

Safeguarding & Child Protection Policy

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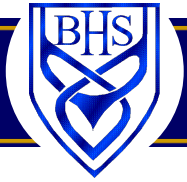
Important Contacts

Designated Safeguarding Lead	Mrs. Deborah Evans	Deborah.evans@sch.im
Deputy DSLs	Mr David Cregeen Danielle Cummins Mrs. Sian Karran	David.Cregeen@sch.im Danielle.Cummins@sch.im Sian.karran@sch.im
Safeguarding Admin	Mrs Ruth Martin	Ruth.Martin@sch.im
DESC Designated Officer	Ms Grainne Burns	Grainne.burns@sch.im

1. Aims

Ballakermeen High School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues



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2. Legislation and Statutory Guidance

- This policy is based on the following guidance from the Department of Education, Sport and Culture (DESC) and Isle of Man legislation:
- DESC's statutory guidance and Service Delivery Plan
- Keeping Children Safe in Education, Statutory Guidance 2023.
- Suspension of pupils: policies and procedures
- DESC Drugs & Alcohol in School Guidance
- Isle of Man Safeguarding Together - <https://www.gov.im/media/1364680/iom-safeguardingtogether.pdf>
- Isle of Man Safeguarding Board Procedures: Online Safety, Escalation Policy, Managing Allegations against a person working with Children & Vulnerable Adults – MASM Policy.
- Education Act 2001
- The Education Miscellaneous Provision Act 2009
- Children and Young Persons Act 2011 – Safeguard and promote the safety of children
- Safeguarding act 2018
- Data Protection Act 2018
- Rehabilitation of Offenders Act 2001 – Safer Recruitment
- Prohibition of Female Genital Mutilation Act 2010 s.4 and [guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Caldicott Principles

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

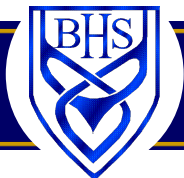
Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.



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The following Safeguarding Partners are identified in the Safeguarding Together guidance (and defined in the Safeguarding Act 2018). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Chief Executive Officer of the Department of Education Sport and Culture
- The Chief Executive Officer of Health and Social Care
- The Chief Executive Officer for Home Affairs
- The Director of Public Health
- The Chief Constable of the Isle of Man Police Constabulary □ Between 3 – 5 other independent members of the board

4. Equality Statement

We recognise the value of committing to anti-discriminatory practices by giving equal priority to keeping children safe and free from any form of abuse or harm regardless of their age, disability, gender, reassignment, race, religion/belief, sex or sexual orientation and mental health issues. We acknowledge the additional barriers and increased risks children from these groups can encounter and will engage with other appropriate support services to ensure we maintain the highest level of safeguarding practices.

Please refer to the DESC Equality and Diversity policy for further information.

We give special consideration to children who:

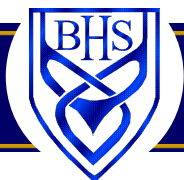
- Have special educational needs (SEND) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage
- Are at risk due to either their own or a family member's mental health needs □ Are looked after or previously looked after

5. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all teaching, nonteaching, support, supply, peripatetic, contract staff and third party contractors (whose employees or sub-contractors have access to school premises), governors and volunteers working in or on behalf of the school. All references in this document to 'staff' or 'members of staff' or 'adult' should be interpreted as relating to all those specified above. 'Staff' also includes those individuals who educate students off-site and when individuals undertake an educational visit with students, unless otherwise stated.

5.1 All Staff

We recognise that safeguarding children in this school is the responsibility of everyone, including volunteers, and the Governing Body. Therefore, all staff will read and understand the Department for Education's statutory safeguarding guidance chapter 1 - 3



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<https://www.gov.im/media/1364680/iomsafeguarding-together.pdf> and review this guidance at least annually.

All staff will be aware of:

- Our systems, which support safeguarding, including this Safeguarding and Child Protection policy, the Teacher Standards, the role and identity of the Designated Safeguarding Lead (DSL) and Deputy DSL, the Behaviour policy, and the safeguarding response to children who go missing from education.
- The Early Help and Support (EHAS) process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to the Children and Families Team for statutory assessments that may follow a referral.
- What to do if they identify a safeguarding issue, or a student tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality, while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime and FGM.

5.2 The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead for safeguarding and child protection in this school is: Mrs Deborah Evans.

In her absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads: Ms Tracey Harrison and Mrs Sian Karran. Staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the DESC.

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

All members of staff (including volunteers) must be made aware of who the DSL is and their role. Please refer to Appendix 2 for a detailed description of the Role and responsibilities of the DSL.

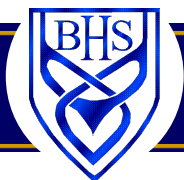
5.3 The Governing Body

The governing board will approve this policy at each review, ensure it complies with the law and hold the Head Teacher to account for its implementation.

5.4 The Head Teacher

The Head Teacher is ultimately responsible for the implementation of this policy (which is primarily overseen by a deputy head teacher) including;

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Pointing parents to policies on the website, especially this one, when their children join the school



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- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly in line with DESC guidelines
- Referring any allegation of abuse made against another member of staff or volunteer to the DESC

6. Confidentiality

The school, and all members of staff here, will ensure that all data about students is handled in accordance with the requirements of the Isle of Man Data Protection law and guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, it is their duty to forward this information without delay to the DSL.

Please refer to the DESC Data protection and Information Sharing policy for further information.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe

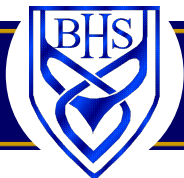
Please note that if anyone is in doubt about sharing information, they should speak to the DSL or Deputy Head Teacher.

7. Recognising Abuse and Taking Action

Please refer to Appendix 3 for specific safe guarding issues

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

- It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.
- A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for Concern form.
- The Designated Safeguarding Lead will consider if the issue needs to be passed to another agency.
- A Child Protection file may also be raised in line with the direction issued by the DESC.



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- All discussions, telephone calls and meetings in relation to the child/young person must be recorded.

7.1 If a Child is Suffering or likely to Suffer Harm, or in Immediate Danger

- Inform the DSL as soon as possible
- The DSL will make a referral to the initial response team with children and family services and/or the police immediately if they believe as child is suffering or likely to suffer from harm, or in immediate danger.

Please note that anyone can make a referral.

7.2 If a Child Makes a Disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to them and show that you are taking them seriously. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the student they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret, or make other promises you cannot keep
- Write up your conversation as soon as possible in the student's own words. Stick to the facts, and do not put your own judgement on it
- Complete the Cause for Concern form, sign and date it and pass it on to the DSL.

7.3 If you discover that Female Genital Mutilation (FGM) has taken place or a student is at risk of FGM

FGM is illegal in the Isle of Man and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

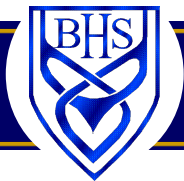
Possible indicators that a student has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

Any teacher who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the DSL, personally.

Staff should not examine students.

Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out or discovers that a student age 18 or over appears to have been a victim of FGM must speak to the DSL. Please follow the Isle of Man FGM procedure in the following link:

http://www.isleofmanscb.im/files/fgm_pathway.pdf



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7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the deputy DSL or the appropriate key stage leader

Early Help and Support

If early help is appropriate, the DSL will usually lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some situations, acting as the lead practitioner. In most cases, the lead practitioner will be a member of the pastoral support team and or Head/Assistant Head of year.

The DSL will keep the case under constant review and the school will consider a referral to children and families services. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to children and families services or the police, the DSL will make the referral or support you to do so.

The children and families services will decide what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with children's and families services if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.6 Concerns about a Staff Member or Volunteer

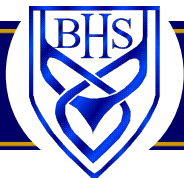
If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the head teacher.

If the concerns/allegations are about the head teacher, speak to the Chair of Governors. Please refer to Appendix 4 for conduct of staff

7.7 Allegations of Abuse Made Against other Students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.



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Most cases of students hurting other students will be dealt with under our school's Behaviour policy, but this Safeguarding and Child Protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the Children and Families Services and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all students involved (including the victim(s), the student(s) against whom the allegation has been made and any others affected with a named person they can talk to if needed
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Recognising risk to children who are LGBTQ+ or perceived to be, and ensuring inclusion is part of the relationships / sex education curriculum
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by speaking to their tutor, Head/Assistant Head of year or a member of the pastoral support team.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

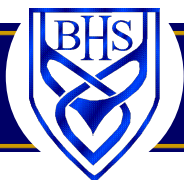
7.8 Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)



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- Share information about the incident with other members of staff, the students(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff, likely to include SENDCO, tutors, head/assistant head of year, Key stage leader and a member of the pastoral support team. If appropriate the deputy head teacher may be asked to attend. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's and families services
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

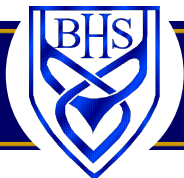
The DSL will make an immediate referral to police and/or Children and Families services if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head Teacher/Assistant Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's and families services.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or Children's Social Care, the DSL will conduct a further review.



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They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's and families services and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the DSL/Deputy DSL or Assistant Head Teacher for Pastoral.

Recording Incidents

All sexting incidents and the decisions made in responding to them will be recorded.

Curriculum Coverage

Students are taught about the issues surrounding sexting as part of our PSHE education. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Students also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident.

7.9 Extremist Material/Radicalisation

- Radicalisation is where a person supports terrorism and extremist ideologies associated with terrorist groups. Current threats from terrorism and extremism can involve the exploitation of vulnerable people including children and young people. This can include involving them in extremist activity.
- Where there are concerns in relation to a child's exposure to extremist materials, the child's school may be able to provide advice and support: all schools are required to identify a Prevent Single Point of Contact (SPOC) who is the lead for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- Suspected online terrorist material must be reported to the Isle of Man Constabulary Intelligence Special Branch Unit who work with and are supported by the PREVENT teams in the UK.



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8. Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with Children and Families Services before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Students with Special Educational Needs and/or Disabilities

We recognise that students with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for students with SEN and disabilities. This is done through our learning support services within school coordinated by the SENDCO

10. Mobile Phones, Cameras and Photography

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present. Personal phones will remain in their bags or cupboards during contact time with students.

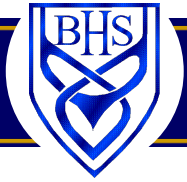
Staff will not take pictures or recordings of students on their personal phones or cameras. Please refer to Appendix 5 regarding photography

11. Complaints and Concerns about School Staff

11.1 Complaints/Allegations against Staff

The Head Teacher, rather than the DSL will handle any allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. Lower-level concerns will normally be investigated by a senior member of staff, and the DSL's role is to ensure that such an investigation is carried out.

These include allegations that a member of staff (including any volunteer or governor) may have:



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- Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
- Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.
- The complaint/allegation will be dealt with in accordance with guidance issued by the DESC.

11.2 Whistle-Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult, it is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong, but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted.

Appendix 6

12. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school; until the person reaches the age of 25yrs.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or Social Services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

13. Training

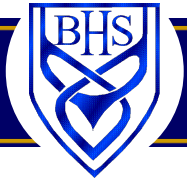
13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, staff bulletins and staff meetings) as required, but at least annually.

13.2 The DSL and deputy/deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.



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13.3 Governors

All governors are offered training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. Governors will attend such training as directed by the Department of Education, Sport and Culture.

13.4 Recruitment – interview panels

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. Appendix 7

13.5 Staff who have contact with students and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Monitoring arrangements

This policy will be reviewed annually by Mrs D Evans (DSL), overseen by SLT. At every review, it will be approved by the Head Teacher and full Governing Body.

All adults in school will have access to the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated annually in light of any specific incidents or changes to local/national guidance.

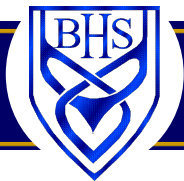
15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First Aid
- Curriculum

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Witnessing or experiencing domestic abuse or violence is itself recognised as a form of abuse, and may have a detrimental impact on children's health, wellbeing and ability to learn.



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Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional Abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

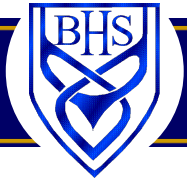
Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



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Witnessing Domestic Abuse/Violence

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background. Children and young people who witness domestic abuse/violence are identified as being subject to child abuse.

Abuse can take many forms and is still abuse whether it is a single incident or repeated incidents. Most domestic abuse occurs in intimate relationships, but abuse can happen in other settings too, including between family members.

Domestic Abuse is defined in the Domestic Abuse Act 2020 ('the Act') as the behaviour(s) of a person towards another person if they are personally connected to each other, and the behaviour is abusive.

Behaviour is 'abusive' if it consists of any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Adverse Childhood Experiences

All staff must Recognise that children and young people living in environments where they may be exposed to ACE's (Adverse Childhood Experiences) such as domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality, are vulnerable and may be in need of support and protection

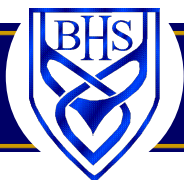
Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18.

Professionals who work with children should have an understanding of how Adverse Childhood Experiences (ACE's) can have a tremendous impact on child development and the vulnerability of children. ACE's can have an impact on the child in terms of future violence victimisation and perpetration, and lifelong health and opportunity.

Adverse Childhood Experiences have been linked to:

- risky health behaviours,
- chronic health conditions,
- low life potential, and
- early death.

As the number of ACEs increases, so does the risk for these outcomes. The presence of ACEs does not mean that a child will experience poor outcomes. However, children's positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and



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life outcomes even after adversity has occurred. It is important to address the conditions that put children and families at risk of ACEs so that we can prevent ACEs before they happen.

Mental Health

All staff should be aware that mental health problems can, in some case, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. While only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff in school are well placed to observe children day to day and identify those who may be struggling with their mental well-being.

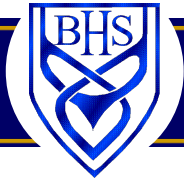
Appendix 2: Role and Responsibilities of the DSL

The school recognises that the DSL:

- Need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- Will take lead responsibility for child protection and wider safeguarding.
- Will act as a source of advice and co-ordinate action within the school regarding child protection cases.
- Will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- Is the first person to whom members of staff report concerns.
- Is not responsible for dealing with allegations made against members of staff.
- Will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales.
- The DSL will also keep the head teacher and or Deputy Head Teacher informed of any issues, and liaise with the Children and Families Team case managers and designated officers regarding child protection concerns.
- The full responsibilities of the DSL and Deputy DSL's are set out in their job description.

To be effective the DSL will:

- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding a request for service by liaising with the Children and Families Division of the Department of Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can follow the procedure for escalating concerns.
- Ensure each member of staff and volunteers at the school are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the head teacher to inform her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed regularly.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.



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- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's and families services. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible. Both schools should sign a form to confirm the handover of the records, both schools should retain a copy of the transfer form.
- Where a child leaves and the new school is not known, ensure that the Safeguarding Lead within the Department for Education, Sport and Culture (G. Burns) is alerted so that the child's name can be included on the database for children missing education.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussion.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- Attend and engage in inter-agency meetings and/or support other staff to do so ☐ Contribute to the assessment of children.

Appendix 3: Specific Safeguarding Issues

Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from the families of service personnel
- Go missing or run away from home or care ☐ Are supervised by the youth justice system ☐ Cease to attend a school

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the DESC if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with another school off island, when applicable, when removing a child's name from the admission register at non-standard transition points.



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Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the DESC, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the safeguarding procedures, including a referral to the Children's and families' services team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

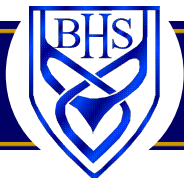
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour □ Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity.

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Children's and Families services.



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So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues

A girl:

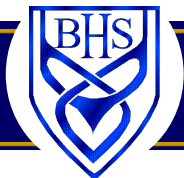
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem or Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to Children's and families services in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"



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- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate safeguarding procedures and refer the case to the DESC designated officer

Checking the identity and suitability of visitors

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors who are not known to the school and are visiting for a professional purpose, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

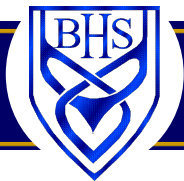
All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Appendix 4 - Conduct of Staff

The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents



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- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Disclosing personal details inappropriately
- Meeting students and families outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy, we will view this as misconduct, and take appropriate action. An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Ballakermeen High School.

Any member of staff who does not adhere to the policy will be subject to disciplinary procedures. An agreed Whistle Blowing policy in relation to safeguarding supports the school ethos where students and staff can talk freely about concerns knowing they will be listened to and appropriate action taken. There are a range of mechanisms in place to ensure that students feel comfortable to express their concerns to adults for example:

- To members of the Listening and Support services
- Through encouragement to discuss issues in tutorial
- Via the school council meetings
- An open approach to discussing issues with staff

Appendix 5 - Photography

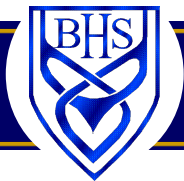
We understand that parents like to take photos of or video record their children in the school play, or at sports events, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are health and safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film students during a school activity without the parents' permission. The allowing of photographs and videos will be at the discretion of the DSL.

We will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each student.



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Appendix 6 – Whistle-Blowing

Reasons for whistleblowing. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- Prevent the problem worsening or widening
- Protect or reduce risks to others
- Prevent becoming implicated yourself

What stops people from Whistle-Blowing:

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed
- How to raise a concern
- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Head Teacher and not the DSL
- If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors or the appropriate person at the DESC
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

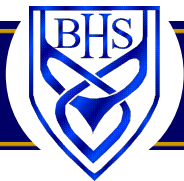
What Happens Next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-Reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.



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Appendix 7 – Recruitment

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity. □ Verify their professional qualifications, as appropriate

We will ask for written information about previous employment history and check that information is not contradictory or incomplete. (This may be undertaken by the OHR). A curriculum vitae on its own does not provide adequate information and is acceptable only when accompanying an application form.

The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.



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Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

This policy was reviewed and updated in the Autumn term of 2024.



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