

# **Campbell College**

**Belmont Road, Belfast BT4 2ND**



## **CHILD PROTECTION POLICY AND PROCEDURES**

**JUNE 2011**

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# CHILD PROTECTION PROCEDURES

## Introduction

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, support staff, governors and volunteers – has clear guidance on what is required to safeguard the welfare of our pupils. This is in accord with the Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 indicating our duty to make arrangements to safeguard and promote the welfare of all children. This policy, reviewed annually, is informed by the guidance and procedures set out by DE “Pastoral Care in Schools: Child Protection (1999)” and the ‘Area Child Protection Committees’ (ACPC) Regional Policy and Procedures (2005).

This document therefore, deals with the following areas:

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# **1. GENERAL INFORMATION FOR ALL MEMBERS OF STAFF AT CAMPBELL COLLEGE**

In this section we aim to explain what the main categories of abuse are and the circumstances in which child protection procedures must be followed.

It is important that all staff working at Campbell College are aware of the child protection procedures that are currently in place. In the course of our professional lives, a member of staff might have concerns about one of our pupils, or a pupil might choose to talk to any member of the community; they might, indeed, particularly open up to a member of support staff in the belief that it might not seem so “official”. Whatever the circumstances, **all** staff must be aware of the procedures that **must** be followed.

## **1.1 Staff with Child Protection Training**

Campbell College has a designated person who should be contacted or consulted if there are any concerns.

The designated person for child protection is **Mr D Johnston**.

In his absence **Mr A R Cluff** will assume responsibility for child protection matters as the deputy designated person.

The designated person at the Junior School is **Mr A Jemphrey**.

In his absence **Mrs H Jennings** will assume responsibility for child protection matters as the deputy designated person.

The Governor responsible for child protection is **Mrs F Chamberlain**.

The Chair of Governors is **Mr M Graham**.

**The College “Safeguarding Team”, chaired by the Headmaster meets twice each year to ensure there is a Safeguarding ethos throughout the College.**

(**NB:** Although the term “child” applies to all children and young people under the age of 18, these procedures apply to and must be followed in schools for all pupils, including those over the age of 18.)

Child Protection procedures must be followed when it is **suspected / thought / known** that a child has suffered, or is at risk of suffering, significant harm:

*Either:*

Something has happened (something done or not done) which has adversely affected the child, whether or not it is likely to happen again:

**The member of staff should speak as soon as possible to the designated person.**

*Or:*

Nothing has happened YET; however, there are good reasons to suppose something may happen which puts the child at risk of significant harm.

**The member of staff should log their concern as soon as possible with the designated person.**

The term significant harm includes the following categories:

## **1.2 CATEGORIES OF ABUSE**

- **Neglect**

The persistent or severe neglect of a child; or the failure to protect a child from exposure to any kind of danger, including cold or starvation; or extreme failure to carry out important aspects of care resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

- **Physical injury**

Actual or likely physical injury to a child; or failure to prevent physical injury or suffering to a child: including deliberate poisoning, suffocation, Munchausen's syndrome by proxy and withholding drugs or apparatus.

- **Sexual abuse**

Actual or likely exploitation of a child or adolescent. The abuse can be physical or non-physical; the child may be dependent and or developmentally immature.

- **Emotional abuse**

Actual or likely severe adverse effect on the emotional and behavioural development of the child caused by persistent or severe ill-treatment, or rejection. All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

## **2. SOME NOTES FOR THE GUIDANCE OF MEMBERS OF STAFF**

- **“Something is wrong”**

Any sudden change in a child’s behaviour is worth exploring: it usually means the child has a problem of some kind. This may, or may not be, anything to do with abuse. The child might be upset about something completely different; however, in any case the child will need some help and support. Consequently, if you have that “something is wrong” feeling about a child, especially if you see **a cluster of the signs** listed below, share your concerns **with the designated person first** (or if unavailable with the deputy designated person) rather than speaking to or becoming involved in any discussion with the pupil first.

- **Behaviour signs**

Deciding whether an older pupil has been or is at risk of being abused may seem easier than deciding whether this is the case with a younger child. Older children are less likely to have injuries that have resulted from playing: they have much more awareness of what is happening to them and they have a much greater ability to use language to express concerns. However, this may be counter-balanced by the increased burden of shame and/or guilt. The child who has suffered abuse for years will be very aware of the obvious question he may be asked: “why didn’t you tell before”, and is unlikely to have an answer. Such a child is likely to exude signals that invite detection of the abuse by an adult, thus relieving the child of the burden of making a decision to tell and the risk of the consequences.

The most likely signals, particularly in secondary age pupils, are either:

- difficult, challenging behaviour which disrupts the class and seems designed not to elicit help or sympathy of any kind, or
- withdrawn, moody behaviour

Behaviour like this is, thankfully, not usually a signal from an abused child (it is often typical of adolescents) but it might be. We should acknowledge these signs, particularly, if there is a cluster of behavioural signals.

### **2.1 Some typical behaviour patterns in school exhibited by abused children of all ages include:**

- Very aggressive behaviour to other pupils - a short fuse
- Persistent bullying (Our anti-bullying policy is set out in a separate policy).
- Running away
- Persistent sexually provocative speech or behaviour
- Constant attention-seeking, usually by direct and unreasonable challenges to authority

- Frequent absences, particularly one-day absences
- Self-injury, particularly cuts on arms, legs
- Sullen behaviour and a reticence of any talk about home
- Undernourished appearance, inadequate clothing
- Panic attacks, fainting, headaches, or stomach aches
- Stealing, telling lies
- Writing, drawing sexually explicit stories/pictures
- Very low self-esteem, lack of confidence

## 2.2 Telling

A pupil will often need to “test the water” before telling. He might do this by “hanging around” you, asking trivial questions about work, helping put things away etc. Be aware that any casual conversation could be an introduction to disclosure. It is important to take what is said seriously and avoid being dismissive.

The “test” might be a totally outrageous tale; perhaps, something that happened “to a friend”. Some children know that what has happened to them will be difficult to believe (particularly with sexual abuse) and they will try out something else that’s “outrageous” to gauge the likely reaction.

A measured, but open, response to an improbable tale where you say, for example, “has anything like that ever happened to you?” will signal to the child that you are prepared to believe the improbable. A dismissive or amused response may close the door on disclosure.

Why children find it difficult to tell:

- ❖ They may think the behaviour is normal
- ❖ They may be ashamed
- ❖ The abuser might be loved and trusted by the child
- ❖ They are worried they won’t be believed
- ❖ It has been going on a long time
- ❖ The abuser may have bribed or threatened the child
- ❖ The child may think people know

Why do they tell:

- ❖ The abuse becomes unbearable
- ❖ A younger sibling is being abused
- ❖ Physical injury has occurred
- ❖ The child finds someone non-judgmental
- ❖ The child finds someone strong and confident

## What to do if a child tells:

- ❖ Listen, stay calm, take it seriously
- ❖ Don't investigate or ask leading questions: current advice is to not ask anything except "is there anything else you want to tell me?" so that possible future interviews with other agencies are not jeopardised
- ❖ Don't judge
- ❖ Don't make promises you can't keep
- ❖ Don't offer confidentiality
- ❖ Praise the child for telling
- ❖ Appear to have time
- ❖ Reassure the child that it has happened to others
- ❖ Explain what will happen next

## REVIEW OF THE GUIDANCE FOR STAFF

### Something is wrong. What should I do?

Has something actually happened?

YES

NO



**"just a feeling"**



1. Speak to designated person
2. Complete a "School Child Protection Record Form" (see page 12) (try to pin down what the feeling is)
3. Monitor the child. Record your observations as factually as possible, e.g. not "upset" but "cried" or "flinched" etc.



Has what happened caused significant harm to the child?

YES

NO/NOT SURE ⇔



1. Speak to designated person.
2. Make a written factual note (dated and timed) of the event and action taken (see page 12).
3. Designated person will consult external agencies, if appropriate.



1. Inform designated person, who will follow up with the appropriate procedures.
2. Follow up with a written factual note (dated and timed). (See page 12).
3. Designated person only will liaise with external agencies, as necessary. The designated person will discuss the matter with the Headmaster as a matter of urgency to determine a course of action, and ensure that a written record is made.

The Headmaster, in consultation with the designated person, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents or those with parental responsibility will be informed immediately.

The designated person may seek clarification or advice and consult with the Education and Library Board's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration, having sought appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the designated person will inform:

- **Social Services**
- **The Education and Library Board's Designated Officer for Child Protection**

If a complaint about possible child abuse is made against a member of staff, the Headmaster (or the designated person, if he is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the designated person). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Headmaster, the designated person (or his deputy, if he is not available) must be informed immediately. He will inform the Chairman of the Board of Governors and together they will ensure that the required procedures are followed.

If any member of staff feels unsure about what to do if he/she has concerns about a child; or is unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated person.

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

### 3. E-SAFETY

Our **ICT Policy** on e-safety is set out in a separate document. It includes **Policies for the Acceptable Use of The Internet (Staff and Pupils separately)** and is informed by DE guidance (DE Circular 2007/01). It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies for both staff and pupils.

In school we take the following precautions:

- All computer systems are protected by username and password
- Access to the Internet is passed through a filtering system that blocks inappropriate websites
- E-safety education is provided to pupils at appropriate places across the curriculum to help pupils understand what safe and responsible online behaviour means and how to report any concerns they may have.

All staff have a developing understanding of e-safety, receive training and updates, know when and to whom to pass on an issue of concern, and have copies of the acceptable user policies named above.

#### 3.1 Cyberbullying

- Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.
- Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff will be dealt with through appropriate disciplinary, and where appropriate, external agency action.

#### 3.2 Grooming and images of child abuse

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts it must be reported to the Designated Teacher immediately:

- A child under 16 enticed or coerced to engage in sexually explicit conduct on-line.
- Importing or transporting obscenity using telecommunications public networks.
- Knowingly receiving images of child abuse whether via the internet or other digital devices (eg mobile phone)
- Images which appear to be photographs whether made by computer graphics or otherwise are also covered under Sexual Offences legislation.

The Designated Teacher will follow the procedures outlined earlier in the policy in such an event coming to light in the school.

## **4. THE IMPORTANCE OF RECORD KEEPING**

When there is a concern about a pupil, documentation is vitally important. Because it is never possible to tell where an impression or a sense of concern might lead, it is essential that notes are kept from the beginning, and the prescribed record forms that you will find on pages 12 and 13 of this booklet are there to ensure that all the important information is recorded.

These records matter for all sorts of reasons, but their primary purposes are

- (a) to keep the pupil concerned safe and
- (b) to provide a record for others to act on, if necessary.

These records need to be

- made within 24 hours of the incident, whatever it might be
- clear, concise and factual
- accurate, recording dates and times and setting out the relevant chronology
- legible and easily read and understood by someone unfamiliar with what occurred and coming to the matter later, perhaps much later
- signed and dated, with the name and position of the person completing them recorded along with the time when the record was made

### **4.1 Security of Child Protection Records**

- All records pertaining to Child Protection cases **must** be kept secure.
- All information concerning Child Protection cases is to be kept separate from a child's general file.
- Child Protection information should not be stored electronically.

# SCHOOL CHILD PROTECTION RECORD FORM

(Complete within 24 hours of the incident/concern being raised)

It is important that only factual and neutral information is recorded. Check to make sure the report is clear and may be intelligible to a stranger reading it next year.

Details of the Incident/Concerns/Disclosure – day, date, time, place, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child/young person's statements.

Details of anyone else involved; conversations held with anyone else; witnesses eg parent, teaching or support staff member, Headmaster/Designated Person – day, date, time, place, factual description

Referral to Designated Person/Headmaster – who by, when (date and time), how, place and advice given by the Designated Teacher/Headmaster to referrer/complainant

Signed and dated by School Staff Member/Referrer

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# SCHOOL CHILD PROTECTION RECORD FORM

(To be completed by Designated/Deputy Designated Person or Headmaster)

Advice sought/conversation with – Social Services, PSNI, Board Designated Officer, or other – day, date, time, place, content of the advice

Interim action taken and why – anyone else spoken to, day, date, time, and place, and content of conversation

Decision not to refer to Social Services and why. Other action taken. Type of feedback to all those involved – how, when

Decision to refer and why. Other action taken. Type of feedback to all those involved – how, when

- **Signed and dated by Designated Person or Headmaster**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- **In the case of a complaint against a member of staff, signed and dated by both**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **5. GENERAL GUIDANCE TO MEMBERS OF STAFF ABOUT THEIR DEALINGS WITH PUPILS IN AND OUT OF SCHOOL**

This guidance is intended to help staff to minimise the risk of being accused of improper conduct towards the young people with whom they come into contact.

Staff must exercise professional judgment in their dealings with pupils. For the vast majority of staff this code of conduct will serve only to confirm what has always been their practice. From time to time, however, it is advisable for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils thus ensuring that they give no grounds for any doubts in the minds of colleagues, pupils and parents.

It is the duty of all members of staff to inform the appropriate senior members of staff if they have any concerns about inappropriate behaviour by another member of staff. Such information will be treated as confidentially as possible, and will not reflect adversely on the reporting member of staff.

### **GUIDELINES FOR STAFF**

#### **5.1 Private meetings with pupils**

Staff should be aware that private meetings with individual pupils may give rise for concern. There will be occasions when a confidential interview or a one to one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

Meetings with pupils away from the school premises should only be arranged with the specific approval of the Headmaster.

#### **5.2 Physical contact with pupils**

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is, particularly, unwise to attribute touching to their teaching style or as a way of relating to pupils. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this, both to protect their own position and the overall reputation of the school.

### 5.3 Where physical contact may be acceptable

There may be occasions where a distressed pupil needs comfort and reassurance: this may include physical comforting such as a caring parent would give. This is particularly applicable to a very young child in Junior School. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact; particularly, with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the Headmaster.

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment, demonstrating a move or exercise during games or PE. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

In the instance of a very young child having a toileting accident, where possible the child will be given the wherewithal to clean himself up. If the child is in distress or cannot clean himself, a member of staff will intervene discreetly to make the child comfortable. Two members of staff will be in attendance. Help will be offered, but staff will be guided by the child's wishes. Other pupils will be asked to leave the toilets as soon as possible to safeguard the child's privacy - the child will also get cleaned up and changed in the cubicle as much as is possible. The member of staff records any toileting accidents in daily diary and verbally reports to parents at pick-up time. Prior approval from parents for such intervention will be sought when the child joins Junior School.

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*). Where an employee has taken action physically to restrain a pupil he/she should make a written report of the incident.

Staff who have to administer first aid should ensure, wherever possible, that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

## **5.4 Relationships and attitudes**

All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupil will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil may be a criminal offence.

All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought; particularly, when members of staff of either sex are dealing with adolescent boys.

From time to time staff may encounter pupils who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to respond to these situations sensitively and appropriately, and ensure that their behaviour cannot be misinterpreted. In these circumstances the member of staff should also ensure that the Headmaster or a senior colleague is aware of the situation.

## **5.5 Where conversation of a sensitive nature may be appropriate**

Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any searching for details cannot be construed as unjustified intrusion.

Other staff in schools may, from time to time, be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer guidance and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

## **5.6 Inappropriate comments and discussion with pupils**

As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils that could be construed as having a sexual connotation. It is also unacceptable for staff to introduce or encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary within the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.

Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

## 5.7 Gifts

Staff should take care in receiving or giving gifts to pupils that could be misunderstood. Gifts to individual pupils from staff will be exceptional. Inappropriate gifts from pupils should always be reported.

## 5.8 Communication with Pupils (including the use of Technology)

It is now recognised that e-safety risks are posed more by behaviours and attitudes than by the technology itself. Adults must therefore ensure that they establish safe and responsible online behaviours. This means working to the school's acceptable user policy for adults which details the way in which new and emerging technologies may and may not be used and identifies sanctions for misuse.

Communication between pupils and adults, by whatever means, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone text messaging, e-mails, digital cameras, videos, webcams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Internal e-mail systems should only be used in accordance with the school's policy

This means that adults should:

- Ensure that personal social networking sites are set at private and pupils are never listed as approved contacts
- Never use or access social networking sites of pupils
- Not give their personal contact details to pupils, including mobile numbers
- Only use equipment e.g. mobile phones, provided by school for communication with pupils, making sure that parents and senior management of the school have given permission for this form of communication to be used
- Not use internet or web-based communication channels to send personal messages to a child/young person.

## **6. GUIDELINES FOR TRIPS and EXTRA CURRICULAR ACTIVITIES**

- All staff organising an educational visit must follow the guidance set out in the **Educational Visits Policy, Practice and Procedures** document. Relevant risk assessments must be completed and reviewed appropriately. Our on-line risk assessment programme is available to all staff and should be referred to when carrying out this task. In addition, the General Manager can be consulted on the completion of such assessments.
- The Educational Visits document package is available to staff on RM Staff (Folder: Travel Forms). The documentation must be completed in full and forwarded to the General Manager who will check that all systems are in place and that parental consent has been gained. Only after this final inspection will the Headmaster consider the visit and give his approval.
- Staff should always follow the School policy on staffing numbers for trips (day, evening, and residential).
- Staff should be particularly careful when supervising pupils in extra curricular activities, or a residential setting such as a ski trip, DofE expedition or extended visit away from home. Typically, a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from the behaviour expected within school.

## **7. STAFF RECRUITMENT ISSUES**

In keeping with Circular 2006/06 (Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings) the key steps in recruitment must be followed. These include:

- At least one person on the interview panel should have been trained in child protection for recruitment purposes.
- Independent written references in respect of the preferred applicant must always be taken up.
- The appointment should only be confirmed after all pre-employment checks have been completed satisfactorily.
- All new staff and volunteers will receive an induction that includes appropriate training in the school's child protection policy and procedures.

### **7.1 Temporary Staff**

Only teachers who are on the Northern Ireland Substitute Teachers Register should be appointed as substitute cover. These teachers are booked on-line (Circular 2008/10).

## **8. THE PREVENTATIVE CURRICULUM**

We recognise that the College plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for personal and social development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.
- Ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others. Our policies on Good Conduct and Discipline, Internet Acceptable Use and Mobile Phones are set out in separate documents.
- Liaise with other agencies that support pupils such as Social Services, Education Welfare Service, Educational Psychology and the PSNI.

The staff of Campbell College recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or withdrawn. The College will endeavour to take all reasonable steps to support pupils who are exposed to risk of harm in accordance with their agreed protection plan.

# Campbell College

## CHILD PROTECTION PROCEDURES

### 9. HOW A PARENT CAN EXPRESS A CONCERN

When a parent has a concern about their/a child's safety they should refer to the flow chart below for guidance:

