



Campbell College Junior School  
*Safeguarding & Child Protection Policy*

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

**Child Protection** refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer, significant harm.

*...Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)*



CAMPBELL  
COLLEGE

EST 1894

# Safeguarding & Child Protection Policy

## Junior School & Kindergarten

*The Governors and Staff of Campbell College are committed to safeguarding and protecting all the children entrusted into our care.*

### **School Vision**

To be the best that we can be.

### **Mission Statement**

To nurture, inspire and empower each individual to be the best that they can be.

### **Core Values**

We consider it a privilege to work with children in their formative years and, as our young Campbellians embark upon their educational journey, our aim is to instil core values which will stay with them through life. The STRIPES in our Code of Conduct represent the Core Values that are woven into the fabric of Junior School (Appendix 1).

### **Child Protection Ethos**

Our pupils are at the heart of our Junior School Family, and we seek to provide inspirational and high quality learning experiences which will enable each individual to learn and develop to their full potential. Central to this is our shared belief that children learn best in a caring, supportive and safe environment, in which each child feels valued for their unique qualities, talents and abilities.

In developing our school as a 'Rights Respecting School', we aim to build an ethos that has the four general principles of the UN Convention on the Rights of the Child at its heart:

- Non-discrimination,
- Best interest of the child
- The right to survival & development
- The right to be heard

We have a responsibility for safeguarding and protecting the children entrusted into our care, and strive to carry out this duty by ensuring that the pastoral care, welfare and safety of our pupils are paramount in all our decisions and actions.

All members of our Junior School & Kindergarten staff should be alert to the signs of possible abuse and should know the procedures to be followed where the abuse or neglect of a child is suspected.

This Policy sets out guidance on the action which is required, where abuse or harm to a child is suspected and outlines referral procedures within our school.

## Guiding Principles

The key principles which underpin our work are those set out in the UN Convention on the Rights of the Child, and are enshrined in the Children (Northern Ireland) Order 1995 *Co-operating to Safeguard Children & Young People in Northern Ireland* (DOH 2017), the DENI guidance *Safeguarding & Child Protection in Schools* (Circular 2017/04 amended September 2019; updated June 2020) and the Safeguarding Board for NI *Core Child Protection Policy & Procedures* (2017).

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

- The child's welfare is paramount.
- The voice of the child should be heard and taken seriously.
- It is every child's right to feel safe at all times.
- The preventative curriculum empowers and supports children in keeping themselves safe.
- The welfare, safety and protection of the children must be paramount in our decisions and actions.

## Related Policies

We carry out our duty of care by ensuring that safeguarding permeates all activities and functions.

This Safeguarding & Child Protection Policy therefore complements and supports a range of other school policies, including the following (listed alphabetically):

- Acceptable Use of the Internet
- Administration of Medication
- Anti-Bullying
- Attendance
- Data Protection
- Drugs
- Educational Visits
- Online Safety
- Health & Safety
- Intimate Care
- Managing a Critical Incident
- Pastoral Care
- Positive Behaviour Management Policy
- Use of Reasonable Force & Safe Handling
- Records Management
- Relationships & Sexuality Education
- Special Educational Needs & Inclusion
- Staff Code of Conduct
- Visitors
- Whistleblowing

*These policies are available to parents from the Junior School Offices, upon request.*

*The Department of Education Circulars and guidance documents which inform our practices can be accessed on the Education Authority website.*

## Policy Aims

- To embed a safeguarding culture.
- To promote a child-centred approach.
- To safeguard and promote the welfare of all members of our whole school community.
- To ensure all staff members have clear guidance on how to respond to suspected neglect or abuse.
- To promote early identification of needs and risks.
- To facilitate early intervention.
- To establish a defined process of reporting and record keeping.
- To ensure responses to risks and concerns are proportionate, timely, legal, ethical and professional.

## College Safeguarding Teams

These teams are a vehicle for ensuring effective coordination and cooperation between the key individuals responsible for safeguarding throughout the College. They meet regularly to discuss Child Protection issues, updates from training attended, review policies and the ETI Safeguarding Proforma.

### Junior School & Kindergarten (see Appendix 1):

|                      |  |
|----------------------|--|
| Mr Ronnie Hassard    | ...Chair of Junior School Governors & Designated Governor for Child Protection |
| Miss Andrea Brown    | ...Head of Junior School   |
| Mrs Heather Jennings | ...Designated Teacher  |
| Mr Scott Bolingbroke | ...Deputy Designated Teacher & Online Safety Leader                            |
| Mrs Leah Wilson      | ...Kindergarten Leader & Safeguarding Link Teacher                             |
| Mrs Gillian Hughes   | ...After School Leader & Safeguarding Link Teacher                             |

*Mrs Susan Lismore (Learning Support Coordinator) and Mrs Eunice Hoey (Matron) may be invited to attend meetings, when pupils with whom they are involved are being discussed.*

### Senior School:

|                    |  |
|--------------------|--|
| Mr Andrew Wilson   | ...Chair of the Board of Governors                 |
| Mr Ronnie Hassard  | ...Designated Governor for Child Protection        |
| Mr Robert Robinson | ...Headmaster                                      |
| Mr Will Keown      | ...Designated Teacher                              |
| Mr Chris McIvor    | ...Deputy Designated Teacher                       |
| Mrs Ruth McNaught  | ...Deputy Designated Teacher                       |
| Mrs Wendy Pearson  | ...Deputy Designated Teacher (Boarding Department) |

## Roles & Responsibilities

**Board of Governors** must ensure that:

- they carry out their statutory duty to safeguard and promote the welfare of pupils;
- a Designated Governor for Child Protection is appointed;
- a Designated Teacher (DT) & Deputy Designated Teacher (DDT) for Child Protection are appointed;
- they have a full understanding of the roles of the DT and DDT for Child Protection;
- Safeguarding & Child Protection training is given to all staff and governors, including refresher training;
- relevant safeguarding information and guidance is disseminated to governors and staff, with the opportunity to discuss requirements and their impact on roles and responsibilities;
- the school has a Child Protection Policy which is reviewed annually, and that parents receive a copy or summary of the Child Protection Policy and Complaints procedure on intake and at a minimum of every two years;
- the school has an Anti-Bullying Policy, which is reviewed at intervals of no more than four years, and maintains a record of all incidents of bullying behaviour or alleged bullying behaviour (re: Addressing Bullying in Schools Act (NI) 2016);
- all school staff and volunteers are recruited and vetted in line with DE Circular 2021/19;
- there is a Code of Conduct for all adults working in the school;
- the school maintains child protection records in accordance with DE Circular 2016/20 Child Protection: Record Keeping in Schools and DE Circular 2015/13 Dealing with Abuse against a Member of Staff;
- they receive a full annual report on all Child Protection matters pertaining to the school, including details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.

**Chair of the Board of Governors** must ensure that:

- he has received all relevant Education Authority training;
- he takes a lead role in creating and maintaining a safeguarding ethos within the school environment;
- the school has a Child Protection Policy in place and that staff implement this Policy.
- Governors undertake Child Protection and Recruitment & Selection training provided by the Education Authority Governor Support & HR Departments and CPSS;
- a Designated Governor is appointed;
- he assumes lead responsibility for managing any Child Protection complaints or allegations made against the Head of Junior School;
- the Board of Governors receives regular updates at Junior School Committee Meetings and a full written annual report in relation to all matters pertaining to Child Protection;
- he takes responsibility for compliance with legislation, and ensuring that Child Protection records are kept in accordance with DE Circular 2016/20 Child Protection: Record Keeping in Schools and DE Circular 2015/13 Dealing with Abuse against a Member of Staff;
- signs and dates the Record of Child Abuse Complaints annually, even if there have been no entries.

**Designated Governor for Child Protection** is delegated by the Board of Governors to take the lead in Safeguarding & Child Protection matters, in order to be able to advise Governors on the:

- role of the Designated Teacher and Deputy Designated Teacher;
- content of Safeguarding & Child Protection policies;
- content of our Code of Conduct for all adults within the school;
- content of termly updates and the full Annual Designated Teacher's Report;
- recruitment, selection, vetting and induction of staff.

He must ensure that he has received all relevant Education Authority training.

**Head of Junior School** has delegated responsibility from the Board of Governors for establishing and managing the Safeguarding & Child Protection operational systems and procedures within the school, and must ensure that:

- Child Protection is featured as a standing item on the agenda of all Junior School Committee and Curriculum & Pastoral Committee Meetings;
- the Board of Governors is kept fully informed of any changes to guidance, procedure or legislation in relation to Safeguarding & Child Protection, and that DE Circulars and guidance are promptly shared;
- confidentiality is paramount, and so information will only be shared with the Board of Governors on a need to know basis.
- a Designated Teacher and Deputy Designated Teacher are appointed, receive relevant EA training and are enabled to fulfil their safeguarding responsibilities;
- the Safeguarding & Child Protection Policy is reviewed annually and that parents and pupils receive a copy or summary at intake and at a minimum of every two years.
- ensure safe and effective recruitment and selection, including Safeguarding & Child Protection awareness training for all new members of staff and volunteers as part of their induction programme.
- all staff receive Safeguarding & Child Protection training and know when to contact the DT and DDT;
- manage any allegations and complaints against members of staff;
- maintain the school's Record of Child Abuse Complaints.

**Designated Teacher & Deputy Designated Teacher** must ensure that they:

- avail of all relevant training, to ensure they are aware of their roles and responsibilities;
- promote a safeguarding and child protection ethos in the school;
- organise the induction and training of all members of staff, to ensure they are aware of our Safeguarding & Child Protection Policy and procedures and that they are kept appropriately informed about child protection issues;
- lead in the development of the school's Safeguarding & Child Protection Policy and procedures;
- act as a point of contact for staff and parents, and be available to discuss their concerns;
- maintain a current awareness of early intervention supports and external support services;
- co-ordinate action by staff in cases of suspected child abuse;
- consult with and seek clarification and advice from the Education Authority's Designated Officers for Child Protection through the CPSS Help Line;
- consult with and seek clarification and advice from a Senior Social Worker from the Gateway Team (provided no child is identified by name, the case and its circumstances may be discussed with complete confidentiality and with the full understanding that Social Services cannot be further involved until a formal referral is made);
- make referrals to Social Services' Gateway Team or PSNI, where appropriate;
- maintain records of all child protection concerns;
- keep the Head of Junior School informed of any child protection concerns;
- regularly report in writing to the Junior School Committee and Curriculum & Pastoral Committee of the Board of Governors regarding child protection, including a full written Annual Report.

Every effort is made to ensure that all members of our school community are aware of who the DT and DDT for Child Protection are, and the important role they play (eg: shared at assemblies, taught during PDMU lessons, photographs featured on posters displayed throughout the school, highlighted in our Parent Handbook and during Kindergarten and Prep 1 Induction Meetings, featured on the College website and regularly included in our Junior Journal newsletter).

**Members of Staff** must be aware of their role and of the role of Junior School's Safeguarding Team in responding to Child Protection concerns. They must:

- avail of whole staff training on safeguarding and child protection, and any other relevant training;
- be aware of the Safeguarding & Child Protection Policy and procedures which are in place;
- be alert to physical, behavioural and emotional indicators of neglect and abuse;
- remember to follow the '5R' Principles (**Receive, Reassure, Respond, Record** and **Refer**) if a child makes a disclosure to them which gives rise to concerns regarding possible abuse (see page 21);
- without delay, refer any Child Protection concerns to the Designated Teacher (Heather Jennings), to the Deputy Designated Teacher (Scott Bolingbroke) or to the Head of Junior School (Andrea Brown).
- Work in partnership with parents and external agencies in the best interests of each child.

Class teachers should keep the DT, DDT or Head of Junior School informed immediately of any issues concerning their pupils; including their punctuality, presentation, any unusual behaviour, indicators of self-harm or suicidal thoughts, decline in educational progress and concerns raised by parents.

Support staff should immediately bring any concerns to the attention of the class teacher, DT, DDT or Head of Junior School.

## Parents & Guardians

The primary responsibility for the safeguarding and protection of children rests with their parents or guardians, who should be encouraged to raise any concerns they have in relation to their child.

They can play their part in safeguarding by:

- familiarising themselves with our pastoral care policies and procedures, including Safeguarding & Child Protection, Positive Behaviour, Anti-Bullying, Online Safety and Acceptable Use of the Internet;
- informing us who has parental responsibility for their child and if there are any Court Orders in place relating to the safety or well-being of a parent or child;
- informing us if there is any change in a child's circumstances (eg: change of address, change of contact details, change of name or change of parental responsibility);
- giving consent to the school to provide intimate care, or agree to make alternative arrangements;
- informing us of any medical conditions or requirements their child may have and complete an Administration of Medication proforma when required;
- informing us of any additional need their child may have, including educational needs;
- telephoning the school on the morning of an absence, explaining the reason for their child's absence;
- informing the school in advance if there is a change to arrangements for travelling to and from school (eg: change in who brings their child to school and who collects them from school);
- following our procedures for visiting the school (eg: reporting to the office upon arrival);
- following our procedures if they wish to raise a concern or make a complaint.

Further information on Parental Responsibility is available in a leaflet published by the Education Authority:  
[https://www.eani.org.uk/sites/default/files/2018-10/cpsss\\_parental\\_responsibility\\_leaflet\\_0.pdf](https://www.eani.org.uk/sites/default/files/2018-10/cpsss_parental_responsibility_leaflet_0.pdf)

## Child Abuse

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others and it is vital to ensure that the victim of abuse receives the correct support.

- Abuse can happen in any family, regardless of social class and culture, however children may be more at risk if their parents have problems with drugs, alcohol or mental health, or if they live in a home where domestic abuse happens.
- Abuse can also occur outside of the family environment; in community agencies and organisations.
- Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.
- Abusers come from all walks of life; from all occupations and professions.
- Child abuse is not always straightforward to identify and it can manifest itself in a number of ways.
- A child may 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.
- Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier (eg: in the way a parent interacts with their child). Effective and ongoing sharing of information between professionals is key.
- Abuse is in direct contravention of the UNCRC; shared knowledge and understanding of the Convention and the articles within it will help to raise awareness of this across the school community.

## **Adverse Childhood Experiences (ACEs)**

A child's exposure to neglect, domestic violence and the other types of harm are known as ACEs.

They may also include household dysfunction, such as witnessing domestic violence or growing up with family members who have substance abuse disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance abuse.

Strategic Plan (2018-22) of the Safeguarding Board of Northern Ireland is to adopt a strength-based trauma informed approach to safeguarding children and young people. Its specific focus is on three of the most significant Adverse Childhood Experiences (ACEs) for children in Northern Ireland:

- Neglect,
- Domestic & Sexual Violence
- Child and Parental Mental Health

## **Child Protection Definitions**

The following definitions have been taken from DE Circular 2017/04 Safeguarding & Child Protection in Schools: A Guide for Schools.

Co-operating to Safeguard Children and Young People in Northern Ireland (2019)

<https://www.education-ni.gov.uk/sites/default/files/publications/education/safeguarding-and-child-protection-in-schools-guide-pdf-for-website-%28september-2019%29.pdf>

### **Neglect**

The failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. The impact on children from neglect can result in far-reaching and long-term impairment of their social, emotional and physical development.

Where concerns arise, staff will be asked to complete a Neglect Monitoring Tool, which can be accessed on the EA website via the link: **School Management ▶ Safeguarding & Child Protection ▶ Resources**

### **Physical Abuse**

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

### **Sexual Abuse**

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

## **Emotional Abuse**

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

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

## **Exploitation**

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

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

*In addition to the types of abuse described above, specific types of abuse are outlined below:*

## **Domestic Violence & Abuse**

Domestic violence is threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identify, sexual orientation or any form of disability) by a current or former intimate partner or family member.

This definition covers a wide range of relationships, including child/adult abuse, same sex relationships and abuse to male and female victims.

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

It is of utmost importance that all staff are aware of their effects of Domestic Violence & Abuse on children and young people (either directly or indirectly), and of their duty to pass any concerns to the Designated Teacher or Deputy Designated Teacher, who may consult with the CPSS regarding the sharing of concerns with the Social Services Gateway Service.

Symptoms which young people may display, and which are indicators only, include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares or flashbacks
- Physiological stress / nerves
- Stomach pain
- Disturbed sleep patterns
- Nightmares or flashbacks
- Physiological stress / nerves
- Bed wetting
- Immature or needy behaviour
- Temper tantrums
- Aggression
- Bed wetting
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

## **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for money or status. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology.

CSE can be perpetrated by adults or by a young person's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to be more at risk of CSE, the majority of CSE victims are living at home.

## **Children who Display Harmful Sexualised Behaviour.**

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships.

As a school we support children and young people, through the Personal Development element of the PDMU curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Therefore, teachers are often in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between sexual behaviours that are healthy, problematic and harmful:

**Healthy sexual behaviour** will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Advice and guidance may be needed for the child, and this could also provide an opportunity for the class teacher to reinforce appropriate behaviours.

**Problematic sexual behaviour** requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the CPSS may be required.

**Harmful sexualised behaviour** is any behaviour of a sexual nature that takes place when there is no informed consent by the victim and/or the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.

It is primarily a child protection concern and should be reported to the Designated Teacher who, along with the Head of Junior School, will take advice as necessary on the most appropriate course of action.

It can include:

- using age inappropriate, sexually explicit words and phrases;
- inappropriate touching;
- using sexual violence or threats.

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

Intervention may be taken by the school, but as behaviours increase in severity or complexity, it may require the support of the Education Authority's CPSS, Social Services or the PSNI. This not only includes safely managing the pupil whose behaviour may pose a risk, but also considering the needs of the pupil(s) already exposed to the risk, as well as safeguarding the rest of the school population.

Alternatively, if the behaviour is considered to be **sexually harmful**, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. This could involve the development of a Risk Assessment & Management Plan (RAMP).

We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people. [A list of such behaviours is available in Circular 2016/05 at www.deni.gov.uk](http://www.deni.gov.uk)

### **Self-Harm**

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

Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case.

Staff should immediately share any concerns about a child or young person who is self-harming with the DT, DDT or Head of Junior School, who will seek advice from the Education Authority's CPSS. Parents should be strongly advised to seek advice from appropriately qualified and experienced professionals to make informed assessments of risk in relation to self-harming behaviours.

### **Suicidal Ideation**

It is also imperative that children and young people who communicate thoughts of suicide are seen urgently by an appropriately qualified and experienced professional to ensure they are taken seriously, treated with empathy, kindness and understanding, and that informed assessments of risk and needs can be completed as a matter of priority.

Staff must act without delay in contacting the DT, DDT or Head of Junior School if they have concerns about a child or young person who presents as being suicidal. They will seek professional advice.

### **Grooming**

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

### **Online Safety / Internet Abuse**

Online safety means acting and staying safe when using digital technologies, including the internet, electronic communication via text messages, social environments and apps and using games consoles through any digital device.

In the 2014 SBNI report *An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland*, the associated risks around online safety were defined under four categories:

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

At Junior School, we have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and to explicitly teach pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and be able to demonstrate what a positive digital footprint might look like.

Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes in contact with our pupils in school or while engaging in school organised activities.

### **Sexting**

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

There are two aspects to sexting:

#### **Sexting between individuals in a relationship**

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18, even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship).

In such cases we will seek guidance from CPSS and PSNI. The matter will be dealt with sensitively and considering all of the circumstances. While offences may technically have been committed by the child(ren) involved, it is not necessarily the case that they will end up with a criminal record.

#### **Sharing an inappropriate image with intent to cause distress**

If a pupil has been affected by inappropriate images or links on the internet, it is important that it is not forwarded to anyone else. It is an offence under the Criminal Justice and Courts Act 2015 to share an inappropriate image of another person without the individual's consent.

Schools are not required to investigate incidents; that is the role of the PSNI.

The UK Safer Internet Centre is able to assist in having an image blocked or removed to prevent further distribution.

If a young person has shared an inappropriate image of themselves that is now being shared further, whether or not it is intended to cause distress, our child protection procedures will be followed. Support will be sought for the pupil through external agencies.

### **Children with Increased Vulnerabilities**

Some children have increased risk of abuse due to specific vulnerabilities.

#### **Children with a Disability**

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

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult.

#### **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

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

Every effort should be made to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

### **Pre-School Provision**

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

### **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust (HSCT) may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made. A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child or young person. Information will be shared with relevant staff on a need to know basis.

### **Children whose Parents and/or Siblings have Additional Support Needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

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

### **Gender Identity Issues and Sexual Orientation**

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

We will support children and young people from the LGBTQ+ community to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

**Peer Abuse**

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

## Identifying Signs of Possible Abuse

All members of staff should be alert to possible indicators of abuse; any outward symptoms or change in appearance, behaviour, learning pattern or development.

These may be due to a variety of other possible causes, including accidental injuries, changes in family circumstances and bereavement. Sometimes, however, they may be due to child abuse.

Any concerns regarding pupil attendance should also be monitored (eg: a child not being picked up from school, persistent lateness, parents who regularly move children from one school to another and parents who do not cooperate in obtaining additional support to meet the identified needs of their children). Staff will be aware of the criteria and guidelines for referral to the Education Welfare Service.

The following table sets out some examples of possible physical and behavioural indicators. Any combination may be accompanied by increased absenteeism and/or marked deterioration in performance.

### Neglect

| Possible Physical Indicators  | Possible Behavioural Indicators   |
|---|---|
| <ul style="list-style-type: none"> <li>• Looks very thin, poorly and sad</li> <li>• Poor growth</li> <li>• Apparent deficiency in nutrition</li> <li>• Constant hunger</li> <li>• Lack of energy</li> <li>• Untreated medical problems</li> <li>• Special needs of child not being met</li> <li>• Constant tiredness</li> <li>• Inadequate clothing</li> <li>• Poor hygiene</li> <li>• Repeated accidents, especially burns.</li> </ul> | <ul style="list-style-type: none"> <li>• Tired or listless (falls asleep in class)</li> <li>• Steals food</li> <li>• Compulsive eating</li> <li>• Begging from class friends</li> <li>• Withdrawn</li> <li>• Lacks concentration</li> <li>• Misses school medicals</li> <li>• Reports that no parent or carer is at home</li> <li>• Low self-esteem</li> <li>• Persistent non-attendance at school</li> <li>• Exposure to violence (eg: unsuitable videos)</li> </ul> |

### Physical Abuse

| Possible Physical Indicators   | Possible Behavioural Indicators   |
|--|---|
| <ul style="list-style-type: none"> <li>• Unexplained bruises in various stages of healing<br/>Bruises of a regular shape which may indicate the use of an implement (eg: strap) or mark of a hand<br/>Symmetrical bruising (eg: on both ears) should be treated with suspicion</li> <li>• Injuries occurring in a time pattern (eg: every Monday)</li> <li>• Grip marks on arms</li> <li>• Slap marks</li> <li>• Human bite marks</li> <li>• Welts</li> <li>• Bald spots</li> <li>• Unexplained/untreated burns (especially cigarette)</li> <li>• Unexplained fractures, lacerations or abrasions</li> <li>• Untreated injuries</li> </ul> | <ul style="list-style-type: none"> <li>• Self-destructive tendencies</li> <li>• Aggressive towards other children</li> <li>• Behavioural extremes (withdrawn or aggressive)</li> <li>• Appears frightened or cowed in presence of adults</li> <li>• Improbable excuses to explain injuries;</li> <li>• Chronic runaway</li> <li>• Uncomfortable with physical contact</li> <li>• Comes to school early or stays last, as if afraid to be at home</li> <li>• Clothing inappropriate to weather (to hide part of body)</li> <li>• Uncomfortable getting changed for PE/Games/swimming</li> <li>• Violent themes in art-work or stories</li> </ul> |

## Emotional Abuse

| Possible Physical Indicators   | Possible Behavioural Indicators  |
|--|--|
| <ul style="list-style-type: none"> <li>• Well below average in height and weight</li> <li>• “Failure to thrive”</li> <li>• Poor hair and skin; alopecia;</li> <li>• Swollen extremities (ie: icy cold and swollen hands and feet)</li> <li>• Recurrent diarrhoea, wetting and soiling</li> <li>• Sudden speech disorders</li> <li>• Signs of self-mutilation</li> <li>• Signs of solvent abuse (eg: mouth sores, smell of glue, drowsiness)</li> <li>• Extremes of physical, mental and emotional development (eg anorexia, vomiting, stooping)</li> </ul> | <ul style="list-style-type: none"> <li>• Apathy and dejection;</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Rocking / head banging</li> <li>• Inability to play</li> <li>• Indifference to separation from family</li> <li>• Indiscriminate attachment</li> <li>• Reluctance for parental liaison</li> <li>• Fear of new situation</li> <li>• Chronic runaway</li> <li>• Excessive dependence (attention needy)</li> <li>• Poor peer relationships</li> </ul> |

## Sexual Abuse

| Possible Physical Indicators  | Possible Behavioural Indicators  |
|---|--|
| <ul style="list-style-type: none"> <li>• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs</li> <li>• Bruises or bleeding in genital or anal areas</li> <li>• Torn, stained or bloody underclothes</li> <li>• Chronic ailments (such as recurrent abdominal pains or headaches)</li> <li>• Difficulty in walking or sitting</li> <li>• Frequent urinary infections</li> <li>• Avoidance of lessons (especially PE, games, swimming)</li> <li>• Unexplained pregnancies, where the identity of the father is vague</li> <li>• Anorexia / gross over-eating</li> </ul> | <ul style="list-style-type: none"> <li>• What the child tells you</li> <li>• Withdrawn</li> <li>• Chronic depression</li> <li>• Excessive sexual precociousness</li> <li>• Seductiveness</li> <li>• Children having knowledge beyond their usual frame of reference (eg young child who can describe details of adult sexuality; parent/child role reversal)</li> <li>• Over concerned for siblings</li> <li>• Poor self-esteem</li> <li>• Self-devaluation</li> <li>• Lack of confidence</li> <li>• Peer problems</li> <li>• Lack of involvement</li> <li>• Massive weight change</li> <li>• Suicide attempts (especially adolescents)</li> <li>• Hysterical/angry outbursts</li> <li>• Lack of emotional control</li> <li>• Sudden school difficulties (eg: deterioration in school work or behaviour)</li> <li>• Inappropriate sexual behaviour / sex play</li> <li>• Repeated attempts to run away from home</li> <li>• Unusual or bizarre sexual themes in children’s artwork or stories</li> <li>• Vulnerability to sexual and emotional exploitation</li> <li>• Promiscuity</li> <li>• Exposure to pornographic material</li> </ul> |

## Why children find it difficult to talk

- They may think the behaviour is normal
- They may feel ashamed;
- The abuser might be loved and trusted by the child
- They may be worried that 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 children talk

- The abuse becomes unbearable
- A younger sibling is being abused
- Physical injury has occurred
- The child finds someone non-judgemental
- The child finds someone they trust

## Responding to Safeguarding & Child Protection Concerns

### Response to a Disclosure made by a Child

All staff are made aware of how they should respond if a child makes a disclosure which gives rise to concerns of a child protection nature, through training on the **5R** Principles which have been summarised in the table on page 21:

### **5R Principles: Receive ► Reassure ► React ► Record ► Refer**

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 will complete a **Note of Concern** (Appendix 5A) and act promptly.

**They will not investigate** (this is a matter for Social Services), but will discuss these concerns with the Designated Teacher or with the Deputy Designated Teacher if she/he is not available.

The Designated Teacher will consult with the Head of Junior School or other relevant staff, always taking care to avoid undue delay.

If required, advice may be sought from an Education Authority Child Protection Service officer. They may require the Designated Teacher to seek clarification from the child or young person, or from their parent/carer.

If a child protection referral is not required, the school may consider other options including monitoring, signposting parents to services available in the community or referring to other support agencies with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, the Designated Teacher may be advised to seek consent from the parent/carer and/or the child, unless this would place the child at risk of significant harm.

The Designated Teacher will phone the Gateway Team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate, the source of the concern will be informed of the action taken. (Appendix 5B)

## How a Parent can Raise a Concern

We aim to work closely with parents 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 their child's class teacher or any member of our school's Safeguarding Team: Mrs Heather Jennings (Designated Teacher for Child Protection), Mr Scott Bolingbroke (Deputy Designated Teacher) or to Miss Andrea Brown (Head of Junior School).
- If they are still concerned, they may contact Mr Ronnie Hassard (Chair of the Board of Governors).
- If after this a parent still has concerns, they can contact the NI Public Services Ombudsman.
- At any time a parent may talk to a social worker in Social Services' Gateway Team or to the PSNI Public Protection Unit.
- Parents of Kindergarten pupils and those availing of wrap around care can also contact Mrs Mairin McDermott from the Early Years Team.

Details of who to contact, including contact telephone numbers, are shown in the flowchart in Appendix 6.

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

All staff are informed of how to recognise, and act on, concerns that a child may be at risk of harm.

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, **they must act promptly**. Appendix 2

All staff understand that: *Children have a right to be protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.* (UNCRC Article19)

The staff member should not investigate – this is a matter for the Social Services and/or PSNI – 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 be recorded on the Note of Concern proforma (Appendix 5A) and include details of the place, time and who was present. This should be given to the Designated or Deputy Designated Teachers. The person who reports the incident must take the matter in confidence.

This Note of Concern must be completed within 24 hours to maintain accuracy of content.

The Note of Concern needs to be placed on the child's Child Protection File, signed and dated by both teacher and Designated teacher to confirm the information is accurate.

At Campbell College, we recognise the importance of confidentiality. However, all staff should understand that, in order to protect children from harm, cases may arise where confidentiality must be subordinate to the need to take appropriate action in the child's best interests, by involving others. No promise of confidentiality can or should ever be given where abuse is alleged.

When a pupil makes a disclosure of abuse, staff have been trained to:

- ▶ **Receive**
- ▶ **Reassure**
- ▶ **React**
- ▶ **Record**
- ▶ **Refer**

The Designated / Deputy Designated Teacher will decide whether in the best interest 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 will be informed immediately.

The Designated/ Deputy Designated Teachers, may consult with EA's Designated Officers for Child Protection, or the Senior Social Worker/ Gateway Team before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

The safety of the child is our first priority.

Where there are concerns about possible abuse and a referral needs to be made, a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will be completed and forwarded to the Gateway Team, with a copy sent to the EA Designated Officer for Child Protection. A copy will also be kept in the School's Child Protection file.

### **Consent**

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions.

The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

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

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child's records and included within the verbal and written/UNOCINI referral. (Appendix 5B)

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

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

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

**How staff should respond if a child makes a disclosure which gives rise to concerns of a child protection nature: The 5R Principles**

|                 | <b>DO</b>  | <b>DO NOT</b>   |
|-----------------|--|---|
| <b>RECEIVE</b>  | <ul style="list-style-type: none"> <li>Stay calm.</li> <li>Listen to what the child says.</li> <li>Accept what is being said.</li> <li>Be discreet.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not display shock or disbelief.</li> <li>Do not delay, to arrange for another member of staff to be present. If the pupil has chosen to come to you, you should be the one to listen.</li> </ul>  |
| <b>REASSURE</b> | <ul style="list-style-type: none"> <li>Reassure the child, only so far as is honest and reliable.</li> <li>Reassure the child that talking is the right thing to do: <i>"You have done the right thing in telling me."</i></li> <li>Reassure the child of ongoing support: <i>"We are always here if you need to talk."</i></li> <li>Reassure and alleviate guilt, if the child refers to it.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not give the child assurances, such as, <i>"Everything will be alright"</i>, because it may not be (particularly in the short term).</li> <li>Do not promise to keep secrets.</li> </ul>  |
| <b>RESPOND</b>  | <ul style="list-style-type: none"> <li>Respond only as far as is necessary for you to establish whether or not you need to refer this matter.</li> <li><b>Ask open questions.</b><br/><i>"Can you tell me what happened?"</i><br/><i>"Is there anything else you need to tell me?"</i></li> <li><b>Do not criticise the alleged perpetrator</b>, as this may be someone the child or young person loves.</li> <li><b>Explain that you cannot keep this a secret.</b></li> <li><b>Explain what you have to do next and to whom you have to talk.</b><br/><i>"I will need to share what you have told me with (Mrs Jennings / Mr Bolingbroke), who is a Designated Teacher. She/He will know what to do next."</i><br/>Reassure them that the information will be shared only with those professionals who need to know.</li> <li><b>Seek support for yourself.</b></li> </ul> | <ul style="list-style-type: none"> <li>Do not interrogate for full details.</li> <li>Do not make the child repeat what they are saying unnecessarily.</li> <li>Do not ask leading questions (eg: <i>"Did he touch you?"</i>, <i>"What did (s)he do next?"</i> or <i>"Do you think this was deliberate?"</i>), as these may invalidate your evidence, and the child's, in any later investigation or prosecution.</li> <li>Do not take notes while the child is talking. Give them your full attention.</li> <li>Never ask for a written statement. If the matter is referred to the PSNI or Social Services, this may jeopardise their process.</li> <li>Do not promise confidentiality, as you have a duty to report.</li> </ul> |
| <b>RECORD</b>   | <ul style="list-style-type: none"> <li>Make notes at the time and write them up as soon as possible. Record accurately, using child's exact words.</li> <li>Complete a 'Note of Concern' form. Record the date, time, place when the information was shared, any noticeable non-verbal behaviour observations, the actual words used by the pupil and the position and extent of any injuries or bruises noticed.</li> <li>This record must be kept, in line with procedures.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not destroy your original notes.</li> <li>Do not translate any words the child uses into adult language.</li> <li>Record things said and noticed, rather than interpretations, assumptions and opinions.</li> </ul>   |
| <b>REFER</b>    | <ul style="list-style-type: none"> <li><b>You must act promptly</b> by referring concerns about possible abuse to the DT or DDT as soon as possible.</li> <li>This will help to ensure there is time for the DT/DDT to seek advice regarding any action to be taken, in advance of the child going home.</li> </ul>  | <ul style="list-style-type: none"> <li>Do not delay in speaking to the DT or DDT.</li> </ul>  |

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

*The procedures in DE Circular 2015/13 should be followed.*

Allegations of abuse against staff may include:

- Behaved in a way that has harmed a child/pupil, or may have harmed a child/pupil;
- Possibly committed a criminal offence against, or related to, a child/pupil
- Behaved towards a child/pupil in a way that indicates he/she would pose a risk of harm if they work regularly or closely with children.
- Behaved in a way that creates a safeguarding concern.
- Abused their position of trust
- Acted outside the Staff Code of Conduct relating to Child Protection.

When an allegation of possible child abuse is made against a member of staff, the Head of Junior School (or the Designated Teacher if the HoJS is not available) must be informed immediately and will take the lead in managing the allegation. They should not interview potential witnesses or ask them to provide a written statement, as this is the role of the statutory investigating agencies.

If the allegation is about the Head of Junior School, then the Designated Teacher should be informed and she will inform the Chairperson of the Board of Governors who will consider what action is required, in consultation with the employing authority.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils, or may be suspended from duty as a precautionary measure, pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child Protection procedures as outlined will be followed in keeping with current Department of Education guidance.

### **Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher, Deputy Designated Teacher or Head of Junior School may be invited to attend Child Protection Case Conferences and Core Group Meetings convened by the Health and 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. Children whose names are on the Child Protection Register will be monitored and supported in accordance with the Child Protection Plan.

### **Confidentiality and Information Sharing**

When information of a Child Protection nature is disclosed to a member of staff, that staff member cannot and should not offer confidentiality. In the interests of the child, staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where physical or sexual abuse is suspected, they have a legal duty to report this.

Staff should not give a child or young person undertakings of confidentiality, although they can and should reassure that information will be disclosed only to those professionals who need to know.

In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

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

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

## **Bullying Behaviour**

Junior School's Anti-Bullying Policy gives the following definition:

*Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.*

As set out in the DE Guidance, in determining 'harm', we define:

- **Emotional or psychological harm** as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- **Physical harm** as intentionally hurting a pupil by causing injuries (such as bruises, broken bones, burns or cuts).

Bullying type behaviour will be dealt with in line with our Anti Bullying Policy and procedures, which are in place to safeguard pupils.

However, when there is a risk of significant harm, or where a pupils' bullying behaviour is severe and persistent and does not respond to interventions in line with our Anti-Bullying Policy, or within a reasonable time, Child Protection procedures will apply. The procedures will apply to both the person experiencing the bullying type behaviour and the person displaying the bullying type behaviour.

It is the statutory duty of the Board of Governors to ensure a record is kept of all incidents of bullying behaviours, or alleged bullying behaviours, involving pupils who are enrolled at Junior School.

## **Record Keeping**

Accurate recording of concerns and action taken is essential in helping us to identify causes for concern at an early stage and in helping us to monitor our safeguarding practices.

Clear procedures are in place for the recording, storage, retention and destruction of both manual and electronic records and notes relating to child protection concerns, in accordance with DE Circular 2016/20 Child Protection: Record Keeping in Schools.

In order to meet these requirements, all child protection records, information and confidential notes are stored securely in a separate, locked filing cabinet, and are only accessible by the Designated Teacher, Deputy Designated Teacher and Head of Junior School.

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 or Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

In accordance with DE guidance on the disposal of child protection records, these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

Any instances of concern regarding a member of staff are recorded in a hard backed and bound 'Record of Child Abuse Complaints' book, which is retained securely. A record of this is placed on the relevant pupil's Child Protection File. The hard backed book is signed by the chairperson of the Board of Governors on an annual basis.

## Safe Recruitment Procedures

All staff who are appointed to positions at Junior School are vetted in accordance with relevant legislation and DE guidance, and Enhanced disclosure certificates from AccessNI are required before taking up post. This is a key preventative measure to ensure that unsuitable individuals do not have access to the children in our care.

It is the responsibility of the Board of Governors to ensure that there is an official record kept of when vetting checks are successfully completed for all staff.

Temporary teachers are employed through NISTR.

**Volunteers** may also be vetted, as required. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate through AccessNI. A volunteer who works in a supervised capacity is not required to obtain an Enhanced Disclosure Certificate, however we determine whether the level of supervision meets the statutory standard using DE Circular 2012/19.

We ensure that coaches and tutors who are employed by others have the necessary clearance in place.

**Visitors** to Junior School, such as parents, suppliers of goods and services and those carrying out maintenance duties...etc do not routinely need to be vetted before being allowed onto school premises. However, they are managed by school staff and their access to areas and movement within the school is restricted as needs require.

Visitors are:

- welcomed at reception and directed by school staff
- required to sign in and out of the school
- issued with a clearly identifiable visitor pass
- given restricted access to specific areas of the school
- where appropriate, escorted by a member of staff
- given restricted access to pupils, according to the purpose of their visit

It is the responsibility of university colleges to ensure Enhanced Disclosure Certificates are obtained for **students on placement**.

Pupils coming into the school on **work experience** do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction process is applied.

## Code of Conduct For all Staff

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.

Junior School's Staff Code of Conduct extends to employees and volunteers and been approved by the Board of Governors.

It includes:

- setting an example
- relationships and attitudes
- private meetings with pupils
- physical contact with pupils
- honesty and integrity
- conduct outside of work
- online safety and internet use
- confidentiality

All teaching and support staff receive training in Child Protection Policy and procedures on an annual basis, and are asked to sign the Staff Code of Conduct.

They are also made aware that procedures for investigating and dealing with complaints, within the normal child protection procedures, will be in line with the employer's disciplinary procedure, including recourse to suspensions in appropriate cases.

### **Whistleblowing Disclosures**

All staff are required to pass on to the Designated Teacher any concern or allegations about school practices which are likely to put pupils at risk of abuse or other serious harm.

Any concern regarding the behaviour or colleagues, or allegation made against an adult, should be passed on to the Head of Junior School.

### **Staff Training**

Campbell College Junior School is committed to providing in-service training for its entire staff on our Safeguarding & Child Protection Policy and procedures, with some members receiving more specialist training in line with their roles and responsibilities.

All receive basic child protection awareness training and annual refresher training.

The Chair of the Board of Governors, Designated Governor for Child Protection, Head of Junior School, Designated teacher and Deputy Designated Teacher also attend relevant training courses provided by the Education Authority's Child Protection Support Service for Schools.

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 governors receive strand one training delivered by Designated Teacher and Principal.

### **The Preventative Curriculum**

Junior School seeks to promote our pupils' physical and emotional well-being, health & personal safety, relationships and the development of a values system through our whole school ethos, policies and Personal Development & Mutual Understanding programme (PDMU).

Our PDMU programme offers a medium to explore sensitive issues in an age-appropriate way, which helps them to develop appropriate protective behaviours.

Through the preventative curriculum, we aim to build the children's confidence, self-esteem and personal resilience to cope with life's challenges and their ability to make positive choices.

Throughout the school year, child protection issues are addressed in class, through assemblies and during special theme days/weeks, and child protection posters are displayed throughout the school including child helpline information. Other initiatives which address child protection and safety issues include DENI's Keeping Safe programme, which aims to teach every child from Prep 1-7 key messages to keep themselves safe from bullying, neglect, physical, emotional, sexual and domestic abuse, and visits from external agencies, such as the PSNI, the Fire Rescue Service, the NSPCC and Love for Life.

Further resources in support of children's EH & WB are available in the CPSS section of the EA website.

In our development as a Rights Respecting School, pupils' knowledge and understanding of themselves and their well being will be improved and they will be equipped with the skills to keep themselves safe.

## **Online Safety**

Pupils at Junior School will be facilitated and encouraged to develop safe and responsible online behaviours, as this provides the best defence for keeping them safe online. They will be provided with education and guidance in developing their own set of responsible behaviours and the Acceptable Use Policy includes parents in the development of safe practice.

Online safety is included in the preventative curriculum, with lessons taking place every half term that aim to support children in the safe use of all forms of technology and develop their risk awareness.

Parents will be given guidance on:

- the different ways children and young people interact with technology and get online;
- what children and young people are doing online (ie: creating content as well as consuming it);
- the potential for cyberbullying and indicators that a child may be being bullied online;
- practical tips for promoting online safety in the home (eg: parental filters);

Pupils will be made aware of how to access support.

## **Mobile Phones**

Pupils are not permitted to bring mobile phones into school. However, if a parent feels that a mobile phone is essential for their child's journeys to and from school, they are required to write a letter of request to the Head of Junior School.

## **Pupils' Safety**

To maintain pupils' safety:

- Doors into the playgrounds are locked during class time and only open at break and lunch-times.
- All adults enter the school via the reception area and are required to sign in.
- Parents are dissuaded from remaining in the playgrounds.
- If pupils are ill and need to leave school, the Head of Junior School is informed.
- If pupils enter late or leave school early, they must be signed in and out by a parent or guardian.
- If there is a change to travelling arrangements, parents must inform the staff in writing or by phone.
- Risk assessments are in place for areas inside school and in the playground.

Parents and guardians are informed of Child Protection Issues. All new parents are presented with our Child Protection Policy, as part of the Induction Process, as do the parents of any new pupils from Years 2 –7 who are enrolled during the school year.

Our Junior Journal newsletter also keeps parents informed of any Safeguarding matters and regularly reminds them of the members of our Safeguarding Team.

## **Monitoring and Evaluation**

This Safeguarding & Child Protection Policy and procedures will be kept updated by the Safeguarding Team in light of any changes to legislation and guidance, and reviewed annually.

It will be implemented through Junior 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 and Deputy Designated Teacher for Child Protection and periodically by our Safeguarding Team.

The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy and procedures on a regular basis, through the provision of reports from the Designated Teacher and the Safeguarding Team.

# Child Protection

Junior School's Governors and Staff are committed to safeguarding and promoting the welfare of all the children entrusted into our care.

## Junior School's Safeguarding Team



**Mr Hassard**  
Designated Governor for Child Protection



**Miss Brown**  
Head of Junior School



**Mrs Jennings**  
Head of Key Stage 1  
Designated  
Child Protection Teacher



**Mr Bolingbroke**  
Head of Key Stage 2  
Deputy Designated Teacher  
Online Safety Leader



**Mrs Wilson**  
Kindergarten Leader  
Link Safeguarding Teacher



**Mrs Hughes**  
After-School Leader  
Link Safeguarding Teacher

**If you have any concerns regarding a child's welfare or safety, please talk to a member of our Safeguarding Team as soon as possible.**

*Our Safeguarding & Child Protection Policy can be accessed via the College Website and is available from the Junior School Offices upon request.*

Appendix 2 How a Pupil Can Raise a Concern

The following information is displayed around the Junior School and reinforced regularly with pupils:



# Worried about something?



## Talk to someone you trust.

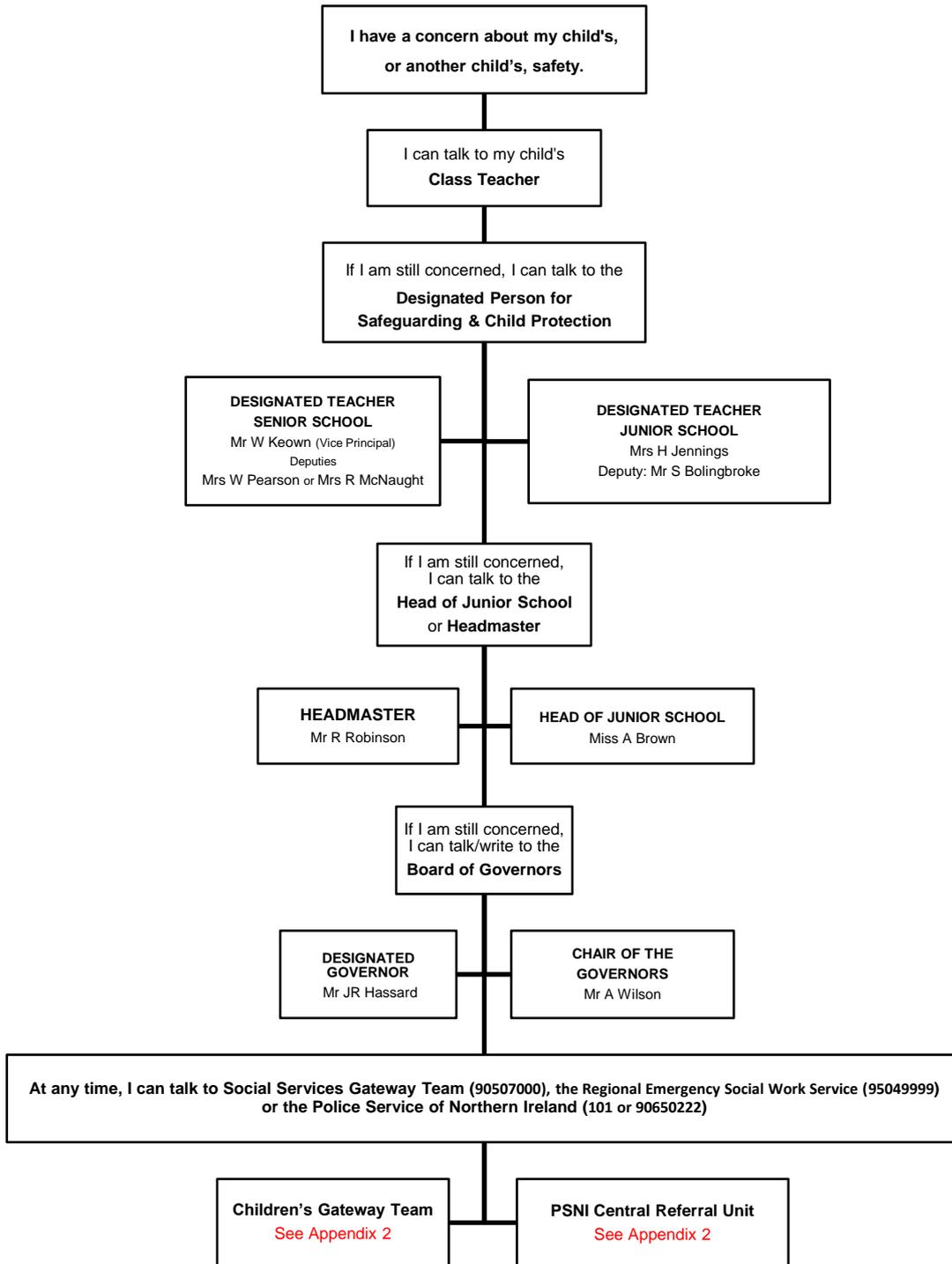


**You can also call ChildLine**

Calls are free, confidential and do not show up on your telephone bill.



**How a Parent/Adult Can Raise a Concern**



Where a complaint is relevant to the quality of care, fabric of the setting or Safeguarding & Child Protection within our Kindergarten or After-School Club, a parent may wish to contact the Registering Social Worker for the Setting (Mrs Mairin McDermott) at the Health & Social Care Trust's Early Years Team.

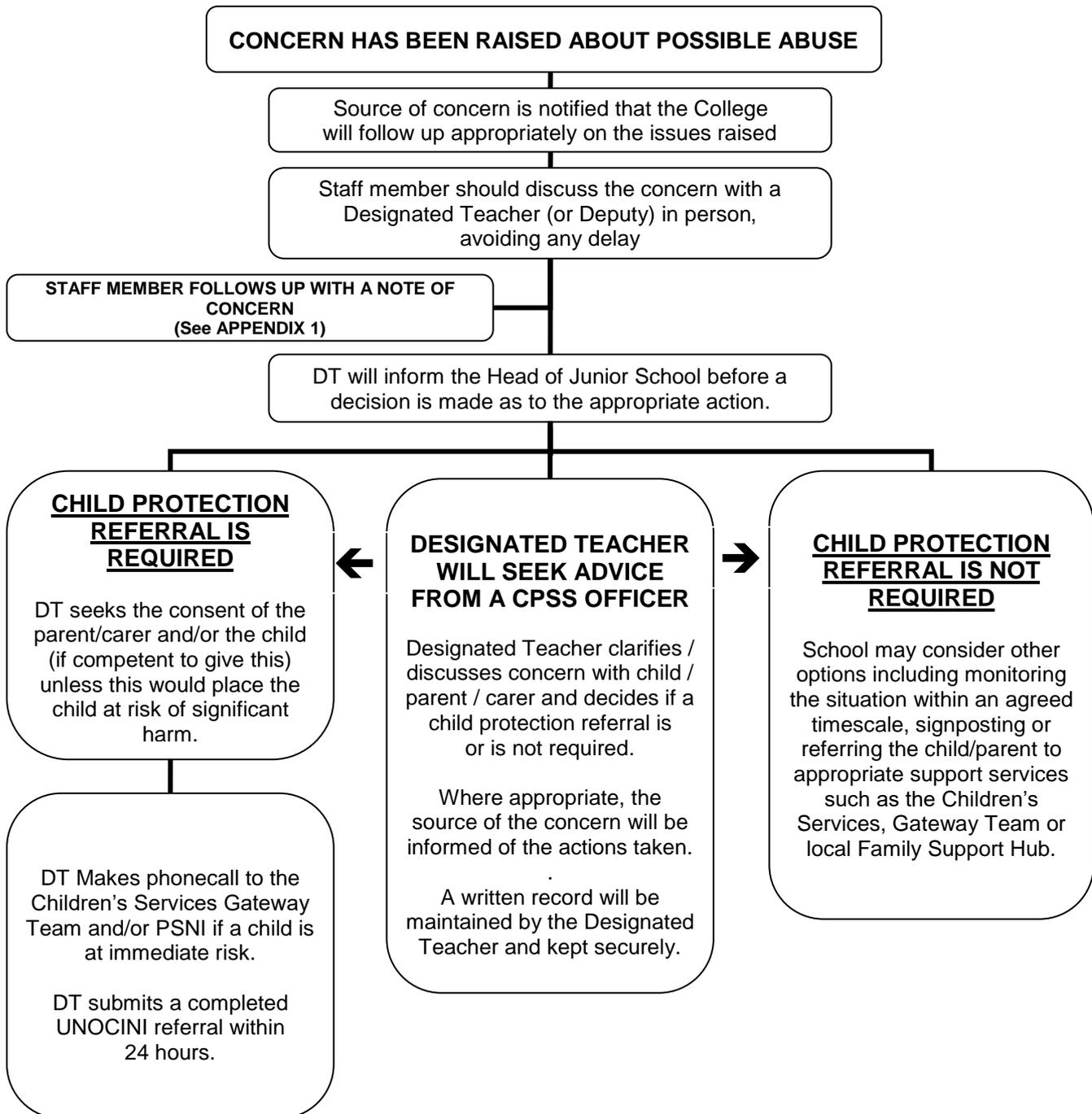
**Belfast Health & Social Care Trust, Early Years Services,  
Everton Complex, 585-587 Crumlin Road, Belfast, BT14 7GB (Telephone: 95042811)**

If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the College's Complaints Policy.

This should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO), who has the legislative power to investigate your complaint.

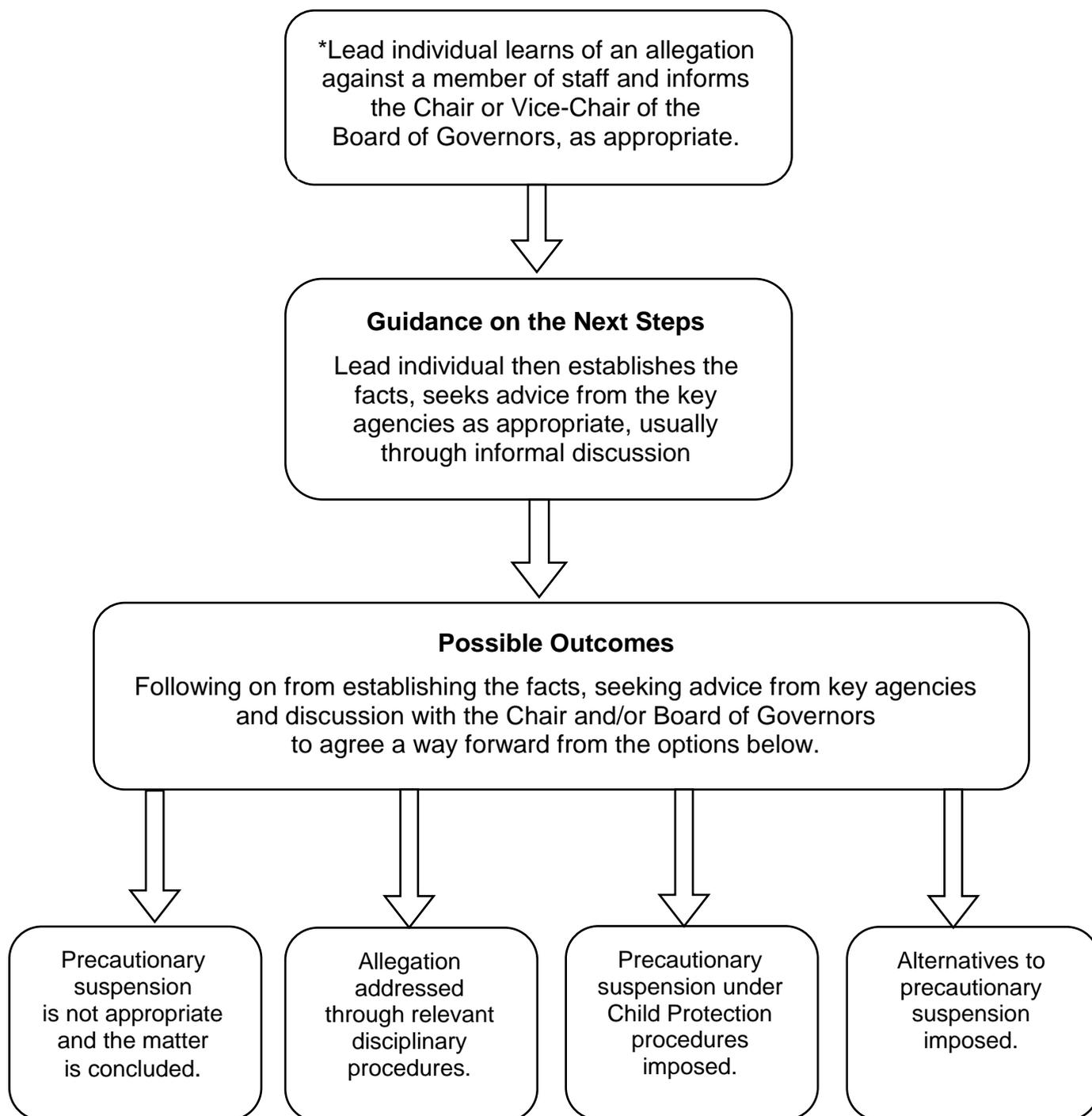
**Concerns about Possible Abuse by someone other than a member of the school staff**

Procedures to be followed:



If a member of the staff of the College receives information which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity, the person making the complaint should be advised of their responsibility to refer to the local Health & Social Care Trust Gateway Team.

## Dealing with Allegations of Abuse Against a Member of Staff



*\*As noted on page ?, a Lead Individual to manage the handling of an allegation should be identified from the outset, normally the Head of Junior School or a designated senior member of staff.*

## CONFIDENTIAL

### NOTE OF CONCERN

*Child Protection Record to be completed within 24 hours of the incident/concern/disclosure being shared.*

It is important that only factual information is recorded.

Check your report is clear, accurate and would be easily understood by someone reading it in the future.

|  |
|--|
| Name of Pupil:   |
| Year Group & Class Teacher:  |
| Date, Time & Location of Incident/Concern/Disclosure:  |
| Circumstances of Incident/Concern/Disclosure:  |
| Factual Description of the Incident/Concern/Disclosure, including physical/behavioural observations: |

Parties involved, including any witnesses (parents/staff/parents) and the actual words said and by whom:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher:

Yes  No

If 'No', state the reason:

Date and time of report to the Designated Teacher:

Name of Staff Member making the report:

Role of Staff Member making the report:

Signature of Staff Member:

Date:

**CONFIDENTIAL****RESPONSE TO NOTE OF CONCERN**

*To be completed by the Designated Teacher, Deputy Designated Teacher or Head of Junior School.*

|   |             |
|---|-------------|
| Name of Pupil:  | Year Group: |
| Date & Time referred to the DT, DTT or HJS:   |             |
| Details of any advice sought, from whom and when ( <i>eg: CPSS, Gateway Team, PSNI</i> ):   |             |
| Action taken and reason for it ( <i>eg: referral to Social Services / other action / feedback to those involved</i> ):              |             |
| Written note from staff member placed on pupil's Child Protection file:    Yes <input type="checkbox"/> No <input type="checkbox"/> |             |
| If 'No', state the reason:  |             |
| Signature of Designated Teacher or the Head of Junior School:   | Date:       |
| In the case of a complaint against a member of staff, signed and dated by both the DT and HJS:                                      |             |
| Signatures:   | Date:       |

# SAFEGUARDING CONTACT NUMBERS

All staff should have the mobile numbers of Campbell College's Designated Teachers.

## **CHILD PROTECTION / SAFEGUARDING CONTACTS**

### **Child Protection Support Service for Schools (CPSS)**

Monday – Friday: 9.00am to 4.30pm

Telephone: (028) 9598 5590

### **Social Services (Gateway)**

Telephone (028) 9050 7000 (day)  
(028) 9504 9999 (out of hours number)

**Regional Emergency Social Work Service** (028) 95049999

**Health & Social Care Trust's Early Years Team** (re: Kindergarten & After-School)

Telephone (028) 9504 2811

### **Police – PSNI**

Telephone 101 or 028 90650222 (999 is the Emergency Number)

Central Referral Unit (CRU) for Child Sexual & Physical Abuse cases

Telephone 082 90259299 (Mon-Fri: 8am-9pm, Weekends: 9am-5pm)

**NSPCC Advice Line (24 hours)** - Support if you are worried about a child: 0808 800 5000

## **SUPPORT FOR PUPILS**

**Childline** Telephone 0800 11 11

[www.childline.org.uk](http://www.childline.org.uk)

Calls are free and do not show up on telephone bills.

**Lifeline** Telephone 0808 808 808 (24 hours, 7 days/week)

[www.lifelinehelpline.info](http://www.lifelinehelpline.info)

Lifeline will provide counselling for issues such as self-harm, depression, suicidal thoughts and many other issues

# Safeguarding Code of Conduct for Staff & Volunteers in the College

## **OBJECTIVE, SCOPE AND PRINCIPLES**

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust; they must adhere to behaviour that sets a good example to all the pupils within the school. As a member of the Campbell Community, each person has an individual responsibility to maintain their reputation and the reputation of the College, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the College.

This Code of Conduct does not form part of any employee's contract of employment.

This Code of Conduct should be read carefully along with the codes of conduct and guidance for staff contained within:

- Online Safety Policy
- Educational Visits Policy
- Reasonable Force & Safe Handling Policy

**If a member of staff has any concern regarding appropriate conduct, whether it be their conduct, a pupil's conduct or the conduct of a colleague or other adult, they should talk to the Designated Teacher or to the Head of Junior School.**

## **1. Setting an Example**

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.
- All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff and volunteers to understand what behaviour is and is not acceptable, and regard should also be given to the disciplinary rules set out by the employing authority.
- All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.
- Teaching materials should be chosen carefully and at all times age-appropriate (this includes any videos or websites used).

## **2. Safeguarding Pupils**

- All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding team (Designated Teacher for Child Protection, Deputy Designated Teacher or the Head of Junior School).
- All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies (eg: Online Safety and Acceptable Use Policy, Educational Visits Policy, Reasonable Force and Safe Handling Policy). Most policies can be accessed on the College website and all are available on the staff intranet, or by request.
- All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, make jokes at the expense of students, embarrass or humiliate students, discriminate against or favour students.
- All staff and volunteers must take reasonable care of the children in their care with the aim of ensuring their safety and welfare. Staff should also complete risk assessments, where appropriate, in accordance with school policies.

## **3. Relationships with Pupils**

- All staff should be mindful of having one-to-one meetings with pupils where there are no other adult present. Meetings should be held in a corridor or a room where there is open space and clear sightlines by other colleagues. Staff should avoid being in a car with a pupil, unless another adult is present.
- All staff and volunteers must declare any relationships that they may have with pupils outside of school; this may include mutual membership of social groups, tutoring or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form is available and should be returned to the Designated Teacher.
- Relationships with students must be professional at all times; sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

## **4. Pupil Development**

- All staff and volunteers must comply with school policies and procedures that support and promote the well-being and development of pupils.
- All staff and volunteers must co-operate and collaborate with colleagues and with external agencies, where necessary, to support the development of pupils.

## **5. Honesty and Integrity**

- All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Gifts from suppliers or associates of the school must be declared to the Head of Junior School, with the exception of 'one off' token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate; they could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

## **6. Conduct Outside of Work**

- All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the College, or the member of staff, or the volunteer's own reputation or the reputation of other members of the school community.
- In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- Staff may undertake work outside school, either paid or voluntary, provided it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Head of Junior School when considering work outside the school. Staff are required to submit a form to declare any connections with pupils outside of school (eg: Youth Clubs, family friends, private tutoring).

## **7. Online Safety and Internet Use**

- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the school's Online Safety and Acceptable Use Policy at all times, both inside and outside of work.
- Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, the school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff should exercise caution in their use of all social media or other web based presence they may have, including written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites, where staff could encounter pupils either with their own profile or acting covertly.
- Contact with pupils must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils.
- If contacted by a student by an inappropriate route, staff should report the contact to the Designated Teacher or Head of Junior School immediately.
- Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the College's Records Management Policy and Disposal Schedules.

## 8. Confidentiality

- Members of staff and volunteers may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances, staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a pupil or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the pupil.
- Confidential information about pupils should never be used casually in conversation or shared with any person, other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed, the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass the information on without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Teacher or Head of Junior School. Any media or legal enquiries should be passed to the College's Senior Leadership Team.
- Adults need to be aware that, although it is important to listen to and support pupils, they must not promise confidentiality or request that pupils do the same under any circumstance.
- Additionally concerns and allegations about adults should be treated as confidential and passed to the Designated Teacher or Head of Junior School without delay.

## 9. Dress & Appearance

- All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.
- Concerns regarding staff dress should be referred to the Designated Teacher.

## 10. Physical Contact

- Any inappropriate or unwanted physical contact should be avoided.
- When absolutely necessary (e.g. demonstrations in PE/games, First-Aid) contact should be used judiciously and appropriately.
- Under no circumstances should concerns about physical contact stop a member of staff administering First Aid or protecting an individual against injury.
- If any member of staff feels, in retrospect, that there may have been some misunderstanding of such a situation, they should report it to the Designated Teacher and an incident form should be completed.
- Staff should be aware of the guidance given in the **Use of Reasonable Force Policy**.

In Junior School and Kindergarten, there may be occasions where a distressed pupil needs comfort and reassurance. At these times, staff will ensure that physical contact is minimal and that other adults are present. Parents will be informed of such circumstances, when appropriate.

We are committed to ensuring that all staff responsible for the intimate care of our pupils will undertake their duties in a professional manner and be sensitive to each individual child's needs. They will do so in a way that ensures that the rights, dignity and welfare of the child are protected.

Junior School's **Intimate Care Policy** outlines our approach and procedures for safeguarding the dignity, rights and well-being of pupils, including the responsibilities of staff and parents.

## 11. Boarding Department

### Appropriate Positive Relationships

- Within Boarding there can be a less formal relationship between staff and pupils; however there is a need for an appropriate balance in the relationship between staff and pupils. While staff may be concerned that any physical support for children in distress may be misconstrued, it would be quite wrong for fears about allegations of abuse to prevent appropriately warm and supportive relationships between staff and boarders. However, there is a clear boundary between appropriate support and care for boarders and an inappropriate use of staff position of trust.

### Protocol for Entering a Pupil's Room

- When visiting a pupil who is in their own room, staff should leave the door open or stand in the doorway with the door open.
- Staff should knock before entering a bedroom, leaving sufficient time for a pupil to respond (the exception to this rule is during prep time).
- If it is necessary to check a sensitive area, such as bathroom or shower room, a member of staff should announce their entrance in good time.
- Should the situation be considered an emergency, speed of response and the safety of the pupil overrides the above – but still use common sense.

Further considerations are detailed in the **Boarding Staff Handbook**.

## 12. Educational Visits

Adult supervisors leading or accompanying a group of pupils are at all times bound by the College's Safeguarding & Child Protection Policy.

Further details are included in the **Educational Visits Policy**.

## 13. Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

## 14. Compliance

This Code of Conduct will be referred to during our annual Safeguarding briefing.

## **SPECIFIC CONSIDERATIONS ON EDUCATIONAL VISITS**

The Code of Conduct for staff (and pupils) is included in the Educational Visits Policy.

**Adult supervisors leading or accompanying a group of students are at all times bound by the College's Safeguarding & Child Protection Policy.**

**ALL supervisors who may be with pupils unsupervised, or who are involved in a residential visit, must be vetted according to Safeguarding procedures.**

The Group Leader should have with them at all times the contact numbers for the Designated Teacher and the Head of Junior School. If they are not contactable, he/she should contact Social Services for advice and support (Emergency Contact Numbers are listed in Appendix 2).

Given the particular circumstances of educational visits, adult supervisors should note the following guidelines:

- The Group Leader and all supervisors must familiarise themselves with the roles and responsibilities contained within this and the Educational Trips Policy.
- As members of Campbell College staff, staff are expected to act and dress professionally at all times.
- Supervisors must consider the welfare and safeguarding of pupils as paramount and should never leave them unduly unsupervised.
- Supervisors must be aware of the Safeguarding procedures that apply on educational visits.
- Supervisors must ensure that those attending know and abide by the Code of Conduct for Pupils and for Staff.
- Residential trips should ideally have at least one male member of staff attending.
- Supervisors must ensure that their relationships with pupils are appropriate and should ensure that their conduct does not give rise to comment or speculation.
- If members of staff use their private car, they must have a valid UK driving licence and appropriate insurance (they may need to inform their insurance company that their car is being used for business). If pupils are travelling with a supervisor in a private car, their parents should be aware and one supervisor must not be driving fewer than two pupils at any one time.
- Supervisors who are driving pupils must uphold the driving laws of the land and ensure the safety of pupils at all times.
- Supervisors should not enter the bedroom or sleeping accommodation of pupils unless accompanied by another supervisor, except in an emergency or when such action is completely unavoidable.
- Supervisors should avoid physical contact with pupils, unless administering First Aid or where contact is necessary in accordance with the Reasonable Force Policy.
- Supervisors must not smoke in the presence of pupils, and must not at any time consume alcohol in the presence of pupils or when responsible for pupils.
- When taking photographs, staff must be aware that the parents of some pupils may not have given permission for their photograph to be taken. Where possible, use a school camera and not a personal mobile phone camera. Images must be removed after the trip, and not stored on a personal device.
- If an incident occurs during the trip, where a supervisor feels that his/her actions may have been misconstrued, they should report the incident to the Group Leader immediately, and should discuss the incident with the Designated Teacher or Head of Junior School as soon as possible upon return.



CAMPBELL  
COLLEGE

EST 1894

## Summary of Safeguarding & Child Protection Information for Short Term Staff & Volunteers

At Campbell College, we are committed to safeguarding and promoting the welfare of all the children entrusted into our care. We seek to provide a safe and welcoming learning environment, in which each child is respected and valued.

Our Safeguarding & Child Protection Policy and procedures are in place to ensure that all our pupils receive effective protection and support.

Physical and emotional well-being, health and personal safety are promoted through our school ethos and Personal Development programme, thereby enabling the children to develop protective behaviours.

**While working at Campbell College, we expect you to:**

- 1. Safeguard and promote the welfare of our pupils by following our Safeguarding & Child Protection Policy and procedures.**
- 2. Be alert to the physical, behavioural and emotional indicators of neglect and abuse.**  
*These are outlined on pages 2&3 of this booklet.*
- 3. Follow the 5R Principles (**Receive, Reassure, Respond, Record** and **Refer**) if a child makes a disclosure which gives rise to concerns regarding possible abuse.**  
*This is outlined on page 4 of this booklet.*
- 4. Speak to a Designated Teacher or the Head of Junior School without delay if you are concerned about a pupil's welfare or safety.**



**Head of Junior School**  
**Andrea Brown**



**Designated Teacher**  
**Heather Jennings**  
Head of Key Stage 1



**Deputy Designated Teacher**  
**Scott Bolingbroke**  
Head of Key Stage 2

*Junior School & Kindergarten's full Safeguarding & Child Protection Policy is available on the College Website and from the Junior School Offices.*

## Be alert to the physical, behavioural and emotional indicators of neglect and abuse.

Please be alert to possible indicators of abuse; any outward symptoms or change in appearance, behaviour, learning pattern or development.

These may be due to a variety of other possible causes, including accidental injuries, changes in family circumstances and bereavement. Sometimes, however, they may be due to child abuse.

The following table sets out some examples of possible physical and behavioural indicators. Any combination may be accompanied by increased absenteeism and/or marked deterioration in performance.

### Neglect

| Possible Physical Indicators  | Possible Behavioural Indicators   |
|---|---|
| <ul style="list-style-type: none"> <li>• Looks very thin, poorly and sad</li> <li>• Poor growth</li> <li>• Apparent deficiency in nutrition</li> <li>• Constant hunger</li> <li>• Lack of energy</li> <li>• Untreated medical problems</li> <li>• Special needs of child not being met</li> <li>• Constant tiredness</li> <li>• Inadequate clothing</li> <li>• Poor hygiene</li> <li>• Repeated accidents, especially burns.</li> </ul> | <ul style="list-style-type: none"> <li>• Tired or listless (falls asleep in class)</li> <li>• Steals food</li> <li>• Compulsive eating</li> <li>• Begging from class friends</li> <li>• Withdrawn</li> <li>• Lacks concentration</li> <li>• Misses school medicals</li> <li>• Reports that no parent or carer is at home</li> <li>• Low self-esteem</li> <li>• Persistent non-attendance at school</li> <li>• Exposure to violence (eg: unsuitable videos)</li> </ul> |

### Physical Abuse

| Possible Physical Indicators   | Possible Behavioural Indicators   |
|--|---|
| <ul style="list-style-type: none"> <li>• Unexplained bruises in various stages of healing<br/>Bruises of a regular shape which may indicate the use of an implement (eg: strap) or mark of a hand<br/>Symmetrical bruising (eg: on both ears) should be treated with suspicion</li> <li>• Injuries occurring in a time pattern (eg: every Monday)</li> <li>• Grip marks on arms</li> <li>• Slap marks</li> <li>• Human bite marks</li> <li>• Welts</li> <li>• Bald spots</li> <li>• Unexplained/untreated burns (especially cigarette)</li> <li>• Unexplained fractures, lacerations or abrasions</li> <li>• Untreated injuries</li> </ul> | <ul style="list-style-type: none"> <li>• Self-destructive tendencies</li> <li>• Aggressive towards other children</li> <li>• Behavioural extremes (withdrawn or aggressive)</li> <li>• Appears frightened or cowed in presence of adults</li> <li>• Improbable excuses to explain injuries;</li> <li>• Chronic runaway</li> <li>• Uncomfortable with physical contact</li> <li>• Comes to school early or stays last, as if afraid to be at home</li> <li>• Clothing inappropriate to weather (to hide part of body)</li> <li>• Uncomfortable getting changed for PE/Games/swimming</li> <li>• Violent themes in art-work or stories</li> </ul> |

## Emotional Abuse

| Possible Physical Indicators   | Possible Behavioural Indicators  |
|--|--|
| <ul style="list-style-type: none"> <li>• Well below average in height and weight</li> <li>• "Failure to thrive"</li> <li>• Poor hair and skin; alopecia;</li> <li>• Swollen extremities (ie: icy cold and swollen hands and feet)</li> <li>• Recurrent diarrhoea, wetting and soiling</li> <li>• Sudden speech disorders</li> <li>• Signs of self-mutilation</li> <li>• Signs of solvent abuse (eg: mouth sores, smell of glue, drowsiness)</li> <li>• Extremes of physical, mental and emotional development (eg anorexia, vomiting, stooping)</li> </ul> | <ul style="list-style-type: none"> <li>• Apathy and dejection;</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Rocking / head banging</li> <li>• Inability to play</li> <li>• Indifference to separation from family</li> <li>• Indiscriminate attachment</li> <li>• Reluctance for parental liaison</li> <li>• Fear of new situation</li> <li>• Chronic runaway</li> <li>• Excessive dependence (attention needy)</li> <li>• Poor peer relationships</li> </ul> |

## Sexual Abuse

| Possible Physical Indicators  | Possible Behavioural Indicators  |
|---|--|
| <ul style="list-style-type: none"> <li>• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs</li> <li>• Bruises or bleeding in genital or anal areas</li> <li>• Torn, stained or bloody underclothes</li> <li>• Chronic ailments (such as recurrent abdominal pains or headaches)</li> <li>• Difficulty in walking or sitting</li> <li>• Frequent urinary infections</li> <li>• Avoidance of lessons (especially PE, games, swimming)</li> <li>• Unexplained pregnancies, where the identity of the father is vague</li> <li>• Anorexia / gross over-eating</li> </ul> | <ul style="list-style-type: none"> <li>• What the child tells you</li> <li>• Withdrawn</li> <li>• Chronic depression</li> <li>• Excessive sexual precociousness</li> <li>• Seductiveness</li> <li>• Children having knowledge beyond their usual frame of reference (eg young child who can describe details of adult sexuality; parent/child role reversal)</li> <li>• Over concerned for siblings</li> <li>• Poor self-esteem</li> <li>• Self-devaluation</li> <li>• Lack of confidence</li> <li>• Peer problems</li> <li>• Lack of involvement</li> <li>• Massive weight change</li> <li>• Suicide attempts (especially adolescents)</li> <li>• Hysterical/angry outbursts</li> <li>• Lack of emotional control</li> <li>• Sudden school difficulties (eg: deterioration in school work or behaviour)</li> <li>• Inappropriate sexual behaviour / sex play</li> <li>• Repeated attempts to run away from home</li> <li>• Unusual or bizarre sexual themes in children's artwork or stories</li> <li>• Vulnerability to sexual and emotional exploitation</li> <li>• Promiscuity</li> <li>• Exposure to pornographic material</li> </ul> |

**How you should respond if a child makes a disclosure which gives rise to concerns of a child protection nature: The 5R Principles**

|                 | <b>DO</b>  | <b>DO NOT</b>   |
|-----------------|--|---|
| <b>RECEIVE</b>  | <ul style="list-style-type: none"> <li>Stay calm.</li> <li>Listen to what the child says.</li> <li>Accept what is being said.</li> <li>Be discreet.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not display shock or disbelief.</li> <li>Do not delay, to arrange for another member of staff to be present. If the pupil has chosen to come to you, you should be the one to listen.</li> </ul>  |
| <b>REASSURE</b> | <ul style="list-style-type: none"> <li>Reassure the child, only so far as is honest and reliable.</li> <li>Reassure the child that talking is the right thing to do: <i>"You have done the right thing in telling me."</i></li> <li>Reassure the child of ongoing support: <i>"We are always here if you need to talk."</i></li> <li>Reassure and alleviate guilt, if the child refers to it.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not give the child assurances, such as, <i>"Everything will be alright"</i>, because it may not be (particularly in the short term).</li> <li>Do not promise to keep secrets.</li> </ul>  |
| <b>RESPOND</b>  | <ul style="list-style-type: none"> <li>Respond only as far as is necessary for you to establish whether or not you need to refer this matter.</li> <li><b>Ask open questions.</b><br/><i>"Can you tell me what happened?"</i><br/><i>"Is there anything else you need to tell me?"</i></li> <li><b>Do not criticise the alleged perpetrator</b>, as this may be someone the child or young person loves.</li> <li><b>Explain that you cannot keep this a secret.</b></li> <li><b>Explain what you have to do next and to whom you have to talk.</b><br/><i>"I will need to share what you have told me with (Mrs Jennings / Mr Bolingbroke), who is a Designated Teacher. She/He will know what to do next."</i><br/>Reassure them that the information will be shared only with those professionals who need to know.</li> <li><b>Seek support for yourself.</b></li> </ul> | <ul style="list-style-type: none"> <li>Do not interrogate for full details.</li> <li>Do not make the child repeat what they are saying unnecessarily.</li> <li>Do not ask leading questions (eg: <i>"Did he touch you?"</i>, <i>"What did (s)he do next?"</i> or <i>"Do you think this was deliberate?"</i>), as these may invalidate your evidence, and the child's, in any later investigation or prosecution.</li> <li>Do not take notes while the child is talking. Give them your full attention.</li> <li>Never ask for a written statement. If the matter is referred to the PSNI or Social Services, this may jeopardise their process.</li> <li>Do not promise confidentiality, as you have a duty to report.</li> </ul> |
| <b>RECORD</b>   | <ul style="list-style-type: none"> <li>Make notes at the time and write them up as soon as possible. Record accurately, using child's exact words.</li> <li>Complete a 'Note of Concern' form. Record the date, time, place when the information was shared, any noticeable non-verbal behaviour observations, the actual words used by the pupil and the position and extent of any injuries or bruises noticed.</li> <li>This record must be kept, in line with procedures.</li> </ul>   | <ul style="list-style-type: none"> <li>Do not destroy your original notes.</li> <li>Do not translate any words the child uses into adult language.</li> <li>Record things said and noticed, rather than interpretations, assumptions and opinions.</li> </ul>   |
| <b>REFER</b>    | <ul style="list-style-type: none"> <li><b>You must act promptly</b> by referring concerns about possible abuse to the DT or DDT as soon as possible.</li> <li>This will help to ensure there is time for the DT/DDT to seek advice regarding any action to be taken, in advance of the child going home.</li> </ul>  | <ul style="list-style-type: none"> <li>Do not delay in speaking to the DT or DDT.</li> </ul>  |

## Annex to Safeguarding & Child Protection Policy

### COVID-19 Arrangements

#### Context

The national health concerns relating to the Covid-19 pandemic have created uncertainty in the lives of children. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, spending increased time at home over lockdown will have been an additional challenge and, for some, an additional safeguarding risk factor. Periods of self-isolation, as a result of contracting the virus or as a result of direct contact with someone who has tested positive, may also prove challenging for children and their families.

It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most extraordinary and challenging times. It is critically important that any children who are, or may be, at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

There have been significant changes in Junior School & Kindergarten in response to the COVID-19 pandemic, with the introduction of new protocols and protective measures designed to safeguard our whole school community at Campbell.

Despite these changes, our Safeguarding & Child Protection Policy fundamentally remains the same:

- We are committed to safeguarding all the children who are entrusted into our care.
- Staff should immediately contact the Designated Teacher regarding any concerns for a child's welfare or safety, in line with our established safeguarding procedures.
- We will continue to adhere to the latest government guidance and keep abreast of any updated advice from the Child Protection Support Service of the Education Authority.

This annex sets out some of the adjustments we have made to our Safeguarding & Child Protection Policy in response to COVID-19, in line with guidance from the Government, DENI and the Health & Social Care Trust. Our Safeguarding Team will review and amend these arrangements regularly, in line with the latest guidance from the Government, DENI and Health & Social Care Trust.

#### Changes to Procedures

The following arrangements have been put in place to support families and monitor pupil safety:

##### A. Communication Systems

- Every effort is being made to ensure regular, timely and clear communication of the latest information and guidance with our whole school community via *Parentmail*, the *Junior Journal* and the College website.
- Teachers and Kindergarten Leaders have shared Gmail addresses with the parents of their pupils, to facilitate more effective communication between home and school.
- At least one member of our Safeguarding Team will always be on site, when the school is open.
- Parents are being regularly reminded of the 'out of hours' contact telephone numbers for Social Services' Gateway Team, the PSNI Central Referral Unit and the NSPCC Advice Line.
- Pupils are being regularly reminded of the contact details for *Childline*.

- The Head of Junior School and Designated Teachers will contact families by telephone or *Zoom*, should they require additional support. This will enable them to signpost parents in need of help to the Gateway service, Family Support Hub or other external agency.
- Should a member of staff use their own telephone or mobile to contact parents, they will withhold their number to protect their personal information.

## **B. Awareness of Increased Risk**

- The pressures on children, their families and our staff at this time are significant, often relating to anxiety over health issues and/or financial matters. Increased vigilance will enable any concerns regarding their mental health and well-being to be reported to our Safeguarding Team.
- The following guidance, developed by DENI, will be used to help identify and support vulnerable children: <https://www.education-ni.gov.uk/news/new-vulnerable-children-guidance-published-schools-and-parents>
- Should a child in the school's view be at risk of significant harm and local agencies be unable to respond, we will immediately follow the safeguarding children partnership escalation procedure.
- The Designated Teacher will liaise with external agencies (eg: social services) and attend case conferences via telephone or the *Zoom* platform, as required.

## **C. Attendance**

- New codes, issued by DENI, are being used to record when pupils' attendance is affected by displaying symptoms of COVID-19, awaiting a test or having to self-isolate.
- Pastoral Check-Ins are being arranged in support of pupils' emotional well-being, via the *Zoom* platform, in the event of school closure or having to self-isolate.

## **D. Remote Learning**

- Procedures have been put in place to minimise risk when learning is being provided remotely via digital platforms, including *Purple Mash* and *Google Classroom*.
- During periods of closure, Pastoral Check-Ins via *Zoom* will be arranged on a group basis.
- Pastoral Check-Ins will also be arranged for individual pupils who are required to self-isolate.
- Our Learning Support Coordinator will liaise with the parents of children with special educational needs during periods of school closure or when required to self-isolate, and report any concerns to our Designated Teacher. Classroom assistants who have been designated for children with Statements of Special Educational Needs will regularly 'check in' with the children and their parents via telephone and/or the *Zoom* platform and report any concerns to our Designated Teacher.
- Information regarding how to access guidance and support from external agencies will be shared with parents (eg: *Parenting NI*, *NSPCC*) and children (eg: *Childline*, *ThinkUKnow*).

## **Online Safety**

To safeguard our staff and pupils when communicating via online video conferencing, we will seek to minimise potential risk by obtaining parental permission, controlling the settings and adhering to the College's Acceptable Use Guidance.

Staff have received training on all the procedures and protocols involved, which are intended to safeguard participants and ensure a positive experience for all.

These include:

- Sharing the scheduled date and time for each meeting with parents via *ParentMail*.
- Ensuring that sessions are time limited.
- Sharing an invite link via *Google Classroom* a few minutes before the meeting is due to begin.
- Admitting pupils to a 'Waiting Room', ready for their teacher to admit them.
- Locking the meeting after everyone has joined, or five minutes after the scheduled starting time.

Pupils and their parents are required to agree to follow these procedures and protocols.

### **Pupil Agreement:**

- I will display the same high standard of behaviour expected of me in Junior School, as outlined in our S.T.R.I.P.E.S. Code.
- I will respect the privacy of others by making no attempt to record the meeting.
- I will not take, share or upload any images from the meeting.
- I will join the *Zoom* meeting on time, with my video enabled and using my full first name and surname.
- I will make sure that I am in an appropriate ('public') location within my home whilst attending the meeting (eg: the living room or dining room, not a bedroom) and I will not use a virtual background.
- I will make sure I am appropriately dressed (not wearing pyjamas or other sleep wear).
- I will make sure my device is plugged in and that the camera and microphone are working, prior to joining the meeting.
- I will not share any details of my log ins, invites or *Google Classroom* Class Code with anyone.
- I will remember that not everyone who tries to contact me online has my interests at heart. If I have any worries or concerns about something that has happened to me online, I will speak to my parents or make contact with my teacher via *Google Classroom*.
- I understand that I may be removed from a Pastoral Check-In, and be unable to attend future Check-Ins, if I do not adhere to the guidance above.

### **Guidance issued to Parents**

- Parental approval must be given before contact can be made.
- Given the age of the boys, please help them to adhere to the guidelines outlined above.
- Parents are responsible for ensuring that the privacy of their home and other family members is maintained during video sessions.
- When a meeting is ended by the teacher, it will be ended for all participants. To ensure effective safeguarding, please note that teachers will not be able to talk on a 1:1 basis with any boys or parents when video conferencing.
- These meetings are intended to enable the boys to connect with their teachers. Parents should continue to seek support regarding any queries or concerns of a pastoral, academic or pastoral nature via the usual channels.
- I understand that my son may be removed from a Pastoral Check-In, and be unable to attend any future Check-Ins, if the above guidelines are not adhered to.

Staff, pupils and parents will be reminded to report any concerns to a member of our Safeguarding Team. A disclosure or concern over any online forum will be followed up as it would be in school.

If there is a breach to any of these procedures, the session will be immediately terminated by the teacher and the Head of Junior School will be informed.

## **How a parent can raise an issue or express a concern**

We welcome parents asking for advice and support, if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Members of staff will listen carefully to parental concerns and ensure that requests for help, if necessary, are brought to the attention of a member of the Safeguarding Team without delay. In this case, a decision can be made as to how best to provide support.

## **How a child can raise a concern**

While many children will enjoy their time at home, during a COVID-19 closure or period of self-isolation, and remain almost unaffected, there will be others who feel scared, lonely and miss being at school.

Our safeguarding responsibility to all our pupils remains paramount and we will seek to keep connected with them and signpost them to support agencies (eg: NSPCC Childline, CEOP, Safer Schools App).

Through *Google Classroom*, all Prep 4-7 pupils are able to connect with their teachers digitally.

Should any concerning comments be posted on digital platforms, teachers will draw these to the attention of our Safeguarding Team.

## **COVID-19 Closures**

If Junior School & Kindergarten are open for vulnerable pupils and the children of key workers during COVID-19 closures, we will adhere to the Education Authority's guidance.

If we form part of a cluster of schools which are open, we will share relevant safeguarding information with the Designated Teacher and/or Principal of that school. In accordance with our Child Protection procedures, this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment, to ensure the safety of both pupils and staff.

## **CONTACT TELEPHONE NUMBERS**

|  |                        |
|--|------------------------|
| Campbell College Switchboard           | (028) 90763076         |
| Social Services Gateway Team           | (028) 90507000         |
| Regional Emergency Social Work Service | (028) 95049999         |
| Health & Social Care Trust:            | (028) 9504 2811        |
| Police                                 | 999 (Emergency) or 101 |
| NSPCC Advice Line (24 hours)           | 08088005000            |
| Childline                              | 08001111               |

## **USEFUL LINKS**

- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>
- <https://www.net-aware.org.uk/>