

Sullivan Upper Preparatory Department

Child protection Policy 2022-23



Approved by:

Date: May 2022

Last reviewed on: N/A

Next review due by: May 2023

CHILD PROTECTION ETHOS

We in Sullivan Preparatory Department School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and know the procedures to be followed. Our school development interim plan reflects the importance which we, at Sullivan Prep place on the well being of each child. One way in which we seek to protect our pupils is by helping them learn about risks of possible abuse, helping them to recognise unwelcome behaviour and acquire the confidence and skills they need to keep themselves safe. This policy sets out the guidance in action, which is required when abuse or neglect of a child is suspected and outlines the referral procedures within our department of the school.

PRINCIPLES

The general principles which underpin our work are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003, the Department of Education (Northern Ireland) guidance 'Pastoral Care in Schools- Child Protection' (DENI circular 99/10), 2003 Sexual Offences Act, the Safeguarding Board Act NI 2011, Protection of Freedoms Act 2012, the Area Child Protection Committees' Regional Policy and Procedures (2005) and Co-operating to Safeguard Children and Young People in Northern Ireland March 2016 The following principles form the basis of our Child Protection Policy:

- It is the child's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the child's welfare must be paramount, this overrides all other considerations
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first

OTHER RELEVANT POLICIES

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

- Pastoral care
- Safeguarding
- Positive behaviour
- Staff code of conduct
- Anti-bullying
- Attendance
- Educational visits
- Intimate care
- Health and safety
- Administration of medication
- Educational visits/trip-s
- Use of mobile phones
- RSE
- Drugs
- E-safety policy
- Communication
- GDPR
- First aid policy
- Fire procedures
- SEN
- Complaints
- Use of reasonable force/safe handling

AIMS OF THE POLICY

1. Promote a child-centred approach
2. Prevent harm occurring by raising public awareness, equipping, empowering and supporting pupils to keep themselves safe and explicit preventative safeguarding curriculum
3. Promote early identification of needs or risk
4. Facilitate early intervention
5. Establish a defined process of reporting
6. Ensure responses to risks of harm are proportionate, timely, legal, ethical and professional

7. Ensure co-ordination with external agencies as required
8. Promote continuous learning and improvement of policy and procedures through self-evaluation

ROLES AND RESPONSIBILITIES

The following are members of the safeguarding team:

Chair of the Board of Governors Mr Chris Warnock
Designated Governor for Child Protection Mrs Audrey Gordon
Principal Mr Mairs
Head of Department /DT Mrs Wendy Ballard
DDT Mrs Kerry Callen
LSC Ms Karla Gordon

The Board of Governors must:

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

- A designated governor for Child protection is appointed
- approving the school's Child Protection Policy on an annual basis and all other safeguarding policies every 2/3 years.
- receiving annual child protection reports and a report at every Board of Governor Meeting.
- ensuring there is a Staff Code of Conduct for all adults working in the school
- attendance at relevant child protection/safeguarding training for Governors
- appoint a Designated teacher and Deputy Designated teachers within school and have a full understanding of the role of these staff
- ensure that all staff both teaching and non-teaching receive annual Child protection training
- ensure all staff are recruited and vetted in line with DE circular 2012/19

- the school maintains child protection records in line with DE circulars 2015/13 dealing with allegations of abuse against a member of staff and 2016/20 child protection record keeping in schools
- the school has an Anti-bullying policy which is reviewed at intervals of no more than 4 years and maintains records of all incidents of bullying behaviour or alleged bullying behaviour. (addressing bullying in schools act (NI) 2016)
- complete the ETI self-evaluation framework for Child protection (Designated teacher and Designated governor)

The Designated Teacher and Deputy Designated Teacher must:

- avail of training so that they are aware of their duties, roles and responsibilities
- promote a safeguarding ethos within school
- organise ANNUAL training for the whole staff so that all are aware of the EA and school procedures and kept appropriately informed about child protection issues
- lead the development and annual review of the Child Protection policy
- act as a point of contact for staff, parents and children in relation to child abuse concerns
- Maintain a current awareness of early intervention supports and other local services such as family support hubs.
- Co-ordinate action by staff in cases of child abuse and make referrals to social services gateway team and PSNI where appropriate
- Liaise with the education authority's Designated officers for child protection
- Maintain record of all Child protection concerns
- Keep the school principal informed
- Report to the board of governors on child protection including an annual written report or presentation
- Establish, lead and maintain a safeguarding team
- Chair half-termly meetings with this team - specifically discussing and actioning continuous monitoring forms provided by class teachers and any other safeguarding or child protection issues

- Receive calls from Operation Encompass (PSNI) and ensure that there is immediate support to the child, share as little as possible with the class teacher
- The Prep currently has the Head of Prep department as designated teacher and 1 other teacher as DDT. The principal of the senior school will also act as DDT to the Prep department.

Teachers, classroom assistants and other support staff must:

- Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal if they feel that the child may be in significant harm
- Each class teacher is responsible for keeping, updating and making continuous monitoring forms available to the safeguarding team every half term.
- staff are responsible for completing the note of concern form, if they believe the child is in significant harm or if the child makes any type of disclosure and these forms should be brought straight away to DT/DDT or principal. They should remember the 5R's - Receive, Reassure, Respond, Record and Refer. The member of staff should listen without displaying shock or disbelief and support the child. They should act promptly but should NOT give a child the guarantee of total confidentiality regarding any disclosure. The member of staff must NOT investigate or ask leading questions.
- Staff will be expected to provide information for professional reports such as social services, case conferences, LAC reviews, court cases and should ensure that they provide clear, accurate information about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. They should use the 5W heading when making any notes related to these. (Who? What? When? Where? And Why?) Staff **MUST** also record who

made them aware of this information - eg. It has been reported by mum that

- Staff **must update class register on a daily basis before 9:30 am** to ensure that attendance is clearly updated with the office and Microsoft forms can be sent to families in the event of non-attendance by a child at school
- All members of staff should follow the information and advice contained on the Child Protection and safeguarding CRIB sheet
- Complete lessons and activities included and related to the preventative curriculum

If member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

Parents can play their part in safeguarding by:

- Completing the Microsoft form sent by the school office on the morning of their child's absence, or telephoning school or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being;
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- informing the school of medical conditions or requirements that their child may have, providing medical documentation to support this and completing temporary administration of medication proforma when required
- give consent to the school to provide intimate care or agree to make alternative arrangements
- informing the school whenever anyone, other than themselves, intends to pick up the child after school
- signing their child in and out if collected early, taken to an appointment or goes home sick
- familiarising themselves with the schools safeguarding policies e.g. Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies;
- give consent for safe internet and ICT usage

- reporting to the school office when they visit the school and follow the procedures for visitors
- sharing any concerns they may have in relation to their child with the school.

BULLYING

Bullying behaviour is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying behaviour occurring and will take immediate steps to , investigate it, stop it happening, to protect and reassure any pupil(s) experiencing bullying behaviour and to provide appropriate sanctions for any pupil(s) displaying bullying behaviour. Parents of any child involved in any way in bullying behaviour will be personally contacted immediately that bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, experiencing bullying behaviour will be fully investigated by the Designated Teacher for Child Protection, completing the anti-bullying proforma.

Please refer to our Anti-Bullying Policy for further detail.

WHAT IS CHILD ABUSE ?

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse. The forms of abuse include: **neglect, physical abuse, sexual abuse, emotional abuse, exploitation and domestic violence.** Child protection procedures also require that issues of concern including **inappropriate sexual behaviour** and **self-harm or suicide ideology** should be reported to the Designated Teacher. Evidence or disclosures regarding **grooming, e-safety** and **sexting** should also be reported to the Designated Teacher.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 2**.

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE

The Designated Teacher for child protection is Mrs Wendy Ballard. In her absence Mrs Maxine Galway (Deputy Designated teacher) will assume responsibility for Child Protection matters, supported by the Principal, Mr Peel. The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers have a clear guidance of the action which is required where abuse or neglect of a child is suspected.

All staff must keep and update **continuous monitoring forms** which give detail of any aspects of ongoing abuse such as neglect. These will be made available to the safeguarding team every term, where they will be discussed and any relevant actions recorded.

All disclosures should be regarded as significant harm and therefore should be recorded on the note of concern form. These forms should be given to the Designated teacher, Deputy Designated teacher or Head of Department as soon as possible. If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, either as a result of one observation or many observations over a period of time, the member of staff must act promptly. If a member of staff has concerns, he or she should not investigate - this is a matter for social services - but should report these concerns immediately to the Designated Teacher, discuss the matter with him/her and make full notes.

All notes or records should be factual, objective and include what was seen, said, heard or reported. (5W's) They should include details of the place and

time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

Staff should NOT carry out any investigation or examination of the child.

Once advice is sought from the EA safeguarding team, a UNOCINI form may have to be completed as part of referral to the social services Gateway team.

It should be noted that information given to members of staff about possible child abuse cannot be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

DEALING WITH DISCLOSURES OF ABUSE

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Receive

Listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure

Ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond

Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and said*. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report-

Refer the matter to the Designated Teacher by completing a note of concern form. (Appendix 6) Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL'S STAFF

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal, then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed in keeping with current Department of Education guidance. Where the matter is referred to Social Services the member of staff will normally be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governor's will be informed immediately.

ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL STAFF

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate-** this is a matter for Social Services- but should report these

concerns immediately to the Designated Teacher, discuss the matter with her, and make full notes.

HOW A PARENT CAN RAISE CONCERNS

At Sullivan Preparatory Department we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Class Teacher, the Designated or Deputy Designated Teacher for child protection or the Principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 3**.

REFERRAL TO SOCIAL SERVICES OR OTHER AGENCY

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. If the child is deemed to be at risk, the school will make a referral using the UNOCINI referral form. Parents will be informed based on the advice from the EA. The safety of the child is our first priority. Should a child or a parent make a disclosure in relation to any domestic violence incident this will prompt an immediate referral to Social Services/PSNI.

ATTENDANCE AT CHILD PROTECTION CASE CONFERENCES AND CORE GROUP MEETINGS

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences, core group or family support planning meetings convened by the Health & Social Care Trust.

They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know ' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with their child protection plan. The written report should contain factual information including percentage attendance, punctuality, assessment scores, notes on physical presentation, homework, parental attendance at meetings, interviews etc, any specific/relevant evidence on playground interactions and work completed in class.

CONFIDENTIALITY AND INFORMATION SHARING

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

RECORD KEEPING

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

SAFEGUARDING IN THE CURRICULUM - PREVENTATIVE CURRICULUM

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's

personal development programme and is also addressed where it arises within the context of subjects.

Year group	Activity	Detail
P1-P7 November	Anti-bullying week	-whole-school launch assembly led By Head of Prep -specific year group activities covered by each class
P1-P7 February	Internet safety week	-activities and lessons completed in each class related to safety online -CEOP and thinkyouknow resources P1/P2 - Hector's world P3-P4 - Lee and Kim P5-P7 - Band runner / also 'jigsaw' video
P1-P7 Each time children return to school from holiday period	Internet safety and safe use of devices	-Class activities -September, November, January, Easter -whole school assemblies
P6/P7	RSE and changes in the body	-love for life sessions - March 2022 -class sessions led by teacher
P1-P7	PDMU lessons and circle time activities	-on a bi-weekly basis (minimum) -completed in each class and led by the class teacher -focus on consent, emotions, resilience and how to deal with worries (books purchased from well-being fund, 2022)
P1-P7	Whole school assembly - Who can I talk to ?	Covered each term in whole school assembly. Term 2 - story 'the tell me tree'. PP to show all CP staff in school and who are 'trusted adults' that you can speak to.
P1	People who help us topic -term 3	-visit from police and focus on stranger danger - Visit from PSNI
P1 -P7 November	Road Safety	-Activities in class related to road safety
P7 June P6 Sustrans P3 Sustrans	Cycling proficiency	-after-school sessions on cycling and road safety -Sustrans - Dec 2021 (P7) -Sustrans - Feb 2022 (P6) -Sustrans - Mar 2022 (P3)
P5 TBC	Fire safety	-fire service visit and questions/answer session

VETTING PROCEDURES

All our staff and volunteers are the subject to appropriate background checks. All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

CODE OF CONDUCT

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

The staff of our school have also adopted a Code of Practice for our behaviour towards pupils.

VISITORS CODE OF CONDUCT:

All visitors to the Prep must:

1. Read the Code of Conduct and sign the Visitors' book
2. Report immediately to the office
3. Knock the door before entering an office/classroom and explain the reason for your visit
4. Only be alone with a child in a room which has visual access or an open door
5. Never initiate an inappropriate conversation with a child
6. Never have physical contact with a child
7. Never swear on the premises
8. Never smoke on the premises
9. Never bring nuts or foods containing nuts of any kind onto the premises
10. Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access to it

11. Be particularly cautious when using social networking sites at all times.
12. Report any incidents immediately to: The Head of Prep/DT, DDT, Principal, or secretary.

INTIMATE CARE

(Intimate Care Permission Form filled in by Parent annually; Changing Form also to be completed by member of staff as per parent's permission to change child)

It may be necessary for staff to do things of a personal nature for these younger children in their care. Children may be upset and need to be comforted. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent. In order to safeguard the child and protect, the following code of conduct will be adhered to at all times:

- Children will be encouraged to adjust clothing, etc themselves when using the toilet
- A member of staff will only enter the pupils' toilets for a reason regarding safety, well-being or discipline. If possible, the member of staff should be accompanied by a second member of staff. The Facility Manager and Cleaner will only enter the toilet areas after first making sure that no pupils are present
- When taking a child/children to the toilet, the adult will inform another member of staff
- Children who wet their clothes after a toileting accident will be given clean replacements and encouraged to change themselves as much as possible
- If a child soils themselves, their previously given contacts will be telephoned in the order given to request that they are changed by a parent or another adult who has the parents' consent to clean and change the child. An appropriate form will be filled out as a record
- In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or the school secretary

STAFF TRAINING

Annual Child Protection Training for all staff takes place during the last week of August. This is organised and delivered by the Designated Teacher. When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and the Code of Conduct and given copies of these policies. All associated policies will also be accessible online for staff. The Designated Teacher, the Deputy Designated Teacher and the Designated Governor and Chair of the Board of Governors avail of all training offered to them by the EA. A substitute teacher quick reference booklet has been produced to give a brief overview of child protection to Substitute teachers. This booklet also contains details of all Child Protection staff.

MONITORING AND EVALUATION

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

CONSULTATION

Sullivan Prep will endeavour to consult with all interested parties in relation to this Child Protection Policy and other related documents. Parents are advised to use the school website to access all policies, including the Child Protection Policy when their child begins Sullivan Prep.

Parents are very welcome to contribute to this policy by contacting the Head of the Prep, Mrs Wendy Ballard. Each year the policy is presented to the Board of Governors as their input is important. Their contributions are included during the annual review of the policy. The children are consulted through ongoing activities throughout the year.

CHILD PROTECTION AND SAFEGUARDING IN THE EVENT OF SCHOOL CLOSURE OR ONLINE LEARNING

In the event of school having to close for any length of time due to an event such as the COVID19 pandemic, the following actions will take place.

1. Teachers will continue with daily online contact of lessons with their class through the seesaw app or google classroom.
2. Class teachers will report to Head of Department through teams meetings, if they have any concerns about a child ranging from allegations of abuse, to lack of interaction with online activities and this will be crossed referenced with children known to social services or having been involved with any aspect of safeguarding or child protection
3. The safeguarding team, led by the DT, will contact families on the continuous monitoring list on a weekly basis, just checking in to ensure they have all the support required to work with their child(ren) at home.
4. The designated teacher will update a table of information including the child's name and any detail of information. This should also included dates of any SS visits, emails, case conferences etc
5. In the event of case conferences or contact from SS, the DT/DDT will be responsible for email contact with class teachers asking for a factual report of any information they have regarding the child
6. Class teachers will continue to use the Child protection and safeguarding CRIB sheet to inform the DT/DDT of any concerns and if they feel the child is in significant harm a note of concern should be completed and sent digitally to the DT
7. The DT will continue to report termly CP information to the board of governors and meet with the Designated Governor
8. The DT / DDT will continue to attend social service meetings and case conferences either online or digitally as decided by Social services
9. The safeguarding team will continue to meet through teams every term to carry out any actions and discuss children or families that may need support or advice or social services intervention
10. The DT/DDT will continue to use the EA CP contact to ask for advise regarding any CP and safeguarding issues
11. The safeguarding team will work closely with the ICT coordinator to ensure online safely is still a priority
12. Teaching staff will complete forms on teams detailing any concerns regarding remote teaching of any child
13. Teachers will continue to develop children's emotional learning-PDMU

Operation Encompass

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

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

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

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

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

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities of Governors and Head of Prep Department

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection – Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report
- Checking and signing the complaints book annually (even if there have been no complaints)

2. Designated Governor for Child Protection.

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

3. Head of the Prep

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular
“*Pastoral Care in Schools – Child Protection*” (1999) is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda

- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents are advised that the Child protection policy is available on the website
- Managing child protection concerns relating to staff

Appendix 2

Types of Abuse and Physical/Behavioural Indicators

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

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

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

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

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

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Physical Indicators	Behavioural Indicators
<p>Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.</p>

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

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

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

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

Domestic violence Domestic Violence Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, emotional or virtual. As a matter of priority, staff will follow up instances where a disclosure, concern or information is revealed from any source, including from a child, any instance of domestic violence and abuse which could impact a child either directly or indirectly. This will be referred to the Gateway Service as it can have profoundly damaging effects on a child's well-being.

Physical Indicators	Behavioural Indicators
Disturbed sleep patterns Nightmares or flashbacks Stomach pain Bed wetting Truancy Alcohol or drugs	Low self-worth nervousness Psychological stress/nerves Immature or needy behaviour Temper tantrums Aggression Internalising distress or withdrawal Bullying

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for money or status. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology. CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to be more at risk of CSE, the majority of CSE victims are living at home.

Children who Display Harmful Sexualised Behaviour. Child protection procedures require that issues of concern including inappropriate sexual behaviour, should be noted to the designated teacher, who with the Principal, will take advice as necessary, on the most appropriate course of action. Intervention may be taken by the school, but as behaviours increase in severity or complexity, it may require the support of The Education Authority's Child Protection Support Service for Schools (CPSSS), Social Services or PSNI. This not only includes safely managing the pupil whose behaviour may pose a risk, but also considering the needs of the pupil(s) already exposed to the risk, as well as safeguarding the rest of the school population.

Self Harm/ Suicidal Ideology Self-harm is a set of behaviours that people do to themselves in a deliberate, usually hidden way, which is damaging. Parents should seek advice from appropriately qualified and experienced professionals to make informed assessments of risk in relation to self-harming behaviours. It is important that children and young people who communicate thoughts of suicide are seen urgently by an appropriately qualified and experienced professional to ensure they are taken seriously, treated with empathy, kindness and understanding. Informed assessments of risk and needs can be completed as a matter of priority. The school will contact parents immediately in such circumstances and advice sought regarding referral.

Grooming often involves perpetrator(s) gaining the trust of the child or, in some cases, the trust of the family/ friends/ community - making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming may occur face to face, online and/or through social media.

E-safety/ Internet Abuse Refer to related e-learning policies Online safety means acting and staying safe when using digital technologies. Associated risks around online safety can be defined under four categories:

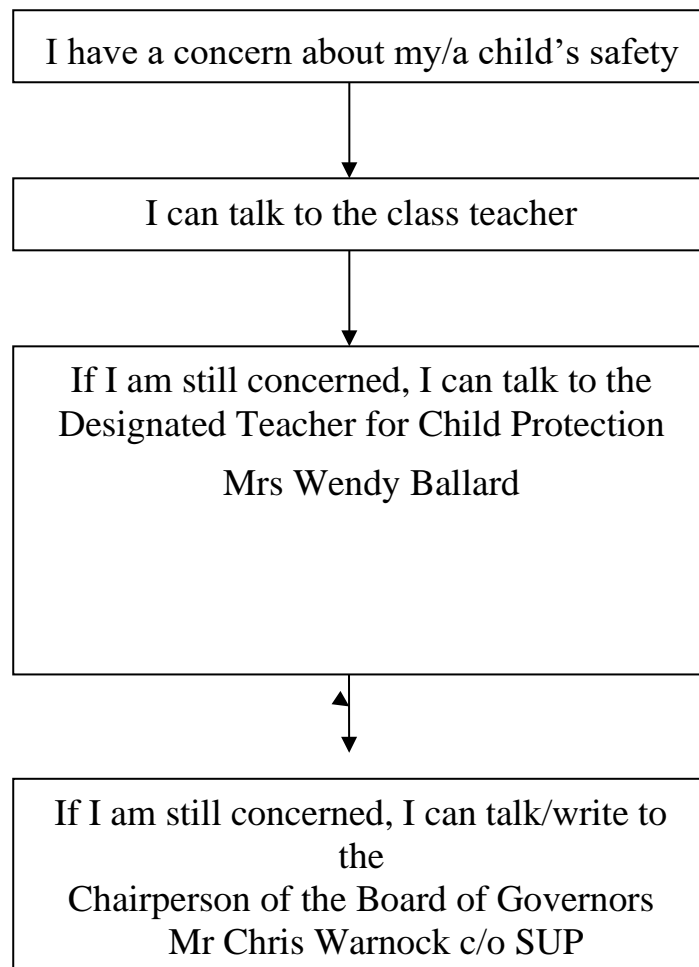
- Content risks: the child or young person is exposed to harmful material.
- Contact risks: the child or young person participates in adult initiated online activity.
- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18. If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures will be followed. The UK Safer Internet Centre is able to assist in having an image blocked or removed to prevent further distribution. It is also vital to ensure that the victim of abuse receives the correct support.

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

Appendix 3.

Procedure for Parents who wish to raise a Child Protection Concern



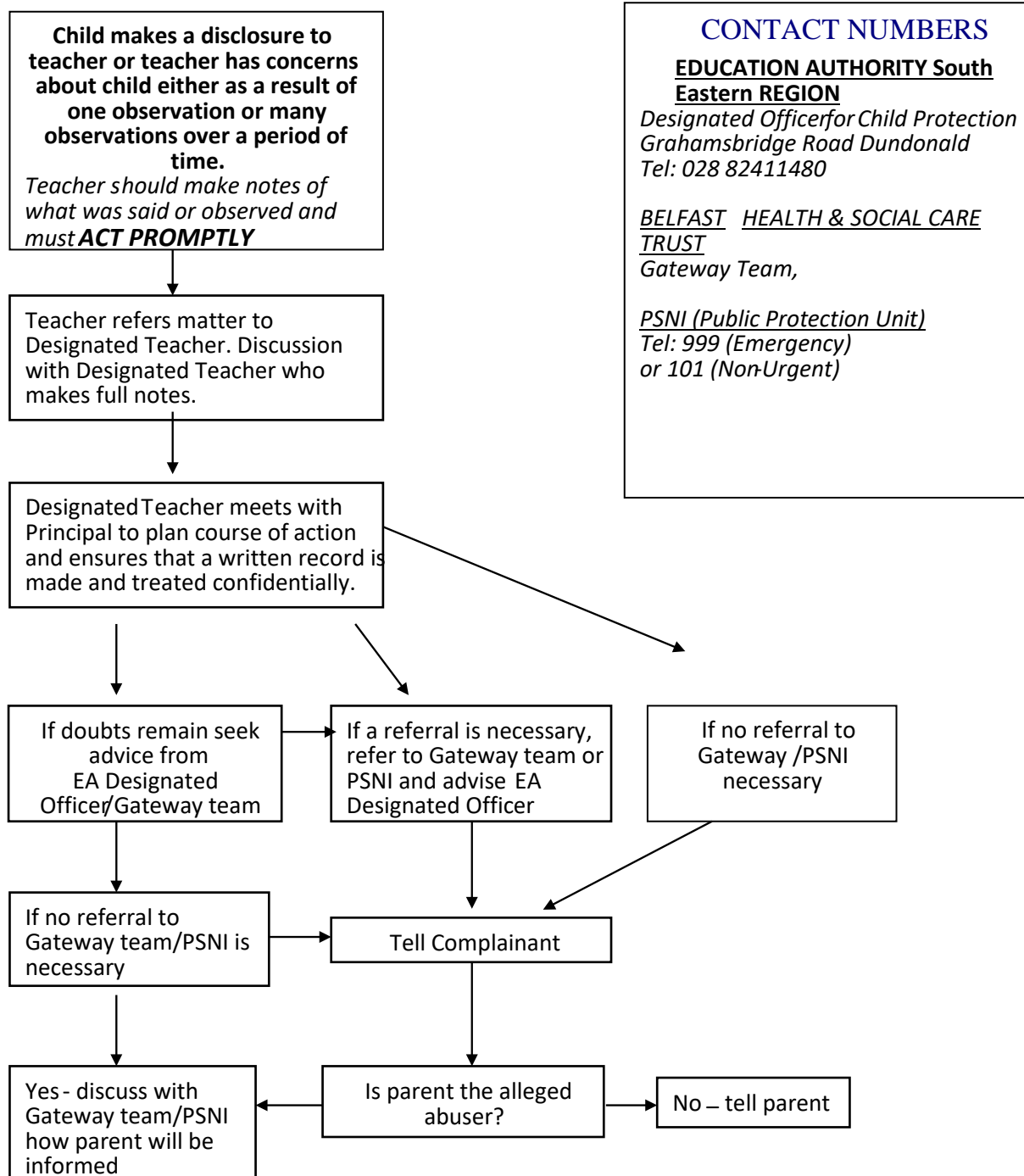
At any time a parent can talk to:

- **A social worker at the Gateway Team (Belfast Trust) Tel: 028 90507000**
- **PSNI at the Public Protection Unit Tel: 999 (Emergency) or 101 (Non-Urgent)**

Or Out of Hours service 028 95049999 (5pm to 8am Monday -Friday 5pm to 8am)

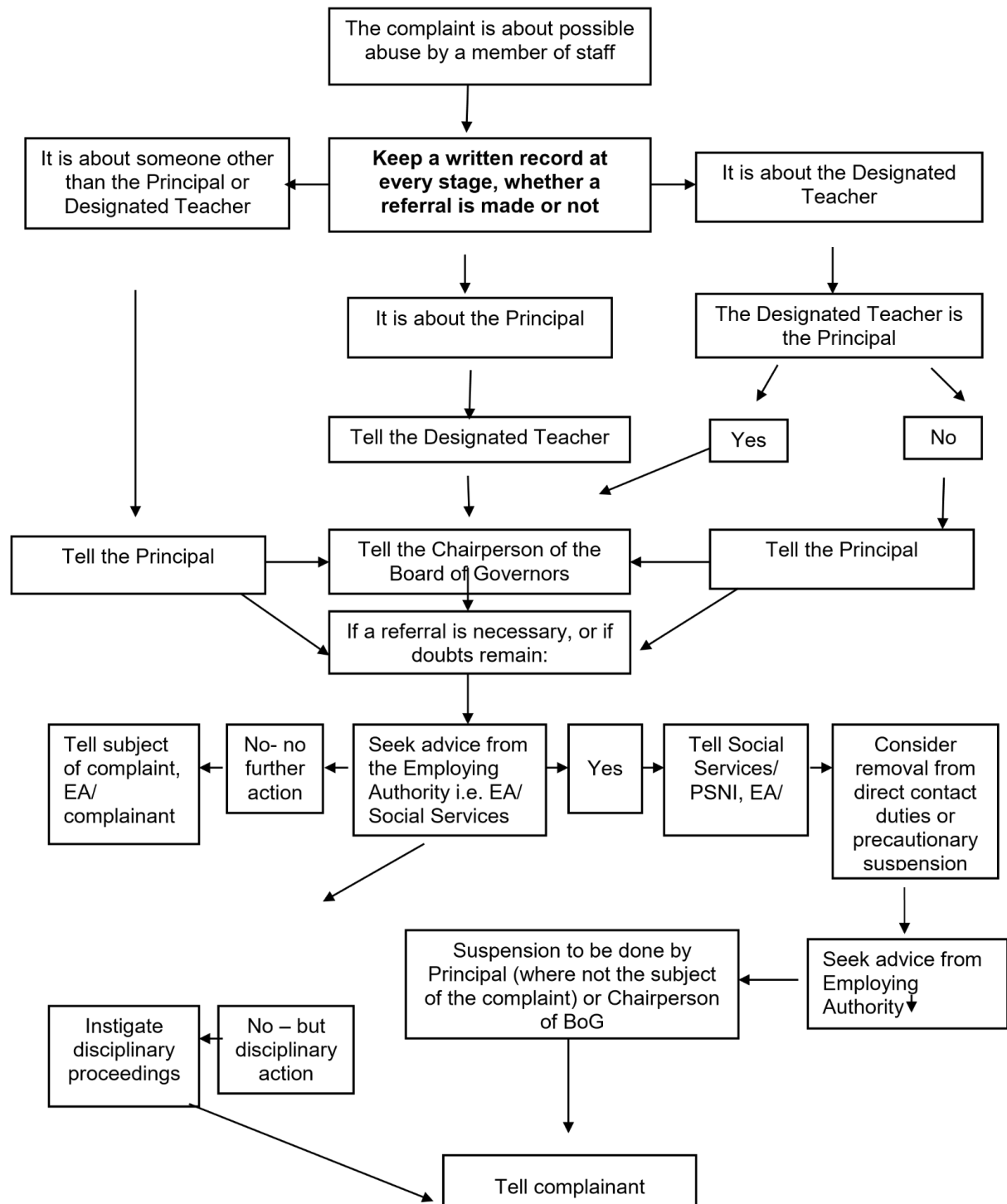
Appendix 4.

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



Appendix 5

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



Appendix 6

CONFIDENTIAL

NOTE OF CONCERN

Child Protection Record – reports to Designated Teacher

Name of Pupil:
Year group of pupil:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved: (including any witness to an event and what is said or done and by whom)
Action taken at the time:
Details of any advice sought, from whom and when:

Any further actions taken:		
Written report passed to Designated ~Teacher:	YES.	NO
If 'No' state reason:		
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child protection File:		
YES	NO	
If 'NO' state reason :		

Name of staff member making the
report: _____

Signature of staff member: _____
Date: _____

Signature of Designated Teacher: _____
Date: _____

OPERATION ENCOMPASS PHONE LOG PROFORMA



Child's name and age & DOB			
Police Reference Number		Date:	
Date and time of incident Address of incident			
<u>Circumstances of incident</u>			
<u>Additional school information including other Operation Encompass calls</u>			
<u>Actions taken and Impact</u>			