



Ashfield Boys' High School
Child Protection Policy

Reviewed August 2025

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We in Ashfield Boys' High School have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and 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 should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school.

Key Principles of Safeguarding and Child Protection

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, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following Principles form the basis of our Child Protection Policy:

- the child or young person's welfare is paramount;
- the voice of the child or young person should be heard;
- parents are supported to exercise parental responsibility and families helped stay together;
- partnership;
- prevention;
- responses should be proportionate to the circumstances;
- protection; and
- evidence based and informed decision making.

Other Related Policies:

The school 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:

- Anti-Bullying Policy
- Managing Attendance Policy
- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- eSafety Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Special Educational Needs

Adult Safeguarding (This is relevant to pupils who are 18 years and older)

For further information see: <https://www.health-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-documents>

Adult safeguarding is based on fundamental human rights and on respecting the rights of adults as individuals, treating all adults with dignity and respecting their right to choose. It involves empowering and enabling all adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. All adults at risk should be central to any actions and decisions affecting their lives

We are committed to:

- Ensuring that the welfare of vulnerable adults is paramount at all times.
- Maximising the student's choice, control and inclusion, and protecting their human rights.
- Working in partnership with others in order to safeguard vulnerable adults.
- If there is a concern regarding any member of the school community, DT/DDT/Principal will take advice from CPSS or contact adult services.

We will follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over.

HSC Trust	areas covered	9.00am - 5.00pm telephone number	out-of-hours emergency telephone number
Belfast Adult Protection Gateway Service	Greater Belfast area	028 9504 1744	028 9504 9999
Northern Adult Protection Gateway Service	Antrim, Carrickfergus, Newtownabbey, Larne, Ballymena, Cookstown, Magherafelt, Ballycastle, Ballymoney, Portrush, Coleraine	028 9441 3659	028 9504 9999
South Eastern Adult Protection Gateway Service	Lisburn, Dunmurry, Moira, Hillsborough, Bangor, Newtownards, Ards Peninsula, Comber, Downpatrick, Newcastle, Ballynahinch	028 9250 1227	028 9504 9999

The school has in place a Safeguarding Team which is responsible for the safety and protection of pupils.

KEY CONTACTS WITHIN ASHFIELD BOYS' HIGH SCHOOL

DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr C Brady**

CONTACT NUMBER: **02890656812**

Email: cbrady352@c2kni.net

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr. K Reid**

CONTACT NUMBER: **02890656812**

Email: kreid714@c2kni.net

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr. K Millar**

CONTACT NUMBER: **02890656812**

Email: kmillar608@c2ken.net

SAFEGUARDING TEAM MEMBER FOR FEMALE PUPILS

NAME: **Mrs C. White**

CONTACT NUMBER: **02890656812**

Email: cwhite612@c2ken.net

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: **Mr. M Bates**

KEY CONTACTS WITHIN THE EDUCATION AUTHORITY –

The EA Child Protection Support Service to Schools is able to provide advice and consultancy.

CONTACT & NUMBER –

- Central CPSS – 02895985590 (Mon-Fri)

REFERRAL TO GATEWAY TEAM- BELFAST

Knockbracken Healthcare Park

Saintfield Road

Belfast

Tel: 02890507000

PSNI CENTRAL REFERRAL UNIT

Tel: 02890259299 (or 101 Extension 30299)

Support Numbers if you have a concern

Childline – 0800 1111

NSPCC- 0808 800 5000

Roles and Responsibilities

Designated Teacher/ Deputy Designated Teacher

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- the induction and training of all school staff including support staff;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- responsibility for record keeping of all child protection concerns;
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- making referrals to Social Services or PSNI where appropriate;
- liaison with the EA Designated Officers for Child Protection;
- keeping the school Principal informed;
- lead responsibility for the development of the school's child protection policy;
- promotion of a safeguarding and child protection ethos in the school; and
- compiling written reports to the Board of Governors regarding child protection.

Principal

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;

- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools record of child abuse complaints.

Board of Governors

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- safeguarding and child protection training is given to all staff and governors including refresher training;
- the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;
- there is a code of conduct for all adults working in the school;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- they receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools.

Chair of Board of Governors

The chair of the board of governors:

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record-keeping and policies.

Designated Governor for Child Protection

Advises the board of governors on: -

- the role of the designated teachers;
- the content of child protection policies;
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full annual designated teachers report; and
- recruitment, selection, vetting and induction of staff.

Other members of school staff

- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if he/she is not available;
- class teachers and Year Heads should access the school CPOMS (Child Protection Online Management System) with their unique log-in and record a new incident/concern if there are safeguarding concerns (this will automatically alert the designated and deputy designated teachers) such as: 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;
- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- if any member of the support staff has concerns about a child or staff member they should report these concerns to the designated teacher or deputy designated teacher if he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;
- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;
- if there are any changes to arrangements about who brings their child to and from school;

- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.

Child Protection Definitions

Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

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.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

Harm can be caused by:

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

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

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

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include, not giving a child 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 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.

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.

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, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse

Signs and symptoms of abuse:

Information for schools - Please find attached the link to signs and symptoms from the SBNI Regional Core Policies and Procedures guidance.

<https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>.

Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Ashfield Boys' High School are aware of and have therefore included them in our policy. Please see these in **Appendix 1**.

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

Responding to Safeguarding and Child Protection Concerns

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child

protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm¹.

Adult Safeguarding

An 'Adult at risk of harm' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.

Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

An 'Adult in need of protection' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances and
- c) Who is unable to protect their own well-being, property, assets, rights or other interests; and
- d) Where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

How a parent can raise a concern?

In **Ashfield Boys' High School**, 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 Head of Year, 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. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 3**.

Where School has concerns or has been given information about possible abuse by someone other than a member of staff

In **Ashfield Boys' High School** 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 (teaching and learning support staff) will record a new incident/concern via the school's CPOMS (Child Protection Online Management System) (see **Appendix 6**) and act promptly. Other members of staff will report the incident immediately to the Designated or Deputy Designated Teachers and provide a written report. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher Mr C Brady and in his absence, Mr K Reid or Mr K Millar the deputy designated teachers and Mrs C White in relation to any concerns regarding female pupils attending the school.

The designated teacher will consult with the Principal or other relevant staff always taking care to avoid due delay. If required, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, the designated teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. Where appropriate the source of the concern will be informed of the action taken.

If the concern relates to a student over the age of 18 the Designated Teacher will discuss the concerns with the Trust Adult Safeguarding Team or the Team with responsibility for Vulnerable Adults. This team will assess the level of risk.

For further detail please see **Appendix 4**.

Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal, then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed.

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway and also ensuring a vulnerable adult is protected from harm. Consent will always be sought from the person for a referral to statutory agencies.

If consent is withheld then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent. In this case contact will be made with the local Adult Protection Gateway to seek further advice.

In situations where there is reasonable doubt regarding an individual's capacity, they will be informed of the referral, unless to do so would put them at any further risk.

The principle of consent may be overridden if there is an overriding public interest, for example in the following circumstances:

- the person causing the harm is a member of staff, a volunteer or someone who only has contact with the adult at risk because they both use the service; or
- consent has been provided under undue influence, coercion or duress;
- other people are at risk from the person causing harm;
- or a crime is alleged or suspected

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.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected. This is the case via our school recording & maintaining of records platform – CPOMS (Child Protection Online Management System).

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Ashfield Boys' High School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Code of Conduct for all Staff - Paid or Unpaid

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. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

The school's Code of Conduct is available on request

The Preventative Curriculum -

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

1. Our 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. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

2. Throughout the school year child protection issues are addressed through main school assemblies, form class, child protection guidance and posters in every room and there is a permanent child protection notice board in the main corridors and entrances to the school. Information on these provides school procedures advice and displays child helpline numbers. Other initiatives which address child protection and safety issues are through specialised visitors/organisations to highlight and address key child protection issues through the preventative curriculum.

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.](#)

Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's 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. The board of governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher.

Appendix 1

Specific Types of Abuse

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or 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/young person'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 is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

If the staff in Ashfield Boys' High School become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

Child sexual exploitation (CSE) 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 consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which

is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Forced Marriage A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in SCHOOL NAME we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children who display harmful sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child’s development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.

- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

E safety/Internet abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety 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.

We in Ashfield Boys' High School have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

Sexting between individuals in a relationship

Each case will be looked at individually.

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 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individuals' consent.

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 of the school will be followed.

Adult Safeguarding

For further information see:

<https://www.health-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-document>

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case by case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met.

Appendix 2

Children with Increased Vulnerabilities

- **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**

As with children with a special educational need, children who are not fluent in English should be given the chance 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.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to 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.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical

and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- **Boarding schools and residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

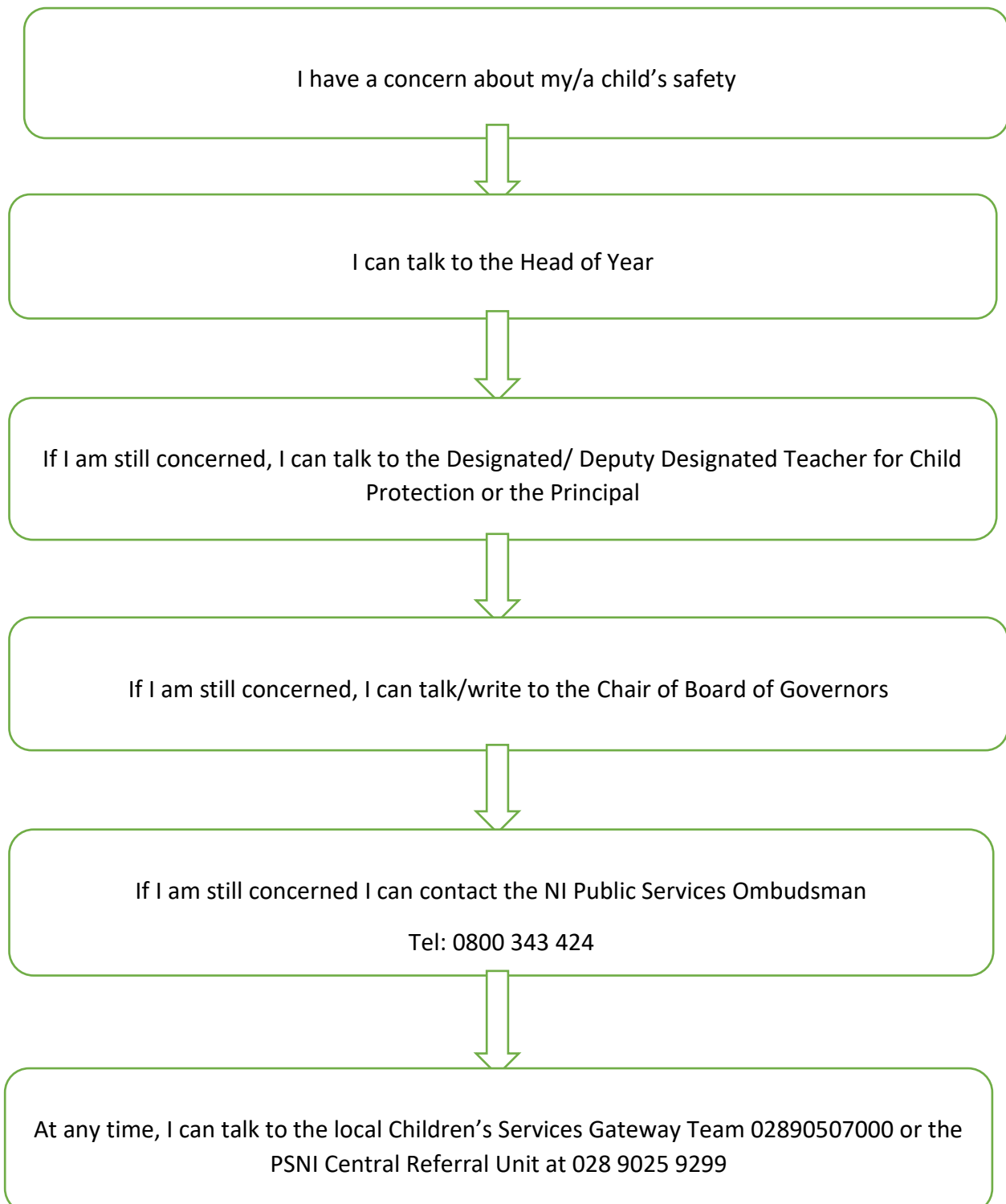
- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Appendix 3

How a parent can make a concern known?

If a parent has a potential child protection concern:



Appendix 4

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

Member of staff completes an 'Incident' via CPOMS on what has been observed or shared and must ACT PROMPTLY.

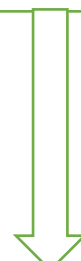
Source of concern is notified that the school will follow up appropriately on the issues raised.



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



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer, and in the case of an adult (18 and over) Adult Protection Gateway Services.



Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

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

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).



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

Appendix 5

Dealing with Allegations of Abuse Against a Member of Staff

Key Points

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



Guidance on the Next Steps

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



Possible Outcomes

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



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed

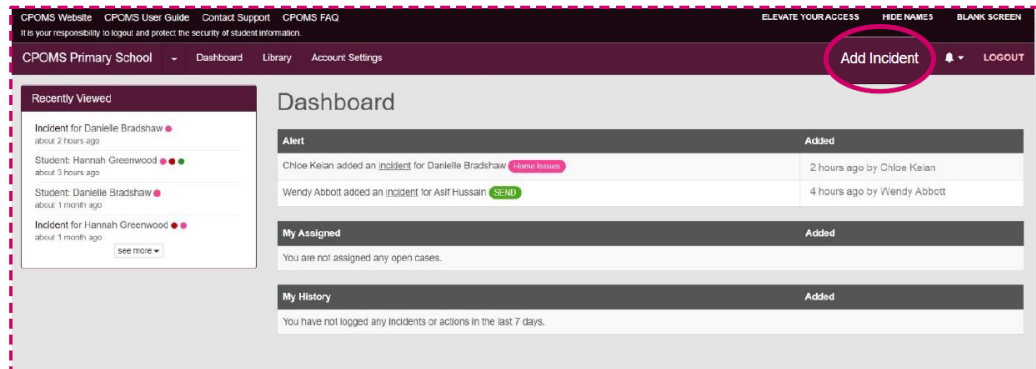


Alternatives to precautionary suspension imposed

Appendix 6

33 Adding an Incident

To add a new incident to the system click on the **'Add Incident'** button, available to the top right of your dashboard.



You will then be taken to the **'Add Incident'** form, where you can fill in all of the details about the incident.

Add Incident Form (Non-Key Holder)

A screenshot of the 'Add Incident' form in the CPOMS system. The form is titled 'Add Incident' and is located on the right side of the dashboard. It contains several sections: 'Student' (a dropdown menu), 'Incident' (a large text area), 'Categories' (a list of checkboxes for various incident types), 'Linked student(s)' (a dropdown menu), 'Maps' (a section with two person icons), 'Date/Time' (a date and time picker), 'Status' (a dropdown menu), 'Assign to' (a dropdown menu), 'Files' (a section with a 'Click to browse or drag a file to upload' button), 'Alert Staff Members' (a dropdown menu), and 'Agency Involved' (a text input field). At the bottom of the form is a 'Submit Incident' button. The footer of the page indicates 'CPOMS © 2021, CPOMS Systems Limited, v6.18.0'.



Student

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name click on the 'x' delete button to choose an alternative student.*



Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be **accurate** and **specific**.



Categories

Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.



Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.



Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'.



Date/Time

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.



Status

You may set the 'Status' of the incident to 'Active' or 'Closed'.



Assign to

You may also assign an incident to a specific staff member (*Key Holders Only*) if they will be dealing with it, by selecting their name in the 'Assign to' field. *The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'*



Files

If you would like to attach a file/ document to support the incident *e.g. a social services letter, previous school case notes, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.



Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.



Agency Involved

You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ pupil.

Once all of the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

Appendix 7:

COVID – 19

This applies during the period of school impacted by COVID-19 and reflects updated advice from the Department of Education NI.

Unless covered here, our normal child protection policy continues to apply.

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

All staff, pupils and parents have been supplied with the relevant contact details of the Designated Teacher and Deputy Designated Teachers and the processes of reporting a concern if pupils are in school, in a blended learning context and if the Department of Education issues a period of school closure. Contact details of the key safeguarding personnel are outlined below and should be contacted if a member of staff, pupil or parent has a concern regarding a pupil.

All concerns should be reported immediately and when a concern is reported to any member of staff other than to a member of the safeguarding team it will be forwarded to a member of the safeguarding team and relevant and appropriate action of support will take place.

DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr. C Brady**

CONTACT NUMBER: **02890656812**

Email: cbrady352@c2ken.net

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr. K. Reid**

CONTACT NUMBER: **02890656812**

Email: kreid714@c2kni.net

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION

NAME: **Mr. K. Millar**

CONTACT NUMBER: **02890656812**

Email: kmillar608@c2ken.net

SAFEGUARDING TEAM MEMBER FOR FEMALE PUPILS

NAME: **Mrs C. White**

CONTACT NUMBER: **02890656812**

Email: cwhite612@c2ken.net

NOMINATED GOVERNOR FOR CHILD PROTECTIONNAME: **Mr.M.Bates****KEY CONTACTS WITHIN THE EDUCATION AUTHORITY –**

The EA Child Protection Support Service to Schools is able to provide advice and consultancy.

CONTACT & NUMBER –

- Central CPSS – 02895985590 (Mon-Fri)

REFERRAL TO GATEWAY TEAM- BELFAST

Knockbracken Healthcare Park

Saintfield Road

Belfast

Tel: 02890507000

PSNI CENTRAL REFERRAL UNIT

Tel: 02890259299 (or 101 Extension 30299)

Support Numbers if you have a concern

Childline – 0800 1111

NSPCC- 0808 800 5000

Parents have also been supplied with contact details of key supports networks within the local area.

Helpful Numbers – East Belfast

Medical			
<i>In an emergency, remember to call 999</i>	GP Out of Hours (Belfast) 90796220	Ulster Hospital 90484511	Royal / Children's Hospital 90240503
Hollywood Road Surgery 90654668	Arches Health Centre 95047800	Mater Hospital 90741211	Belfast City Hospital 90329241
Mental Health			

<i>When someone's life is at immediate risk, call 999</i>	Lifeline 0808 808 800	Samaritans 90664422	Young Minds www.youngminds.org.uk
Childline 0800 1111	New Life Counselling 90391630	Victim Support 90243133	Familyworks Counselling 91821721
East Belfast Community Counselling 90460489	Aware Defeat Depression 90321734	OCD UK 0845 120 3778	Mindwise 90402323
Action Mental Health 90629759	PIPS 90755070	27/7 Contact Youth 0808 808800	Cruse Bereavement 90792419
Mental Health Apps			
<i>HERE2HELP</i>	<i>Mood Gym</i>	<i>Headspace</i>	<i>Rise Up and Recover</i>
<i>Mindshift</i>	<i>Calm</i>	<i>Smiling Mind</i>	<i>Super Better</i>
Safety			
PSNI 101	PSNI (Emergency) 999	Gateway Services (Social Services) 90507000	Barnados NI 90672366
Woman's Aid 0800 9171414	Childline NI 0870 336 2945	NSPCC 0808 8010722	CEOP (Online) www.ceop.police.uk
Local MLA Offices			
Mr Peter McReynolds MLA 90472004	Mr Andy Allen MLA 90463900	Ms Joanne Bunting MLA 90797100	Mr David Brooks MLA 96944487
Other Help			
Belfast City Council 90320202	Lisburn and Castlereagh Council 92509250	Housing Executive 03448 920 900	Citizens Advice Bureau (CAB) 90231120
East Belfast Independent Advice Centre 90963003	Simon Community 90232882	Bryson Energy Advice Line 0800 142 2865	Foster Care Associates 0800 434 6000
The Larder Foodbank St Christopher's Church Mersey Street	NI Direct www.nidirect.gov.uk	Job Centre NI www.jobcentreonline.com	Community NI www.communityni.org
Dundonald Foodbank 95435310	Extern 90330433	ASCERT (Substances) 92604422	Benefits Office 0800 022 4250
East Belfast Community Development Agency 90451512	Cara Friend (LGBT) 90890202	East Belfast Mission 90458560	Disability Network 92667227
Store House (Food) 90332230	Fareshare (Food) 90332230	Family Support NI www.familysupportni.gov.uk	Parenting NI www.parentingni.org

In all cases if you believe that it is an emergency situation and the young person is in danger, phone 999.

Supervised Learning Support during periods of school closure:

Support is available to those children who may be particularly vulnerable during COVID-19. The term “vulnerable” encompasses those children who are in need of protection, or in need, as defined by the Children (NI) Order 1995. Children and young people in need may include those:

- Receiving support from Health & Social Services including family support.
- Child protection and looked after children services.
- On the Child Protection Register.
- With statements of special education needs.
- Accessing Education Otherwise Than at School (EOTAS).
- Accessing Education Nurture Units.
- With emerging and diagnosed mental health needs.
- Who are homeless.
- Who are young carers.
- Subject to paramilitary threat.
- Whose parents have mental health problems.
- Whose parents have alcohol and drug addictions.
- Affected by domestic abuse.

Monitoring attendance:

Pupils during periods of school closure will still be required to register each day. This will be carried out via a dedicated Google Form Class. Each day pupils are required to log in and register. Any pupil not registering each day the school’s attendance protocols during periods of school closure will be followed as outlined below:

- Form teacher keeps accurate records of attendance from the form class
- 2nd day absence form teacher sends 2nd day 2nd lockdown text via teachers2parents with the Form Teachers email address
- 3rd day absence form teacher emails the AHOY with the pupil's name/names
- AHOY then makes a call to the pupil’s home to discuss non registering over a 3 day period and any supports that may be appropriate

During periods of school closure, the Head of Year and Assistant Head of Year will meet twice per week to discuss pupil’s engagement both in online learning and form class registering along with any key pastoral concerns. The Pastoral Care Team meet once per week and this information is fed back discussed and appropriate support measures are implemented. All information is supplied to Core Leadership during their weekly meetings.

To ensure that pupils are safe, if they are unreachable after numerous attempts to contact their parent / carer, we may make a referral to the Gateway Social Services team or Education Welfare Service.

The following protocols are in place:

- Phone call/ calls to other contacts listed on SIMS
- Letter home
- Home School Liaison Officer Visit
- Education Welfare Service Referral
- Social Services Referral

Mental health

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

We will also signpost pupils, parents and staff to other resources to support good mental health through website links, helpful numbers and app awareness. This will be through email, posts on the pupils google form class, phone calls home and any referrals made by a pupil, staff member, parent or outside agency indicating that a pupil is struggling emotionally the pastoral team will consult with relevant agencies of support to help that pupil.

Levels of work expected at these times during school closure or blended learning has been addressed in Head of Department meetings and all staff have been trained in 'The Recovery Curriculum'.

Working with Outside Agencies

The safeguarding team along with the pastoral team will continue to work with outside agencies in relation to pupils that have outside agency involvement.

Online Safety

All pupils and parents have been encouraged to download the 'Safeguarding Board NI' app with relevant contact detail of major sources of support and guidance on online safety.

All pupils and parents have been encouraged to download the DENI Safer School App.

All staff and pupils are to follow the existing school policies in relation to online learning and for all online live lessons pupils and staff will follow the protocols set out in the Teaching & Learning Policy.

If any pupil or parent notices any concerning behaviour online, advice can also be sought from the Child Exploitation and Online Protection Command (CEOP) <https://www.ceop.police.uk>. However, we advise that you still contact those outlined in this document.