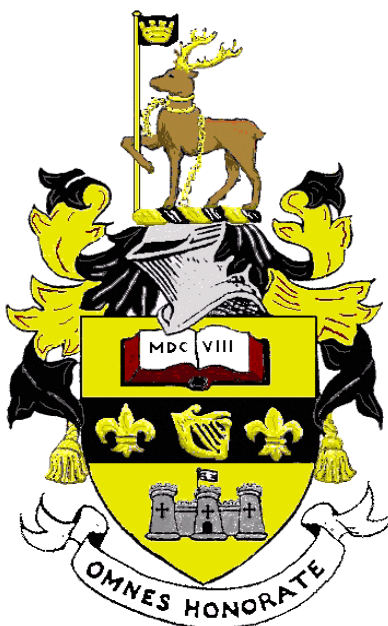


PORTORA ROYAL SCHOOL

ENNISKILLEN

PASTORAL CARE

CHILD PROTECTION POLICY



Date Approved by Board of Governors: 13th October 2015

Date of Next Review: June 2016

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

1. Child Protection

We in Portora Royal School have a responsibility for the Pastoral Care, general welfare and safety 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 neglect of a child is suspected and outlines referral procedures within our school.

2. 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) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

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

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection therefore complements and supports a range of other school policies including:

- Behaviour Management Policy
- Behaviour for Learning
- Discipline: Managing breaches including suspensions and expulsion
- Discipline Policy
- Anti-Bullying Policy
- Use of Reasonable Force
- Special Educational Needs
- Educational Visits
- Administration of Medicines
- Health and Safety Policy
- Relationships and Sex Education
- Use of Mobile Phones/Cameras
- ICT Policies

These policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website at www.portoraroyal.co.uk/

4. Roles And Responsibilities

4.1 The School Safeguarding Team

The following are members of the school's Safeguarding Team

- | | |
|--|--|
| ▪ Chair of the Board of Governors | Bishop J McDowell |
| ▪ Designated Governor for Child Protection | Mrs Barbara Johnston |
| ▪ Principal | Mr Neill Morton |
| ▪ Designated Teacher | Mrs Ruth Maxwell |
| ▪ Deputy Designated Teachers | Mrs Janet Goodall
Miss Nicola Heap
Mr Stephen Gaston |

The roles and responsibilities of members of the Safeguarding Team are summarised in **Appendix 1**.

4.2 The Board of Governors

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

- approving the school's child protection policy every 2 years and all other safeguarding policies on a regular basis.
- receiving annual child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school (**Appendix 2**).
- attendance at relevant child protection/safeguarding training for Governors.

4.3 School Staff

Teachers, Classroom Assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teachers for Child Protection/Principal. In addition members of staff should also keep the Designated Teacher informed by email or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or bullying and concerns about home circumstances including disclosures of domestic abuse. For reasons of confidentiality, concerns of a sensitive nature should be sent as an attachment to an email. Send as soon as possible on the same day and record the actual words used by the child/young person.

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, EAWR Child Protection Support Service for Schools or to Social Services.

4.4 Parents

Parents can play their part in safeguarding by:

- telephoning the school on the morning of their child's absence and 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 appointments including providing details of any arrangements for the collection of the child.
- familiarising themselves with the schools safeguarding policies.
- reporting to the school office when they visit the school.
- sharing any concerns they may have in relation to their child with the school.

5. Definition of Child Abuse

"Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them". (Area Child Protection Committees' Regional Child Protection Policy and Procedures 2005).

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 3**.

6. 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 original 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. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

7. Procedures for Reporting Suspected or Disclosed Child Abuse.

7.1 How a student can raise a concern

If a student has a concern they can raise it with the School Counsellor. They can talk to their Tutor, Head of Key Stage, the Designated or a Deputy Designated Teacher for Child Protection or the Headmaster. If they are still concerned they may talk/write to the Chair of the Board of Governors. Details of who to contact are shown in the flowchart in **Appendix 4**. Information about the Designated Teachers and School Counsellor is shown in **Appendices 5 & 6** respectively.

7.2 How a Parent can raise a concern

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 Tutor, Head of Key Stage, the Designated or Deputy Designated Teacher for Child Protection or the Headmaster. If they are still concerned they may talk/write 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 7**.

7.3 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

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

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

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. She will discuss the matter with the Headmaster and may also seek advice or clarification from the EAWR 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.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs

of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the EAWR Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's child protection file.

This procedure with names and contact numbers is shown in **Appendix 8**.

7.4 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 Headmaster (or the Designated Teacher if the Headmaster is not available) must be informed immediately. If the complaint is against the Headmaster 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 9** will be followed in keeping with current Department of Education guidance.

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Headmaster may be invited to attend an initial and subsequent 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.

9. Consent from Pupils and Parents

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

10. 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.

11. Record Keeping

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teachers and Headmaster have access to them. The School's own child protection records will be stored permanently. (This time-scale is currently (September 2014) under review by the Department of Education).

12. Safeguarding in the 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. Furthermore, the pupil planner and sixth form diary includes information directing a pupil on how to seek help, advice and support within the school and from external agencies and professionals.

13. Vetting Procedures

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

14. 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, including guidelines for reasonable force and guidance of coaches, which is included as **Appendix 2** to this policy.

15. Staff Training

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. All staff will receive basic child protection awareness training and regular refresher training. The Headmaster, Designated Teacher/Deputy Designated Teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the EAWR Child Protection Support Service for Schools.

16. Monitoring and Evaluation

This policy will be reviewed annually by the Designated Teacher for Child Protection 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 annually by the Schools Safeguarding Team.

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities

a. 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 report of the annual audit.

b. 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.

c. Principal

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 to 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 Designated Teachers for Child Protection.
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

d. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding Team will support the Designated Teacher in carrying out their role including undertaking key duties in their absence. The role of Designated Teacher includes:

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

Appendix 2.

Code of Conduct for Staff & Volunteers

Introduction

This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is built on the premise that staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. However, it is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff.

No member of staff who behaves in a totally professional way towards a pupil at the school should fear any complaint being lodged against him or her by either a child or his parent/guardian. If a member of staff foresees a situation where he or she could be vulnerable to false accusations, that member of staff should consciously undertake a risk assessment of the foreseen situation, and take appropriate action to minimise or eliminate any risk.

Code of Conduct

2.1 Private meetings with pupils.

- a. Staff should be aware of the possible misconceptions or potential risks which may arise from private interviews with individual pupils. It is recognised that in the normal course of school life there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.
- c. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern he or she should ensure that another adult (or if this is not possible another pupil) is present or nearby.
- d. Staff should be mindful of the potential risks involved in the use of social networking sites accessed by pupils.

2.2 Physical contact with pupils.

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Staff who need to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult.

However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

- f. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- g. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Assistant Principal (Pastoral).
- h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

2.3 Choice and Use of Teaching Material

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

2.4 Relationships and Attitudes

Staff should ensure that their teaching styles, relationships with pupils, and their manner and approach to individual pupils, are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation and that they give no grounds for doubt about their intention in the minds of colleagues, of pupils or of their parents/guardian. Attitudes, demeanour, dress code and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

In the interests of helping teachers fulfil their professional responsibility to each pupil, the following guidelines are issued:

- a. No pupil should be subjected to ridicule, verbal or emotional abuse. Fair criticism of aspects of behaviour or work should not fall into this category.
- b. No pupil should be physically struck by a member of staff. Reasonable force exercised in the need to restrain a pupil for his safety, or for those around him, can be applied. Each member of staff should make themselves aware of Policy for Reasonable Force.
- c. It is recommended that a member of staff should not give an unaccompanied lift in a vehicle to a pupil.
- d. No member of staff may share accommodation on an overnight trip with a pupil.

2.5 Complaints Procedure

Parents are made aware that the school has a complaints procedure.

Complaints will be registered in a confidential file and a copy deposited in the teacher's personal file. Any complaint which is proved to be spurious will not be so recorded.

Any member of staff who receives a complaint about a colleague must inform the Designated Teacher.

2.6 Detailed Directions

- a. A closed room means a room which has no visual access from a corridor.

- b. During the school day 8.30 - 3.30
One-to one interviews / counselling / tuition / orals / aurals are acceptable, provided that as far as possible they do not take place in a closed room, and
 - (1) teacher and pupil are separated by a desk;
 - (2) details of interviews etc are known in advance where practicable; and
 - (3) a teacher must not be alone in the Dark Room with only one pupil.
- c. After the end of the school day and at weekends
 - (1) Non-Portorans will be permitted on the premises or in the grounds only as participants in curricular or extra-curricular activities which have been approved by the Headmaster.
 - (2) Interviews can take place under formal conditions as above.
 - (3) Tuition / practical work / coursework / extra curricular activities: a teacher must never be alone with a pupil.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation. From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

Additional guidance for Sports Coaches

All organisations that make provision for children and young people must ensure that:

- The welfare of the child is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working in sport have a responsibility to report concerns to the appropriate officer.

Portora Royal School has a duty of care to safeguard all children involved in any activities in Portora Royal School from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. The school will ensure the safety and protection of all children through adherence to its Child Protection guidelines.

A child is defined as a person under the age of 18 (The Children Act 1989).

The aim of the Portora Royal School Child Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of Portora Royal School.
- Allow all staff/volunteers to make informed and confident responses to specific child protection issues.

Promoting Good Practice

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take.

Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. A coach, instructor, teacher, official or volunteer will have regular contact with young people and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

When a child enters the club having been subjected to child abuse outside the sporting environment, sport can play a crucial role in improving the child's self-esteem. In such instances the club must work with the appropriate agencies to ensure the child receives the required support.

Good Practice Guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means

- Always working in an open environment avoiding private or unobserved situations and encouraging open communication.
- Treating all young people/disabled adults equally with respect and dignity.

- Always putting the welfare of each young person first.
- Maintaining a safe and appropriate distance with players (eg it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust and empowering children to share in decision making.
- Making sport fun, enjoyable and promoting fair play.
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the Coach Education Programme. If it is difficult to maintain hand positions when the child is constantly moving, young people should always be consulted and their agreement gained. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If groups have to be supervised in the changing rooms, always ensure parents, teachers, coaches or officials work in pairs.
- Ensuring that if mixed teams are taken away for the day or night, they should always be accompanied by a male and female member of staff. However, remember that same gender abuse can also occur.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and disabled adults – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if club officials are required to transport young people in their cars.

Practices To Be Avoided

The following should be **avoided** except in emergencies. If a case arises where these situations are unavoidable (eg the child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session), it should be with the full knowledge and consent of someone in charge in the club or the child's parents.

Otherwise, avoid:

- Spending excessive amounts of time alone with children away from others.
- Taking or dropping off a child to an event.

Practices Never To Be Sanctioned

You should never:

- Engage in rough physical or sexually provocative games, including horseplay.
- Share a room with a child.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.

- Reduce a child to tears as a form of control.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or disabled adults that they can do for themselves.
- Invite or allow children to stay with you at your home unsupervised.

It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the players involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Incidents That Must Be Reported & Recorded

If any of the following occur you should report this immediately to another colleague and record the incident. You should also ensure the parents of the child are informed:

- if you accidentally hurt a player.
- If he/she seems distressed in any manner.
- if a player appears to be sexually aroused by your actions.
- if a player misunderstands or misinterprets something you have done.

Use of Photographic/Filming Equipment at Sporting Events

There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young and disabled sports people in vulnerable positions. All clubs should be vigilant and any concerns should be reported to the Designated Teacher.

Video as a coaching aid: there is no intention to prevent club coaches and teachers using video equipment as a legitimate coaching aid. However, performers and their parents/carers should be made aware that this is part of the coaching programme and such films should be stored safely.

Recruitment and Training of Staff and Volunteers

Portora Royal School recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

Pre-selection checks must include the following:

- All volunteers/staff should complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- Consent should be obtained from an applicant to seek information from the Criminal Records Bureau.
- Two confidential references, including one regarding previous work with children. These references must be taken up and confirmed through telephone contact.
- Evidence of identity should be provided (eg passport or driving licence with photo).

Interview and Induction

All employees (and volunteers) will be required to undergo an interview carried out according to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.
- They should sign up to Portora Royal School's Code of Conduct.
- Child protection procedures are explained and training needs are identified.

Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against established good practice, and to ensure their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or young person.
- Work safely and effectively with children.

Portora Royal School requires:

- Coaching staff to attend a recognised good practice and child protection awareness training workshop, to ensure their practice is exemplary and to facilitate the development of a positive culture towards good practice and child protection.
- Non-coaching staff and volunteers to complete a recognised awareness training on child protection.
- Relevant personnel to receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a young person.
- Relevant personnel to undergo national first aid training (where necessary).

Responding to Allegations or Suspicions

It is not the responsibility of anyone working in Portora Royal School, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

Portora Royal School will assure all staff/volunteers that it will fully support and protect anyone who in good faith reports his/her concern that a colleague is, or may be, abusing a child. Appendix 8/ Appendix 9.

Where there is a complaint against a member of staff there may be three types of investigation:

- a criminal investigation
- a child protection investigation
- a disciplinary or misconduct investigation.

The results of the police and child protection investigation may well influence the disciplinary investigation, but not necessarily.

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Designated Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Teacher, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headmaster who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer should be reported to the Designated Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Designated Teacher will refer the allegation to the social services department which may involve the police, or go directly to the police if an individual is deemed to be in immediate danger.
- The parents or carers of the child will be contacted as soon as possible following advice from the social services department.
- If the Designated Teacher is the subject of the suspicion/allegation, the report must be made to the Headmaster.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. This includes the following people:

- the Designated Teacher
- the parents of the person who is alleged to have been abused
- the person making the allegation
- social services/police
- the alleged abuser (and parents if the alleged abuser is a child).

Social Services advice will be sought on who should approach the alleged abuser.

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (eg that information is accurate, regularly updated, relevant and secure).

Internal Enquiries and Suspension

- The Principal or Chair of the Board of Governors (if the concern is about the principal) will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.
- Irrespective of the outcome of the social services or police inquiries the Portora Royal School Disciplinary Committee will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to support a criminal prosecution by the police. In such cases, the Portora Royal School Disciplinary Committee must reach a decision based upon the available information, which could suggest that on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Support to Deal with the Aftermath of Abuse

- Consideration will be given to the kind of support that children, parents and members of staff may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process.
- Consideration will be given to what kind of support may be appropriate for the alleged perpetrator.

Allegations of Previous Abuse

Allegations of abuse may be made some time after the event (eg by an adult who was abused as a child or by a member of staff who is still currently working with children).

Where such an allegation is made, the school will follow the procedures as detailed above and report the matter to the social services or the police. This is because other children, either within or outside school, may be at risk from this person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children.

Information About Suspected Abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. This information could be very important to the social services or the police and should include the following:

- The child's name, age and date of birth of the child.
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents been contacted?
- If so, what has been said?
- Has anyone else been consulted? If so, record details.
- If the child was not the person who reported the incident, has the child been spoken to? If so, what was said?
- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

If you are worried about sharing concerns about abuse with a senior colleague, you can contact Social Services or the PSNI direct.

Reasonable Force

Guidelines for Staff

Corporal Punishment is unlawful: a member of staff must not use any degree of physical contact which is deliberately intended to cause pain or injury or humiliation.

ARTICLE 4 OF THE EDUCATION ORDER 1998

A member of staff: defined as a teacher at the school, or others, who with the authority of the principal has lawful control or charge of pupils.

Circumstances

A member of staff can use such force as is reasonable in the circumstances to prevent a pupil from:

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

A member of staff has the right under common law to defend himself/herself against attack.

Location

- School premises
- Elsewhere at a time when the person has lawful control or charge of the pupils concerned.

What is 'reasonable'?

There is no precise legal definition. It will depend on the circumstances of each case. **The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.**

Degree of Force

Degree of Force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. It should be the minimum needed to achieve the desired result.

Use of and degree of force may also depend on the age of the pupil - it is likely to be increasingly inappropriate with older pupils.

Reasonable force is not a substitute for good behaviour management and is always a last resort.

Examples of circumstances where it might be appropriate to use reasonable force:

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting.
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, misuse of dangerous materials or objects.

- A pupil running in a corridor or standing in a way which might cause injury to himself or others.
- A pupil refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

Some practical considerations:

- A calm and measured approach is necessary.
- A member of staff may need to send for help.

Some acceptable forms of physical intervention could be:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading by the arm
- More restrictive holds (in extreme circumstances)

Unacceptable forms of physical intervention - which might reasonably be expected to cause injury:

- Holding by neck or collar
- Slapping, punching or kicking or using an implement
- Throwing any object at a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling by hair or ear
- Holding face down on the ground

Staff should avoid touching or holding a pupil in any way that might be considered indecent.

Physical Contact may be necessary:

- To demonstrate exercises or techniques in PE, sport, music, technology
- To give First Aid
- May be appropriate to comfort a pupil in distress.

However, staff should bear in mind that even innocent and well intentioned actions can be misconstrued.

Reporting

A detailed, contemporaneous written report must be made of any occasion (except minor or trivial incidents) when reasonable force is used.

- Inform the principal
- Complete the report form
- Seek advice within the school or from the representative of professional association
- Keep a copy

Parents

Parents should be informed of an incident involving their child (other than a trivial incident) and give an opportunity to discuss it.

Complaints

Complaints should be dealt with in accordance with the procedures set out in DENI Circular 1999/10.

Guidance

Guidance on Reasonable Force is given in the Regional Policy Framework on the Use of Reasonable Force/Safe Handling (May 2004).

Appendix 3

Types of Abuse and Physical/Behavioural Indicators

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

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 the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

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 ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or

corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Physical Indicators	Behavioural Indicators
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).	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.

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (Cooperating to Safeguard Children/ACPC Regional Policies and Procedures)

Physical Indicators	Behavioural Indicators
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<p>bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>
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Sexual violence and abuse is defined as 'any behaviour (physical; verbal, virtual/digital) 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 or sexual orientation) without their informed consent or understanding' (DHSSPS 2014; Stopping Domestic and Sexual Violence and Abuse Consultation Document)

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.

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children and, at the extreme, cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; bullying is persistent and severe, resulting in the victim suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the bully suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either victim or bully).

The School Motto "*Honour All*" is the clearest statement possible of the School's positive attitude to personal relationships and a declaration of opposition to bullying in any form.

Bullying: Definition - "*Anything inflicted in a systematic or continuous way by one or more persons that causes others to feel distress.*"

We recognise that such distress can be caused by both pupils and adults.

Amongst the examples of unacceptable behaviour are taunting and name calling; showing religious or racial prejudice; anti-studious or anti-low achiever attitudes; ostracising; physical aggression; sarcasm, "labelling" and destruction of property.

Guidelines to staff ~ teachers, supervisors and administrative staff:-

- (1) **be observant** and on the look out for signs of bullying. It is no one person's responsibility to intervene;
- (2) **be willing** to intervene;
- (3) **be vigilant** and avoid contributing to situations where unacceptable behaviour can occur;
- (4) **be sensitive** to a pupil's perceived grievance;
- (5) **be prepared** to seek assistance from Senior Teacher;
- (6) **be consistent** in personal behaviour and attitude;
- (7) **record** the incident(s) on Sims;
- (8) **be prepared** to "follow up" after (7).

The Victim ~ Recommended personal course of action:-

- (1) inform your parents;
- (2) inform your Tutor or adult in school whom you trust . This might include your Form Prefect or member of the Student Council;
- (3) be fully honest in describing what has happened;
- (4) keep a diary of incidents.

The School ~ Recommended course of Action.

Remember bullying is systematic, and not random. Be sure you are dealing with the former.

- 1 The victim must be treated sympathetically, and encouraged to talk about the incident frankly, and provide names of those involved and also witnesses.
- 2 Those involved will be seen either individually or together as appropriate. The incident will be followed up with all.
- 3 Record the incident on sims.
- 4 Inform staff about the situation.
- 5 Punishment of systematic bullying can be expected. Incidents can be of a very serious nature, and may involve physical violence or damage to personal property. A proven bully can be suspended and, if necessary, excluded. Senior teacher initiates appropriate action. This should be accompanied by appropriate counselling.
- 6 If the victim agrees, he or she should be seen regularly in the weeks following to provide reassurance, support and counselling, and for reporting back.
- 7 Involvement of Parents Parental support is essential from both the parents of the victim and of the bully. The bully's parents must be involved at an early stage and be made aware of the case, and of the school's course of action. The victim's parents must also be kept informed of the school's course of action.

The Code of Conduct for students

Expectations governing behaviour and conduct for students are published in the Information Booklet and apply to all members of the school community. If every member of the school community was to abide by the Code of Conduct there would be no incidents of bullying.

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from a EA Western Region Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved.

Child Sexual Exploitation

“Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.”

(SBNI 2014, adopted from CSE Knowledge Transfer Partnership NI).

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.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- 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;
- Requesting the morning after pill upon return;
- Truancy from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;

- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not. ***Taking advantage of this need or desire, and making the young person think they are in control because they are getting something in return, is part of the abusive process.***

Fear of what might happen if they do not comply can also be a significant influencing factor. The gain for those perpetrating or facilitating the abuse can include financial benefit, status or control. Like other cases of child sexual abuse, cases of CSE can incorporate a range of different sexual offences, including rape or sexual activity with a child, abuse of a child through prostitution or pornography, indecent photographs of a child or meeting a child following sexual grooming (see The Legal Framework). CSE refers, not to the specific offence, but the context within which the offending occurs.

It is important to recognise that CSE, although predominantly experienced by those aged 12 plus, is not a catchall category for all forms of sexual violence and abuse experienced in adolescence. Cases that do not involve the concept of exchange, for example, will not fall within the definition, even where sexually exploitative behaviours are present and significant harm is being experienced. It is therefore critical that CSE is not viewed in isolation from the more inclusive concepts of sexual abuse and sexual violence and other relevant concepts such as domestic violence, trafficking or going missing from home or care, in order to ensure that young people suffering these forms of violence and abuse are not overlooked.

Identifying CSE

As a result of the complexity of the transactional interaction outlined above, and the often conflicting feelings this engenders in victims, young people are frequently reluctant to disclose experiences of CSE. Because of this – and because of the hidden nature of much of the abuse – CSE can be very difficult to identify. Many children and young people – and professionals – can misinterpret such experiences as consensual and fail to recognise the exploitation involved. This can contribute to misplaced feelings of loyalty or shame on the part of victims (many of whom will consequently not self-disclose) and a potential failure to identify abusive situations on the part of professionals. However, the fact that all such scenarios are typified by a power imbalance in favour of those perpetrating the abuse and/or some form of vulnerability or limited availability of choice on the part of the young person clearly delineates/distinguishes the experiences as abusive.

Just because a young person does not see themselves as a victim, doesn't mean that they aren't. Our statutory responsibility to protect children and young people from abuse extends to all under 18s, irrespective of whether or not they view themselves as a victim of abuse.

What does CSE look like in practice?

CSE can take a variety of different forms. It can take place in person or online; or a combination of both. It can involve both contact and non-contact sexual activities. The following examples, although all very different in nature and involving different sexual offences, would all fall under the definition of CSE:

1. A 21 year old male persuading his 17 year old 'girlfriend' to have sex with his friends to pay off his drug debt;
2. A 44 year old woman posing as a 17 year old female online and persuading a 12 year old male to send her a sexual image, and then threatening to telling his parents if he didn't continue to send more explicit images;
3. A 14 year old male giving a 17 year old male oral sex in return for money;
4. A 14 year old male getting a 14 year old female to text a topless image of herself in return for a bottle of alcohol;
5. A 13 year old female offering and giving an adult male taxi driver sexual intercourse in return for the taxi fare home;
6. Three 15 year old females being taken to party houses and given 'free' alcohol and drugs, then told they have to 'pay' for them by having sex with six adult males;
7. A 12 year old female being told she has to give oral sex to six 14 year old males, if she wants to remain part of the peer group;
8. A 12 year old female who views a 19 year old male as her 'boyfriend' and engages in sexual activity with him in order to maintain the relationship;
9. A 15 year old female bringing two 13 year old females to a party (where they are sexually assaulted) in order to prevent her from being sexually assaulted again.

These examples are by no means exhaustive – other forms of CSE currently exist and new forms continue to develop. Nor are they mutually exclusive – some young people will experience abuse through a range of these scenarios, either simultaneously or in succession. Some may also concurrently be both a victim and perpetrator, as is the case in the final scenario above. Although the risk these young people pose to other young people must be addressed, good practice guidelines within the UK stipulate that this be approached through the lens of recognising the behaviours were influenced by the concurrent victimhood of the young person. Under 18s who pose a risk to other young people should also be considered 'children in need' under the Children (NI) Order 1995.

As noted above, different manifestations of CSE incorporate different sexual offences. Scenario one, for example, includes the offence of abuse through prostitution (that applies to all under 18s), whilst the abuse outlined in scenario 8 includes the offence of rape of a child under 13. The Legal Framework provides an overview of the various offences that may be being perpetrated within cases of CSE.

Who does CSE affect?

Any child under the age of eighteen can be a victim of CSE. Although younger children can also experience CSE, the abuse most frequently impacts upon those of a post-primary age with the average age at which concerns are first identified being 12-15 years of age.

Sixteen and seventeen year olds, though legally able to consent to sexual activity, can also be sexually exploited. The Sexual Offences (NI) Order includes a number of specific sexual offences that apply to this age group, including abuse through pornography or prostitution and abuse of a position of trust (see The Legal Framework).

Recognising that CSE primarily affects young people of a post-primary age – and highlighting the need to consider and respond to risk within this age group – is not about trying to control or police adolescent sexuality. It is, however, about recognising that adolescents, even those who can legally consent to have sex, can be victims of abuse where their experience of sexual activity occurs in situations characterised by exchange, a power differential and/or an absence of freely given, informed consent.

Although most identified cases of CSE relate to young females, research repeatedly shows that young males are also abused in this manner. Social workers who participated in Beckett's 2011 study of CSE in NI identified concerns about CSE for 1 in 20 young males, aged 12-17 years, on their caseload. This compares to an equivalent rate of 1 in 5 females, however this gender differential is likely, in part, an issue of identification:

- Young males may be particularly reluctant to identify abuse through CSE due to fear of being stigmatised or disbelieved;
- Some professionals identify that they are unintentionally less likely to identify, or act upon, risk for males when faced with the same presenting concerns as with females: ***“There was another fella...came back in a duvet. I don't even think he had underwear on, but it wasn't treated that worryingly as such. But...if that was a girl that came back in a duvet, alarms would be sounding everywhere”.*** (quoted in Beckett, H, 'Not a World Away;' *the Sexual Exploitation of Children and Young People in Northern Ireland, 2011:68*)

Much of the discourse around CSE in recent months would indicate that children in care are the only children at risk of CSE. This is not the case. Whilst some children in care (particularly those in residential care) are known to experience disproportionate risk of CSE, and require a particular degree of protection in this regard, they are by no means the only young people at risk of this form of abuse.

The majority of CSE victims across the UK are living at home. CSE can affect young people from any walk of life and it is important that we are mindful of risk across the general youth population and the wide range of factors that can heighten young people's vulnerability to this form of abuse. These include, but are not limited to:

- Social isolation;
- Low self esteem;
- Being in a state of poverty or financial hardship;
- Living in difficult domestic circumstances;
- Having a disability;
- Substance misuse;
- Prior experience of abuse, particularly sexual abuse;
- Recent bereavement / family breakdown;
- Experiencing bullying;
- Disengagement from education;
- Involvement in crime;
- Online vulnerability and lack of recognition of risk in the online world;
- Links with other young people who are sexually exploited;

Who is perpetrating CSE?

Although CSE is often assumed to be perpetrated solely by adults, recent learning highlights the fact that CSE can also be perpetrated by young people's peers. It can be perpetrated on an individual or group basis, or indeed a combination of both. Although most attention has been paid to male perpetrators, research and practice evidence also reveal cases of females perpetrating such abuse.

Although there are known cases of family members or carers perpetrating CSE, in most cases of CSE risk is primarily located outside of the home environment. This requires a shift away from managing risk within the family home, to managing risk within the wider community and/or the virtual world. Unless there is evidence to indicate otherwise, it also requires a re-conceptualisation of parents/carers as partners in the safeguarding process as opposed to a source of risk in and of themselves.

Identifying CSE

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation on the part of authorities rather than self-disclosure on the part of the victim. In recognition of this, good practice guidance on CSE states that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise, be alert to the likelihood of this and plan to protect children and young people accordingly.

A key element of this is awareness of the potential indicators of CSE

Understanding the complexity and impact of young people's experiences

The abuse and degradation that young people experience in cases of CSE can be immensely damaging to the young person, both in the short term and the long term. Yet, in spite of this, some will continue to maintain links with their abusers despite professional attempts to protect them.

The reasons for this can be highly complex and multi-faceted and time must be taken to understand the particular factors at play in each individual case. Amongst other things, these could include prior negative life experiences and consequent unmet emotional needs, limited ability to identify risk, the manipulative and calculated means used by abusers to entrap and entice and the fact that the negatives are generally tied up with some positives – there can be a sense of gain or some degree enjoyment or gratification (e.g. access to drugs or alcohol; perceived receipt of love or affection), alongside the degradation and abuse.

A pattern of continued contact with the abuser must not be taken to indicate an absence of harm, but rather understood in light of the young person's vulnerabilities and the complex power dynamic of the abusive relationship (such as that observable in situations of domestic violence).

An alternative perspective

Just because a young person does not recognise the abusive nature of their situation, does not mean that they are not being abused. Many young people may not see the exploitative nature of their experience until months or years later, when they are extricated from the situation and able to reflect on the manipulation and power imbalance at play.

Responses to young people will vary considerably based on whether a professional perceives them to be victims or willing participants in an activity.

Professionals therefore need to be supported to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support on the part of a young person. We must always exercise professional curiosity and view the presenting scenario through a child protection lens – though a 13 year old may talk about their 35 year old 'boyfriend', the irrefutable reality is that of victim and abuser and we must respond as such.

Care must however be taken not to simply dismiss young people's perspectives on events in our attempts to help them begin to understand the abusive nature of their experiences, as this can consolidate harm and vulnerability. It is imperative that this work is undertaken in partnership with young people, in a safe environment and at a pace that is appropriate for them. It is also imperative that such work is holistic, addressing the vulnerability and risk factors that contributed to the abuse in the first place rather than simply closing down avenues of contact.

The legislative context of CSE in Northern Ireland

As noted earlier, whilst CSE is not a specific criminal offence in itself, it does encompass a range of sexual offences and other forms of serious criminal misconduct that can be used to disrupt and prosecute this form of abuse (see The Legal Framework). Pertinent principles from these include:

- The legal age of consent to sexual activity is 16;
- If the child is under 13, under no circumstances can they be argued to have consented to sexual activity, nor is there any defence of believing the child was of an older age;
- It is an offence to cause or incite a child under 16 to engage in sexual activity, even if you do not actually engage in sexual activity with them yourself;
- It is an offence to (attempt to) meet a child under 16 following sexual grooming, with the intention of committing a sexual offence;
- It is an offence for a person to have a sexual relationship with a child under 18 if they hold a position of trust or authority in relation to them;
- Abuse of a child through prostitution or pornography applies to all under 18s;
- Where the sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm or the likelihood of harm being suffered
- Non-consensual sex is rape, whatever the age;

If the victim is incapacitated through drink or drugs, or the victim, or his or her family has been subjected to violence or the threat of it, they cannot be considered to have given true consent and, therefore, offences will have been committed.

A shared responsibility

Although the police and social services will lead in investigating and responding to CSE, they cannot effectively fulfil this role without the co-operation of other professionals and agencies. No one agency can, or should, address the challenge of preventing and responding to sexual exploitation in isolation.

Both research and practice evidence show that an effective response to the issue requires acceptance of a shared responsibility across statutory bodies, and a commitment to working collaboratively with the voluntary/community sector, and wider society to protect children and young people from this form of abuse. We all have an important role to play in this, particularly in relation to prevention, identification and early intervention, all of which are critical to an effective response to CSE. The Safeguarding Board for Northern Ireland has developed a public information campaign on CSE – “The More You Know, The More You See. For further information go to www.safertoknow.info

The Legal Framework

The Sexual Offences (NI) Order 2008 provides for a number of offences that between them could enable prosecution of all cases of CSE. These are categorised by the age of the victim and include:

- Rape and other offences against children under 13 (articles 12-15). The Order clearly stipulates with reference to these offences that a child under 13 can never be argued to have consented to sexual activity, nor is there any defence of believing the child was of an older age.
- Offences against children under 16 (articles 16-22). These include
 - Sexual activity with a child;
 - Causing or inciting a child to engage in sexual activity;
 - Engaging in sexual activity in the presence of a child;
 - Causing a child to watch a sexual act;
 - Arranging or facilitating commission of a sex offence against a child;
 - Meeting a child following sexual grooming.

Article 20 specifically considers child sex offences committed by other children or young persons, of use in cases of peer on peer abuse.

- Offences against children under 18 (articles 23-42). Recognising the continued vulnerability of 16/17 year olds in certain situations these offences cover:
 - Abuse of position of trust;
 - Familial sexual offences;
 - Abuse of child through prostitution or pornography;
 - Indecent photographs of child aged 16/17.

The law also provides for a number of civil remedies that can be used in cases of CSE including Sexual Offences Prevention Orders (available post conviction of an offence) and Risk of Sexual Harm Orders (that do not require a prior conviction). The Children (NI) Order 1995 and the Child Abduction (NI) Order 1985 can also be used in cases where children are going missing as part of the exploitation.

Child trafficking is defined as ‘the recruitment, transfer, harbouring or receipt of a child, whether by force or not, by a third person or group, for the purposes of different types of exploitation’ (DHSSPSNI and PSNI 2011: Working Arrangements for the Welfare and Safeguarding of Child Victims of Human Trafficking). This can include movement between and within countries.

When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has a Policy on the Use of Mobile Phones and ICT Policies which are available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees’ Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a

matter for professional judgement and each case will be considered individually with advice sought from a EA Western Region Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Domestic Abuse

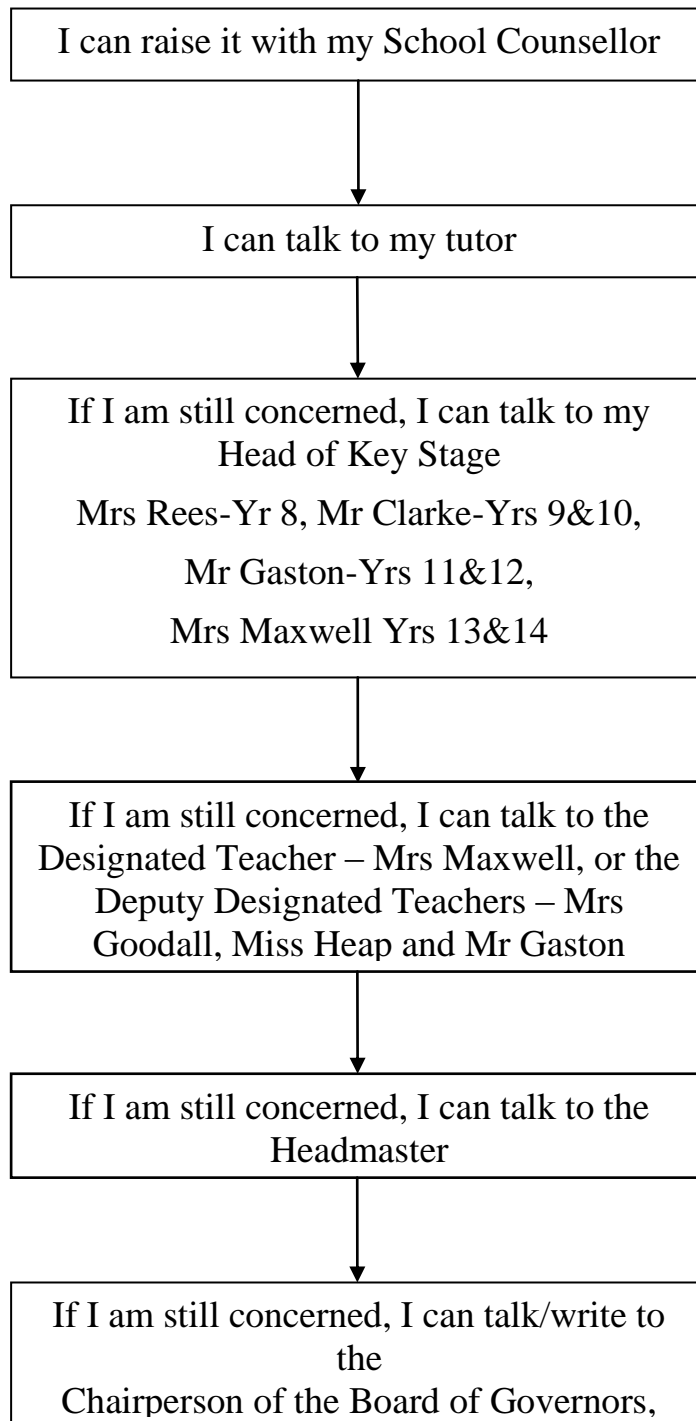
The definition of domestic abuse is:

“threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation”. DHSSPS / NIO Tackling Violence at Home, 2005, p10

A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the EA Western Region Designated Officer for Child Protection PSNI will contact the school in order to help assess the child/young person's needs and to ensure that he/she is receives appropriate support.

Appendix 4

Procedure for students who wish to raise a concern



Got A Problem?

Worried?

Concerned About Something?

Then Why Not Talk It Over With Your Tutor Or Any
Other Member Of Staff?

The teachers who are responsible for child
protection in school are:



Mrs R Maxwell
Designated Child
Protection Officer



Mr S Gaston
Deputy Designated
Child Protection
Officer



Mrs J Goodall
Deputy Designated
Child Protection
Officer



Miss N Heap
Deputy Designated
Child Protection
Officer

School Counsellor



Who? Martina
Where? Room 18
When? By appointment

**For an appointment, ask your tutor or
any member of staff**

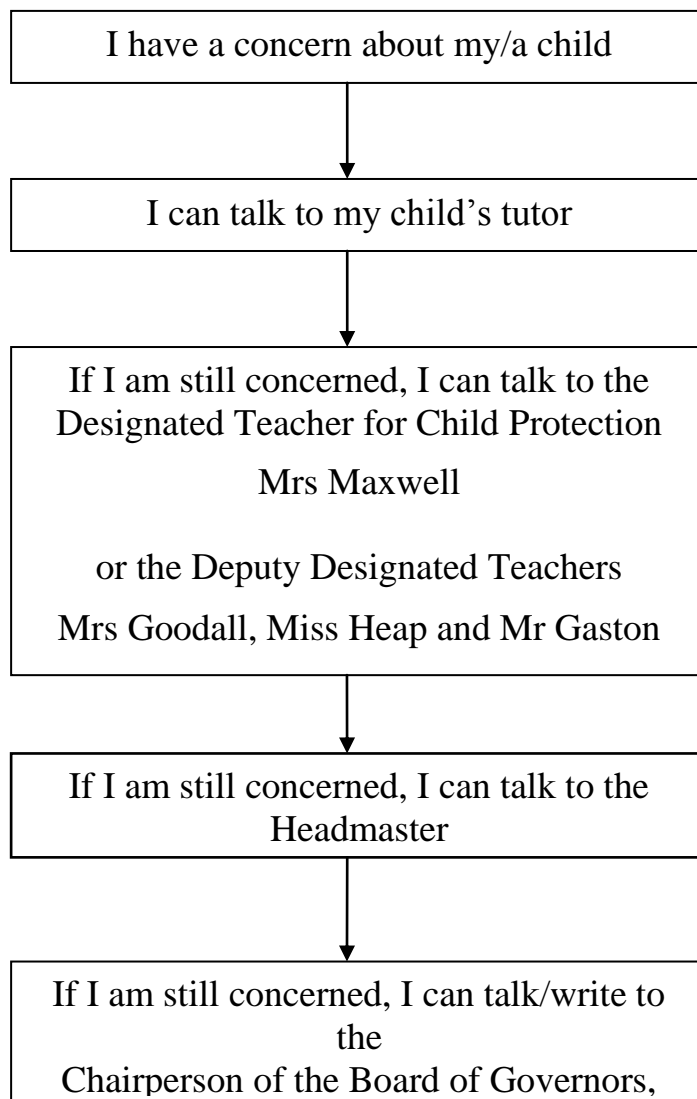
OR

**Use the self-referral post box at the
staffroom door**

**A CONFIDENTIAL INDEPENDENT
SERVICE**

Appendix 7

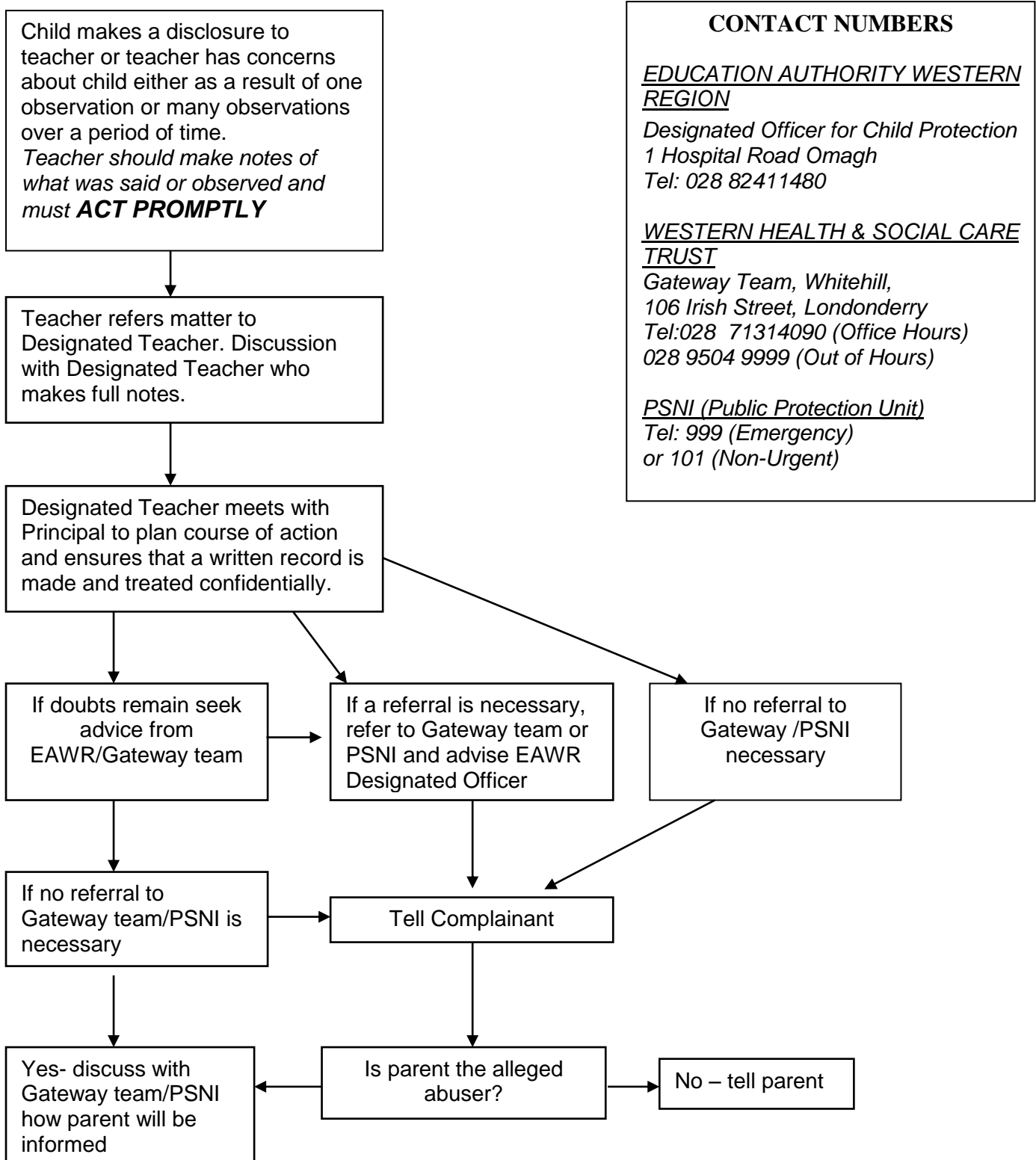
Procedure for parents who wish to raise a concern



**At any time a parent can talk to a social worker at the Gateway Team (Western Trust)
Tel: 028 71314 090 (Office Hours) 028 9504 9999 (Out-of Hours)
or the
PSNI at the Public Protection Unit
Tel: 999 (Emergency) or 101 (Non-Urgent)**

Appendix 8

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



Appendix 9

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

