

# **FLEMING FULTON SCHOOL**



## **SAFEGUARDING POLICY NOVEMBER 2008**

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September 2016

September 2013

September 2017

## **THE SAFEGUARDING TEAM**

- **Designated Teacher for Child Protection**  
Miss Carol Mills
- **Designated Teacher for Child Protection**  
Mrs Karen Hancock
- **Principal**  
Mrs Karen Hancock (Chair)
- **The Chairperson of the Board of Governors**  
Mrs Joyce Manson
- **Designated Governor for Child Protection**  
Ms Rosie McNaughton

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**Principal**

Mrs Karen Hancock

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## **INTRODUCTION**

This policy is consistent with the guidance and procedures set out by DE “Safeguarding and Child Protection in Schools: A Guide for Schools” (2017) and the Area Child Protection Committees’ (APCP) Regional Policy and Procedures (2005).

The central thrust of the Children (Northern Ireland) Order 1995 is that the *welfare of the child must be the paramount consideration*. This also reflects Article 3 of the UN Convention on the Rights of the Child that the *best interests of the child shall be of primary consideration*. It is this essential principle which underpins Fleming Fulton School’s Child Protection policy and procedures.

Fleming Fulton School fully recognises the contribution it makes to safeguarding children. We have a primary responsibility for the care, welfare and safety of the pupils in our charge. We acknowledge the vulnerability of physically disabled children and the need to protect them from harm. We also recognise the impact on children of living in a family setting where domestic abuse is occurring. We aim to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. This Code is set out in the Appendix to this policy statement.

There are three main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers who work with our pupils.
- Procedures for identifying and reporting cases, or suspected cases, of child abuse.
- Raising awareness of child protection issues and equipping our pupils with the skills needed to keep themselves safe.

## **RECRUITMENT OF STAFF**

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity.

In order that all reasonable steps are taken to guard against employing people who might harm our pupils, or put them at risk of harm, we follow the guidance on pre-employment checking and safer recruitment practices provided in:

- DE Circular 2006/06, “Child Protection; Recruitment of People to Work with Children and Young People in Educational Settings,”
- DE Circular 2006/07, “Child Protection: Employment of Substitute Teachers,”
- DE Circular 2006/08, “Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels,”
- DE Circular 2006/09, “Child Protection: Criminal Background Checking of Staff in Schools-Programme to Extend Coverage,”
- DE Circular 2006/25, “Child Protection: Vetting of School Governors,”
- DE Circular 2008/03, “Child Protection: Pre-Employment Checking of Persons to Work in Schools-New Arrangements”

Available to view on DE website: [www.deni.gov.uk](http://www.deni.gov.uk)  
Click on Circulars.

## **Recruitment Procedures Education Authority**

### **1. Governors**

Under the terms of DE Circular 2006/25, “Child Protection: Vetting of School Governors,” all governors have gone through the vetting procedure before taking up their appointments. All governors are made aware of the Child Protection training courses organised by the Education Authority (EA) and the Principal strongly recommends that they regularly



participate in these continuing Professional Development opportunities.

Before engaging in the recruitment of EA staff all governors undergo the Board training on “Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels.” (DE Circular 2006/08).

## **2. Teaching and Non-Teaching Employees**

All EA staff have to be vetted in keeping with the terms of: DE Circular 2006/06 “Child Protection Recruitment of People to Work with Children and Young People in Educational Settings,” DE Circular 2006/09 “Child Protection Criminal Background Checking of Staff in Schools-Programme to Extend Coverage,” DE Circular 2008/03, “Child Protection: Pre-Employment Checking of Persons to Work in Schools-New Arrangements” before beginning work in Fleming Fulton School.

## **3. Substitute Teachers**

All substitute teachers must have gone through the same vetting procedures mentioned in 2 above prior to being placed on the Northern Ireland Register for Substitute Teachers (DE Circular 2006/07, “Child Protection: Employment of Substitute Teachers” applies).

## **4. Belfast Health and Social Care Trust**

All employees of BHSCT are vetted according to the Trust's established procedures before being deployed to Fleming Fulton School.

## **5. Volunteers**

All volunteers are vetted for the school by the EA before being allowed to begin service here. This process complies with the terms of the DE Circulars listed in 2 above.

## **6. Volunteers and Students from other Countries on Placement in Fleming Fulton School**

In keeping with the terms of Circular 2006/06, pre-checks are made in respect of all persons coming from abroad. Each person is required to supply the appropriate criminal record information as listed in Appendix A of the Circular before arriving at Fleming Fulton School.

## **WHAT IS CHILD ABUSE?**

We use the following definitions consistent with ACPC guidelines, "Co-operating to Safeguard Children and Young People in Northern Ireland" Health, Social Services and Public Safety and "Child Sexual Exploitation: Definition and Guidance" Safeguarding Board for Northern Ireland:

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

Possible signs and symptoms of neglect include:

- Constant hunger
- Poor state of clothing and/or personal hygiene
- Untreated illnesses
- Tiredness
- Low self-esteem
- Compulsive stealing or scrounging
- Lack of peer relationships

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

Possible signs and symptoms of physical abuse include;

- Bruises in places difficult to mark
- Bite marks or welts

- Scratches
- Burns
- Untreated injuries
- Self-mutilation
- Aggressive or withdrawn
- Fear of returning home

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs and symptoms of sexual abuse include:

- Pain on urination
- Difficulty in walking or sitting
- Stomach pains or headaches
- Bruises on inner thighs or buttocks
- Chronic depression
- Wariness of being approached by anyone

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of

another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. It may include not giving a child the opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate. Emotional abuse may involve bullying-including online bullying through social networks, online gangs or mobile phone by a child’s peers. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Possible signs and symptoms of emotional abuse include:

- Repeated illnesses
- Severe eating problems
- Wetting and soiling
- Rocking, thumb sucking
- Fear of change
- Attention seeking behaviour

**Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, 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.

Possible indicators of Child Sexual Exploitation can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc. without plausible explanation
- Persistently going missing or returning late
- Inappropriate sexualised behaviour
- Concerning use of the internet
- Significantly older “boyfriend” or “girlfriend”
- Low self-esteem
- Change in personal hygiene (greater attention or less)

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

“Area Child Protection Committees’ Regional Policy and Procedures,” 2005. Paragraphs 2.3, 2.4, Appendix 2 provides a more detailed exploration of signs and symptoms.

## **RESPONSIBILITIES**

The Designated Teachers for Child Protection have responsibility for co-ordinating action on Child Protection matters within the school and liaising with outside agencies as appropriate. The Designated Teachers will:

- Engage in continuing professional development activities related to Child Protection matters
- Be aware of and follow the current procedures for dealing with Child Protection issues
- Keep the school's Child Protection Policy under review
- Ensure that Child Protection practices at Fleming Fulton School are in line with the school's Child Protection Policy, the terms of the relevant Circulars issued by the Department of Education, the Regional Guide on Child Protection and guidance from the EA

- Offer training to staff newly appointed to the school and regular “refresher” training to all staff
- Liaise with the Principal as required
- Liaise with statutory and other agencies including EA officers as appropriate
- Maintain confidential, secure records in line with guidance received from the EA
- Provide written reports as required by the Board of Governors, the EA and other appropriate agencies.



## **PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE**

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

**He/she should not investigate** - this is a matter for the Social Services - but should report these concerns immediately to the Designated Teacher, discuss the matter with him/her and make full notes (signed and dated).

The Designated Teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action and ensure that a written record is made.

The Designated Teacher, in consultation with the safeguarding team, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The Designated Teacher may seek clarification or advice and consult with the EA's Designated

Officer or the Duty Social Worker 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, the Designated Teacher will inform:

- the Social Services
- the EA's Designated Officer for Child Protection

The referral will be followed up in writing within 24 hours using the standard UNOCINI referral form. A copy will be sent to the Child Protection Support Service for Schools (CPSSS), at the EA.

**(This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION')**

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

of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the Designated Teacher must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

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

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

If a member of staff has any reason for **concern**,

i.e. if a child's/young person's behaviour changes  
or if a child/young person says something which  
disturbs you

Then –do listen to the child/young person  
-do not ask leading questions  
-do not promise confidentiality  
-do write down verbatim as soon as  
possible, sign and date the record

There are several courses of action you should  
follow, as appropriate

- (a) speak to the Designated Teacher, Miss Carol Mills or Mrs Karen Hancock if it is a child protection matter
- (b) call an Early Response Conference if it is a more general worry

**Five things to say to a young person who is disclosing:**

- 1) I believe you
- 2) I am glad that you came to me

- 3) I am sorry that this has happened to you
- 4) It is not (nor never was) your fault
- 5) We are going to do something together to get some help. NEVER promise absolute confidentiality

Remember - any teacher or other member of staff who complies with the EA Procedures in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances where he/she has acted in good faith, will receive the full support of the EA and will not be legally or financially liable.

## **INFORMATION FOR PUPILS – WORRIES AND COMPLAINTS**

A leaflet has been compiled and given to all pupils explaining in a clear, simple way that everyone has a right to be treated fairly and properly.

It gives advice on what to do if they have a worry or a complaint and what is likely to happen if they do so.

This leaflet has also been drawn up in symbol form for those pupils who use alternative or augmentative communication.

Copies can be obtained from the school.

## **INFORMATION FOR PARENTS – WORRIES AND COMPLAINTS**

### **How a parent can make a complaint**

I have a concern about my child's safety or welfare.

I can talk to the class/form teacher.

If I am still concerned I can talk to the Designated Teacher for Child Protection and VP Pastoral Care

If I am still concerned, I can talk to the Principal.

If I am still concerned, I can talk/write to the Chairperson of the Board of Governors.

*At any time I can talk to the social worker or the police.*

“Pastoral Care in Schools: Child Protection” DENI  
1999 page 47

## **COMPLAINTS PROCEDURE FOR STAFF - FLEMING FULTON SCHOOL**

It is important to remember that staff may be involved in complaints procedures either as complainants or as the receivers of complaints. The following principles should always apply:-

- (a) All complaints/enquiries will be dealt with in a speedy, efficient and sensitive manner and always in confidence.
- (b) All complaints will be acknowledged within two days and the complainant advised of what is happening, the timescale, and the name of a member of staff from whom they will next hear about the progress of their complaint. If the timescales detailed cannot be adhered to an explanation will be provided and an interim reply sent which should provide as much information as possible.
- (c) Replies will be friendly but where appropriate firm and will avoid the use of long words and official terms or abbreviations.
- (d) Where a complaint is legitimate, the school will not try to cover it up but will apologise for what has happened and ensure that remedial action is taken.



(e) The procedure will encourage staff to answer complaints that arise in a more open information-sharing manner.

### Why do people choose to complain?

Complaining can be a means of:

Seeking clarification

Gaining a second opinion

Making a comment

Making representation

Making recommendations

Challenging a decision

Questioning a policy

Gaining further information

Seeking a review

Expressing concern

Expressing hurt or anger or annoyance or conveying dissatisfaction

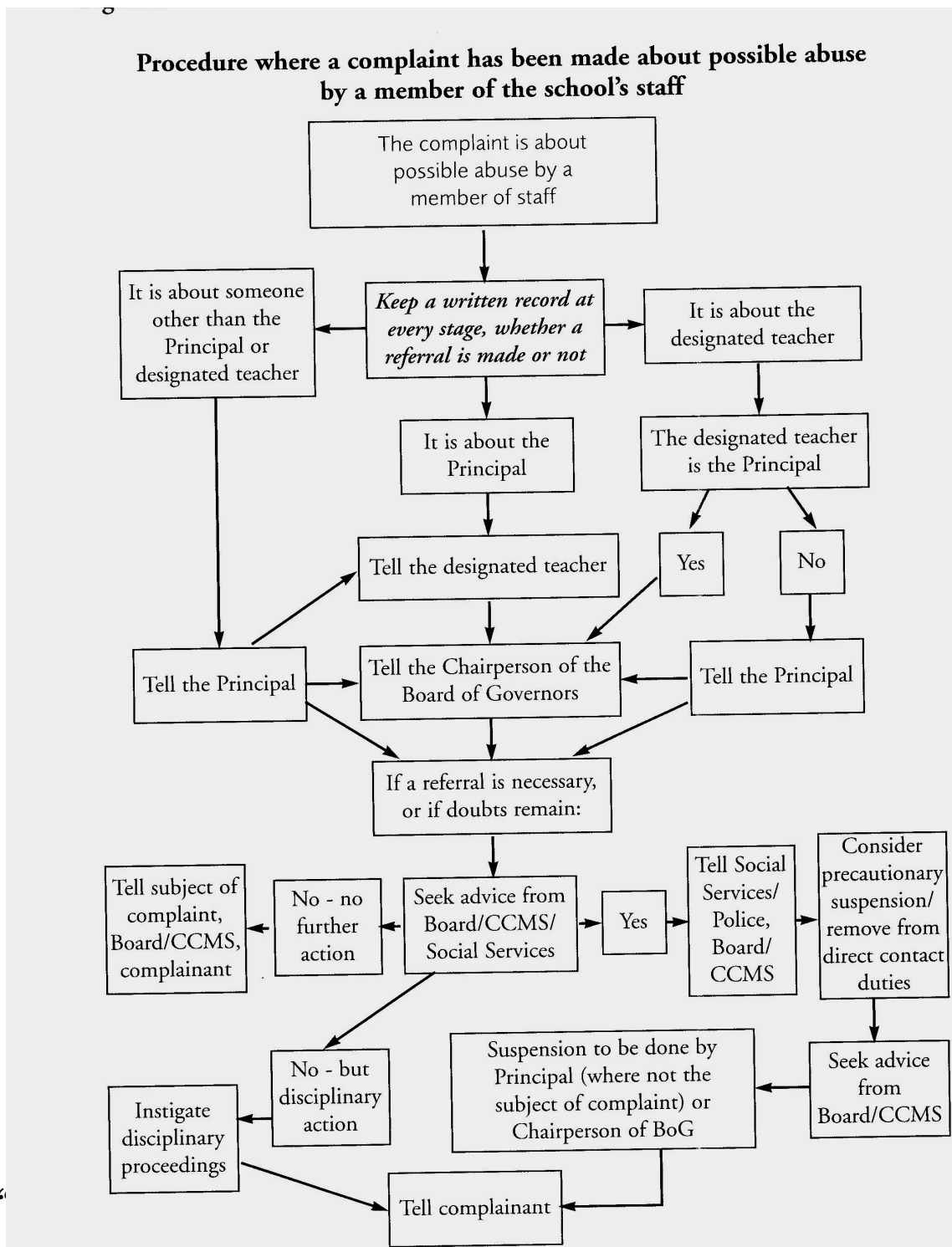
Expressing real or imagined offence

### Handing of complaints

The Principal will keep a record book for registering complaints regarding staff which reach central management level or are reported to the central management team.

A letter or telephone call acknowledging receipt of the complaint will be issued within two working days of the receipt of the complaint, unless the complaint has been made face to face (see below). A copy of the letter or note of the communication

should be kept in the complaints file administered by the central management team. A follow-up communication must be made within ten working days of the complaint being made.



## **CONTRIBUTION OF THE PREVENTATIVE CURRICULUM**

Fleming Fulton School is committed to playing a part in the prevention of child abuse through the Curriculum. Our pupils are taught about the possibility of abuse and encouraged to develop the practical skills they need to keep themselves safe from harm.

The Key Stage 1 and 2 pupils study Personal Development and Mutual Understanding. This includes circle time, lessons and discussions on a wide range of themes such as bullying, caring, disability, friends, good touch bad touch and stranger danger. The NSPCC “Keeping Safe” programme is included in the programme of PDMU lessons each term. In Religious Education and Citizenship lessons, they explore attitudes, values, rights and responsibilities. The World Around Us also addresses some medical-related issues such as the healthy lifestyle and the risks involved in smoking and drug or alcohol abuse.

The Key Stage 3 and 4 pupils study Learning For Life and Work. The Personal Development strand

of Learning For Life and Work is based on three key concepts-self awareness, personal health and relationships. They also have circle time, Religious Education, Citizenship and Science lessons. All these areas of study offer opportunities to extend the pupils' knowledge of important child protection issues as a natural part of the Curriculum.

In everyday classroom situations, the role of the class teacher, form teacher and classroom assistant is to deal with issues as the need arises. Posters are on display throughout the school to raise the pupils' awareness of where they can seek help. An independent counselling service is available for those who wish to request an individual appointment. We also welcome visiting speakers from outside agencies such as the NSPCC, Save the Children and the PSNI who help to support our work.

## **POLICIES RELATING TO CHILD PROTECTION**

To further ensure the protection and safety of our pupils, our Governors have formulated policies on drugs and education for health, hygiene (addressing personal needs), our approach to relationships and sexual education, the use of information communication technology, and regulations and practice regarding school trips and residential visits.

All school staff are trained and updated regularly on the content of these policies and the procedures and standards resulting from them.

Details of school policies may be found in the School Prospectus. Copies may be ordered from the school office free of charge.

## **APPENDIX**

Staff Code of Conduct

Procedure for AAC Users

Guidelines for Good Practice in Intimate Care

Harmful Sexualised Behaviour

Vulnerable Adults

Swimming Galas

Extended School Activities

Bullying

# **Staff Code of Conduct**

## **Introduction**

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 children and young people in their charge must be above reproach. The Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

## **Relationships and Attitudes**

Within the Pastoral Care Policies of the school And also the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

## **Individual Tuition/Private Meetings with Pupils**

- Staff should be aware of the dangers which may arise from individual tuition/private meetings with individual pupils. It is recognised that there will be occasions when pupils are taught individually or confidential interviews must take place. As far as possible, staff should conduct such work in a room with visual access, or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the tuition/meeting is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another adult should be present or nearby during the tuition/meeting and the school should take active measures to facilitate this.



## **Physical Contact with Pupils**

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- A distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this, using their common sense and knowledge of the individual pupil concerned.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. In such circumstances, staff are trained to follow the Team Teach methods and procedures. (DENI Circular 1999/9, on the use of reasonable force, also gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*)).
- Physical punishment is illegal, as is any of physical response to misbehaviour, unless it is by way of necessary restraint.

- Guidelines are drawn up for particular circumstances, such as providing intimate care, at the swimming pool, use of the photographic darkroom.
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.

**Remember the following:**

If a child/young person says something which disturbs you

Then - do listen to the child/young person

- do not ask leading questions
- do not promise confidentiality

## **Out of School Activities**

- Staff will be particularly careful to follow school policies and guidelines when supervising pupils in approved out of school activities (such as Educational visits, Extended School activities, Lynk'd Club, Residential trips, Summer Scheme) where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

## **Choice and Use of Teaching Materials**

- Teaching materials should always be chosen carefully. Teachers should avoid using any teaching materials which may be considered inappropriate or which may be open to misinterpretation.
- When proposing to use teaching materials of a sensitive nature a teacher should be aware of the danger that their application, by pupils or by the teacher, might be criticised after the event. Teachers should be aware of the value of consulting parents and Governors about the use of potentially sensitive teaching materials (such as Sex Education or other Personal Development materials).
- If in doubt about the appropriateness of particular teaching materials, the teacher should consult with the Principal before using them.

## **Staff Guidelines on Multimedia Technology and Social Networking Sites**

These Guidelines are recommended in the ICT Policy and should be followed to help keep all staff safe.

### **Mobile Phones and Texting**

- Most members of staff will not be required to phone or text young people. Consequently, they should not have a pupil's mobile phone number on their phone.
- They should contact pupils via mobile phones only when necessary. Where possible they should use the school phone to contact pupils.
- If a member of staff has a pupil's phone number, it should only be used for the purposes that has been given eg. in order to communicate matters concerning the school, coursework, etc. It should never be used for social or informal communication.

- Staff should only text pupils in an emergency.
- Texting, if necessary, should be for communication and not conversation or social interaction.
- Members of staff should never respond to informal, social texts from pupils.

### **Social Networking Sites/Chat Rooms and E Mail.**

- Staff should avoid communicating with pupils via social networking sites and chat rooms.
- Staff should avoid being “friends” with current pupils in the school on social networking sites.
- Staff should avoid e mailing pupils for social purposes.

-

## **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.





## **Procedure for AAC Users**

It has been agreed that the following steps are used with AAC users. These have been found to be the most practical and realistic means of ensuring their thoughts and feelings are fully understood.

When a pupil informs a member of staff about a situation or problem, he/she is then asked and advised to share the conversation with his/her classroom assistants and teacher.

It is explained to the pupil that this step is important to make sure all the background information is available so that he/she is fully understood.

Pupils are not made to feel that this is a threatening situation. From our experience we have found that pupils are only too glad to bring this core staff together.

Each member of the core staff can help to interpret what the AAC user wants to express. AAC users have become very familiar with this method and accept its importance.

Should another member of staff have to be involved to enhance the communication then the pupil's permission is sought.

The pupil is informed that Child Protection matters will be referred to the Designated Teacher. At all stages the pupil will be kept informed and supported.

## **GUIDELINES FOR GOOD PRACTICE IN INTIMATE CARE**

All of the pupils we work with have the right to be treated with dignity and respect. These guidelines are designed to safeguard both pupils and staff, and apply to every member of staff involved with the intimate care of pupils at Fleming Fulton School. They aim to support good practice in intimate care.

Children with disabilities can be very vulnerable. All staff involved with their intimate care need to be sensitive to each child's individual needs. Staff also need to be aware that some adults may use intimate care as an opportunity to abuse children, and to bear in mind that some care tasks or treatments could be open to possible misinterpretation. Certain basic guidelines will safeguard both children and staff. Everyone is safer if expectations are clear and approaches are consistent as far as possible. If you cannot work within these guidelines for any reason, please talk to your line manager or another senior person.

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

Privacy is an important issue. Much intimate care is carried out by one member of staff alone with one child. Staff are actively supported in this role.

Sometimes the child prefers two people or the task requires two people.

2. Involve the child as far as possible in his\her own intimate care.

Try to avoid doing things for a child that he\she can do alone and if a child is able to help, ensure that he\she is given the chance to do so. Support the child in doing all that he\she can for himself\herself. If a child is fully dependent on you, talk with him\her about what you are doing and give him\her choices when possible.

3. Be responsive to a child's reactions.

Check your practice by asking the child, particularly a child you have not previously cared for, eg. "Is it all right to hold you this way?" "Can you wash there?" "How does Mummy do this?" If a child appears inappropriately distressed or uncomfortable when personal tasks are being carried out, the care tasks should stop. Try to ascertain why the child is distressed, provide reassurance and report this as soon as possible to the line manager\Designated Teacher.

4. Make sure practice in intimate care is as consistent as possible.  
Line managers have responsibility for ensuring that their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches are not markedly different between different staff.
5. Never do something unless you know how to do it.  
If you are not sure how to do something ASK. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures must only be carried out by nursing or medical staff eg. catheterisation, the administration of rectal diazepam.
6. If you are concerned, report it.  
If, during the intimate care of a child, you have a particular concern eg. if the child seems unusually sore or tender, if you see any unexplained bruises or marks, if the child misunderstands or misinterprets something, report your concern as soon as possible to the line manager\Designated Teacher.
7. Encourage the child to have a positive image of his\her own body.  
Confident, assertive children who feel their body belongs to them are less vulnerable to sexual abuse. The approach

you take to a child's intimate care can convey lots of messages to them about what their body is "worth." This includes the basics like privacy and dignity. Also, your attitude to the child's intimate care is important. Keeping in mind the child's age, routine care should be enjoyable, relaxed and fun. Playing games with children, as part of a child's care is actively encouraged as long as the child's right to say no is respected.

## **DOMESTIC AND SEXUAL VIOLENCE AND ABUSE**

The “Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:

### **DOMESTIC VIOLENCE AND ABUSE**

“Threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) by a current or former intimate partner or family member.”

### **SEXUAL VIOLENCE AND ABUSE**

“Any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).”

Staff should be aware of the impact on children/young people of an abusive family setting.

## **FGM AND FORCED MARRIAGE**

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. Where there is a concern that a child or young person may be at risk of FGM a referral to Social Services will be made.

Forced Marriage is a criminal offence in Northern Ireland. Where there is a suspicion that a child or young person is being forced or has been forced into marriage, the Child Protection Support Service at the Education Authority will be contacted for advice and assistance.

## **GROOMING**

Grooming of a child or young person is always abusive and/or exploitative. It often involves the

perpetrator gaining trust and making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs, alcohol or more basic needs such as food, accommodation or clothing to develop the child/young person's loyalty to and dependence upon the person doing the grooming.

Grooming may occur face to face, online and/or through social media.

Staff should be alert to signs that may indicate grooming and report any concerns to the Designated Teacher.

## **HARMFUL SEXUALISED BEHAVIOUR**

It is important to be aware that sexual behaviour can be defined as “healthy,” “problematic,” or harmful.

Problematic sexual behaviour may require some level of intervention, depending on the activity and level of concern.

Harmful sexualised behaviour will always require intervention. It may include some of the following characteristics:

- Lacks the consent of the victim
- When the perpetrator uses threats or violence (verbal, physical or emotional) to coerce or intimidate the victim



- Uses age inappropriate sexually explicit words and phrases
- Involves inappropriate touching
- Involves sexual behaviour between children-it is also considered harmful if one of the children is much older
- Involves a younger child abusing an older child, particularly if they have power over them

DE Circular Number 2016/05 (20 April 2016)

Subject: “Children Who Display Harmful Sexualised Behaviour.”

## **VULNERABLE ADULTS**

According to the Protection of Children and Vulnerable Adult (NI) Order (2003), A vulnerable adult is defined as a person over 18 who receives

- Accommodation or personal care that is provided in a residential/nursing home.
- Personal care in their own home such as personal hygiene, mobility assistance and administration of medicine.
- Prescribed services by private hospital or health services body such as rehabilitation, chiropody or assistance with their sight, sound, speech, appearance or mobility.

This Child Protection Policy also applies to the 18 and 19 year olds in our school, many of whom would be considered as vulnerable adults. The same procedures will apply when a concern or disclosure of suspected abuse occurs. The only difference being that when the need to refer to Social Services arises, the referral will be made to the Social Services Disability Team and not to the Gateway Team.

## **SWIMMING GALAS**

Photography and filming (using digital cameras, mobile telephones and camcorders) is not permitted during races (when pupils are wearing swimming costumes).

Photography and filming is permitted after the competitive events, during the presentation of medals and certificates (when the pupils are dressed).

## **Extended School Activities**

Child Protection Policy and procedures are strictly adhered to during the various extended school activities available at Fleming Fulton.

All of the vetting arrangements for recruitment of staff and volunteers apply (please refer to the section on “Recruitment of Staff” for further details).

All staff and volunteers receive training in Child Protection matters and procedures.

All staff, volunteers and parents are made aware of the school Policy for Child Protection and the Acceptable Use of the Internet Policy (as applicable).

Other agencies may be involved in Child Protection matters for some extended school activities (such as the Youth Department of the EA in the case of the Lynk’d Club).

## **BULLYING**

We are committed to providing a caring, safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is taking place is expected to tell the staff.

### **What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Physical (pushing, kicking, hitting, punching or any use of violence)
- Verbal (name-calling, sarcasm, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber (all areas of internet, such as e mail and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology such as camera and video facilities).

### **Prevention**

Preventative strategies are in place through the following:

- The encouragement of pupils and parents to report their worries and concerns to members of staff.
- The use of Curriculum opportunities
- Awareness-raising through posters displaying information about confidential help lines.

- The availability of an independent counselling service.
- Visits from outside agencies.

Please refer to the section on “The Preventative Curriculum” in the Safeguarding Policy for further details.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. Everyone has a right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Therefore all staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully.

### **RESPONSE**

- Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified.
- Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection, and team action will be taken

to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the Designated Teacher within one week of making the complaint, indicating the investigation which has been carried out and the action being taken.

- The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until the relevant members of staff are satisfied that the problem has stopped.
- If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures described in the section entitled "Procedures for Reporting Suspected (or disclosed) Child Abuse."

