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>❖ The allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.</li> </ul>
<p><b>What is abuse?</b></p>		<p>5. Where the complaint is concerning possible child abuse by the Principal the above procedures will be followed saved that the role of the Principal will be exercised by the Chairman of the Board of Governors.</p>
<p>“Child abuse occurs when a child is neglected, harmed or not provided with proper care.</p> <p>Children may be abused in many settings, by those known to them, or, more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.”</p>		<p>6. A record of the complaint will be placed in a confidential file indicating the nature of the complaint, when, by whom and to whom it was made, and the action taken.</p>

## APPENDIX 9: PROCEDURE WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF STAFF



**PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF STAFF**



## APPENDIX 10: PHYSICAL RESTRAINT AND PHYSICAL FORCE

### INTRODUCTION

Our Lady of Lourdes is committed to maintaining a safe and secure learning environment in which all pupils are respected and in which they feel valued as individuals and in which their well-being is prioritised at all times.

This policy aims to support that caring ethos, to implement the Child Protection Policy and other relevant policies of this school and to clarify the circumstances in which members of the teaching staff may use reasonable force to restrain pupils and to advise on how such reasonable force may be applied.

In formatting this policy the Board of Governors is mindful of the guidance issued by the Department of Education ([www.deni.gov.uk](http://www.deni.gov.uk)) and the provisions of Article 4 of the Education (N.I.) Order 1998.

### CONTEXT

Corporal punishment of any form is prohibited. The Staff Code of Conduct (Child Protection Policy Appendix 3), is specific about this matter, the Discipline Policy identifies acceptable sanctions and this policy clarifies the school's approach to the use of reasonable force.

The school has identified a changing pattern of enrolment of children with more diverse needs including SEBD. While the quality of relationships between staff and pupils remain very good and there is a high level of parent support, there may be an increasing risk of circumstances arising in which some form of intervention is needed.

If any of these factors were to change, then the school's policy and approach might change. In the meantime, there is no complacency. Emergencies can arise and sadly schools, on occasion, do have to deal with uncharacteristic and aggressive behaviour caused by sudden onset of mental illness or abuse of substances or consumption of alcohol.

If there is any advice notice that a pupil may be developing behaviour patterns such that physical intervention may be required to prevent self-harm, or harm to others, appropriate steps will be taken, including:

- Parental consultation
- SENCO involvement
- Counselling
- Staff briefing/training
- Implementing appropriate behaviour management strategies
- Ensuring support for staff

### **DEFINITION OF REASONABLE FORCE**

The Education (N.I.) Order 1998 (Part II Article 4 (1) states:

‘A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing this (or continuing to do) any of the following, namely:

- a) Committing any offence;
- b) Causing personal injury to, or damage to the property of, any person (including the individual pupil’); or
- c) Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

Based on this legal framework, the working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. The use of reasonable force will always depend on the circumstances of the case and staff should take the following into consideration:

- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the pupil:
- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force; and
- The degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequence it is intended to prevent. Any force used should always be the minimum needed to defuse the situation.

### **USE OF PHYSICAL FORCE**

Reasonable force is limited to emergency situations in which other measures, including verbal instruction, have not worked or where it is apparent that immediate physical intervention is essential to prevent damage to a pupil or to others. Such ‘emergency situations’ include – a physical assault on a pupil or member of staff, a fight between two pupils, unacceptable and dangerous behaviour, a pupil acting recklessly around others in a way that is likely to cause harm to her/himself and/or others.

Where it is obvious that a pupil will leave school premises without proper authorisation to do so, physical efforts to retain the pupil should be made only if he/she could be at risk if not kept in the classroom or in school (e.g. erratic behaviour because of substance abuse/alcohol or threats of self-harm).

A member of staff is entitled to make a reasonable defence against attack when an assault occurs and physical force is often required. It is important that the force used is reasonable and that efforts are made to limit the force to that needed to bring the attack to an end.



## Safeguarding Policy

Physical intervention can take several forms, including:

- Neck holding
- Restricting breathing
- Kicking, slapping, punching
- Forcing limbs against joints
- Tripping
- Holding by the hair
- Holding pupil face down on the ground

It is accepted, however, that in extreme circumstances, such as high levels of violence, use of an offensive weapon or a furious physical attack, that staff must use all means of their disposal to ensure no further damage occurs.

When applying force, the adult should advise the young person that the force will be withdrawn when he/she calms down.

The adult should try to remain calm and in control of their actions and words and to react in a measured and proportionate way at all times, regardless of verbal or physical provocation.

### ROLES AND RESPONSIBILITIES

The school will inform staff about their roles and responsibilities in relation to the management and care of pupils, including the use of physical force.

Although in an emergency situation any member of staff can use reasonable force to prevent damage to pupils or adults, in most situations it will only be teachers or other individuals specifically authorised by the Principal to do so.

Staff will be kept informed by the Principal, Head of Pastoral Care, Head of Year/SENCO of any pupil considered to pose significant behavioural problems.

Staff will receive updates on pupils who may require physical intervention and SENCO or other pastoral staff will consult with staff as required.

### RECORD KEEPING

All incidents involving any form of physical intervention must be recorded as a Child Protection matter, reported to the Principal and a member of safeguarding who will keep appropriate records.

Immediately following any such incident, the member of staff concerned will inform the Principal and the Designated or Deputy Designated Teachers and provide a written report in the form of the 'Record of the use of Reasonable Force' (*Appendix 13*).

Parents will be contacted as soon as possible and informed about the matter.

### **COMPLAINTS**

Any complaint against a member of staff in relation to the use of physical force will be dealt with in accordance with the school's complaints procedure, as detailed in the Complaints Policy.

A dispute about the use of force by a member of staff may lead to an investigation, either under disciplinary procedures, or by the Police and Social Services Department under Child Protection Procedures, and the appropriate actions will be taken by the school in such matters.

Staff who are subject to physical violence or assault will be supported, as appropriate, in taking action against an assailant, including

- Invoking the school's disciplinary procedures
- Referral to PSNI.

Note of Concern	
Child Protection Record: REPORT TO DESIGNATED TEACHER	
Name & Class of Pupil:	
Date & Time of Incident/Disclosure:	
Nature & Description of the concern: (record accurately)	
Sent to safeguarding team:	Yes No
Sign and Date (staff member):	

<p><b>DESIGNATED TEACHER NOTES &amp; ACTIONS:</b></p>
<p><b>DESIGNATED TEACHER SIGN &amp; DATE:</b></p>

**APPENDIX 12: UNOCINI****Understanding the Needs of Children in Northern Ireland**

<b>Section 1: Child or Young Person's Details</b>		
<b>Surname:</b>		<b>ID No.</b>
<b>Forename:</b>		
<b>Known As:</b>		<b>HCN:</b>
<b>Address:</b>		<b>Previous Address:</b>
<b>Postcode:</b>		<b>Previous Postcode:</b>
<b>Telephone No:</b>		<b>Locality:</b>
<b>Mobile No:</b>		
<b>Date of Birth:</b>		<b>Gender</b>
<b>GP Name:</b>		<b>GP Tel No:</b>
<b>GP Address:</b>		<b>GP Email Address:</b>
<b>GP Postcode:</b>		
<b>School Name:</b>		<b>School Tel No:</b>
<b>School Address:</b>		<b>School Postcode:</b>
<b>Does the Child have a Disability?</b>  Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>If Yes, What Disability:</b> ( & source of diagnosis)	<b>Other Special Needs:</b>
<b>Nationality:</b>		<b>Ethnic Origin:</b>
<b>Religion:</b>		<b>Country of Origin:</b>
<b>Language Spoken:</b>		<b>Communication Support:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Interpreter</b> <input type="checkbox"/>	<b>Signer</b> <input type="checkbox"/>	<b>Document Translator</b> <input type="checkbox"/>

## Safeguarding Policy

Section 2a: Referrer's Details	
Name of Referrer:	Designation:
Address:	Date of Referral: <a href="#">Click here to enter a date.</a>
Postcode:	Contact Details:
Section 2b: Reason for Referral	
Section 2c: Immediate Actions	
Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)? Yes <input type="checkbox"/> No <input type="checkbox"/>	

## Safeguarding Policy

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details

**Section 4a: Summary of Referrer's Previous Involvement**

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**Section 4b: Referral Consent**

<b>Child(ren) / Young Person(s)</b>	
<b>Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Does the Child(ren) / Young Person(s) consent to the Referral?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If NO, please explain</b>	
<b>Parent/ Carer</b>	
<b>Is the Parents/ Carers aware that Referral has been made?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Do they consent to the Referral?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If NO, please explain</b>	



## Safeguarding Policy

### Section 5: Additional Information: Agencies Currently Working with Child or Young Person

#### Agency and Contact Details

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

**Name:**

**Role:**

**Tel No:**

**Email:**

## APPENDIX 13: RECORD OF THE USE OF REASONABLE FORCE

Date of Incident:

Time of Incident:

Pupil Name:

Date of Birth:

Member(s) of staff involved:

Adult witness(es) involved:

Adult witness(es) to incident:

Outline of event leading to incident; including place where incident occurred, description of pupil's behaviour and steps

Taken to defuse the situation other than physical intervention:

## Safeguarding Policy

Outline of incident including reason for use of reasonable force, how it was applied and for how long:

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Measures taken following the incident (e.g. respite for pupil(s), support for teacher(s):

Description of any injury(ies) sustained by anyone, any subsequent treatment and any damage to property:

## Safeguarding Policy

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Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

---

Signature of staff completing report:

Date:

Signature of Teacher-in-charge:

Date:

Signature of Principal:

Date:

Brief description of any subsequent inquiry/complaint or action:



## Our Lady of Lourdes School Ballymoney

Caring, Sharing, Learning together to meet the future

### School Poem

You're **unique** and **one of a kind**  
Your life can be what you want  
Take the days just one at a time  
**Count your blessings** not your troubles  
You'll make it through whatever comes along  
Don't put limits on yourself  
So many dreams are waiting to be realised  
Decisions are too important to leave to chance  
Reach for your **peak**, your **goal**, your **prize**  
The longer one carries a problem the heavier it gets  
**Live a life of serenity** not a life of regret  
Remember that a **little love** goes a long way  
A lot goes forever  
Remember that **friendship** is a wise investment  
**Life's treasures are people**....together  
Realise that it is **never too late**  
Do ordinary things in an extraordinary way  
Have **health and happiness**  
Take the time to **wish upon a star**  
And don't forget – for even a day  
How very **special** you are

Castle Street, Ballymoney, County Antrim BT53 6JX  
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[www.ourladyoflourdesballymoney.com](http://www.ourladyoflourdesballymoney.com)