



St. Ignatius Catholic School

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# Safeguarding and Child Protection Policy

**Quoted by Pope Francis, Bethlehem, 2016:**

We must provide acceptance, love, esteem, emotional, and spiritual concern for every child that comes into this world” (*Familiaris Consortio* #26) Teaching all to respect minors and that it is their right to live in safe environments is part of Church teachings. When implemented, these teachings provide safety for minors and the respect due to those who have already experienced....trauma.... Through scripture and Catholic teachings we are all called to protect the life and dignity of all human persons. [Prevention]...is a necessary response to what we are called to do as Church, God’s Church. “Wherever children are accepted, loved, cared for and protected, the family is healthy, society is more healthy, and the world is more human.”

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## Introduction

The Safeguarding and Child Protection Policy seeks to support the development of all pupils in St Ignatius Catholic School in ways that will foster security, confidence and independence. It should be regarded as vital to the well-being of the individual and important in promoting pastoral goals for the school. It provides a model for open and effective communication between the children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount.

Procedures are designed to set out a clear definition of abuse or neglect and the signs and indicators by which staff at St Ignatius Catholic School may recognise abuse or neglect. Also, to provide a guidance to staff about procedures which will be adopted by the school in response to allegations of abuse or neglect against children including allegations against staff.

### Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are safe and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and Advisory Board members will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

### Legal Requirement to Notify

If a teacher, principal, counsellor or other employee or volunteer has a reasonable suspicion that a child is or has been abused or neglected, that person must notify the Department of Children and Family Services of the suspicion as soon as is practicable after they form the suspicion.

A person who contravenes this section commits an offence and is liable on summary conviction to a fine of five thousand dollars or to imprisonment for a term of one year or both.

### Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and Advisory Board members and are consistent with those of the Roman Catholic Diocese of Detroit. The policy also needs to meet the requirements of Cayman Islands Government (including the Education Law, 2016 and Education Regulations, 2017) and should be submitted for approval.

### Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

### Aims

- To provide all staff with the necessary information and training to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent best practice across the school
- To demonstrate the school's commitment to safeguarding children

### Procedures

Our school procedures for safeguarding are in line with Diocese of Detroit and expectations laid out by the Ministry of Education in Cayman and RCIPS.

The Advisory Board has a responsibility to understand and fulfil its safeguarding responsibilities. As such, we have allocated staff to be our Designated Safeguarding Leads (“DSL”) for child protection: Louise Daniels (Primary Child Protection) Susan Horrocks (Primary Emotional and Behavioural), Karen McGuinness (Accidents), Suzanne Goodwin (Years 7-13), Bernadette Devlin (Years 7-13 ) and Daniel Pride (Secondary Emotional and Behavioural) James Hickey has undertaken designated staff training through Darkness to Light and the Seal of Protection training. Monette Windsor is the nominated School Advisory Board Member for Safeguarding.

**Please note that:**

- Head of School, Head of Primary and Head of Secondary will be made aware of Safeguarding/Child protection issues by DSL's on a regular basis. They should be informed as part of policy through CPOMS and discussion of more serious cases or where the DSL might require support. Please see the additional point below.
- If the issue relates to a DSL themselves or any of the Heads of School, it is appropriate to make the report to another DSL as appropriate. On rare occasions it may be appropriate to inform the Board member for Safeguarding, currently, vacant, if it is not appropriate to share concerns with other DSLs. e.g. if there is a systemic School-wide concern that has not been addressed.

Each member of staff will receive training as arranged by the Head's of School, in conjunction with DSL's in order to develop their understanding of the signs and indicators of abuse and neglect.

Each member of staff, volunteers and advisory board will be given clear instructions and training as to how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.

Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy and reference to it in our school website.

Community users (including parish staff) organising activities for children are aware of and understand the need for compliance with the schools Safeguarding and Child Protection Policy and procedures.

Our selection and recruitment policy includes all checks on staff suitability including the police and barring checks in accordance with the current legislation.

At St Ignatius Catholic School, we take these responsibilities very seriously and any member of staff causing concern will be challenged by a senior member of the administration staff.

Our procedures will be at least annually reviewed and updated.

The names of designated staff members will be clearly published in parental communications and on the school's website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

All adults (including supply teachers, volunteers and parish staff) new to our school will be made aware of the school's policy and procedures, the name and contact details of the DSL, and have these explained as part of their induction to the school.

As part of our commitment to Safeguarding, the School has invested in the Child Protection Online Management System (“CPOMS”) for which school based staff will have a unique username and password. CPOMS is the system by which Child Protection, Safeguarding and other incidents involving children will be recorded.

**Record Keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, should be **recorded** in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Cayman Islands Department of Children and Family Services procedures, the Children Law (2012 Revision) and the anticipated National Safeguarding Requirements 2020.

“Staff” refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. In our case at St. Ignatius, this is to include facilities and maintenance staff, administrative staff, parish staff, office staff and those teaching staff who might be sub-contracted. Regular visitors to the school such as cleaning staff must receive an information session from the school about Safeguarding Practises and policy at the school. When contracts between the school and outside agencies such as Mise en Place are renewed for the year 2020-2021, the school must ensure that there is a clause in such contracts recognising that external employees must receive the Safeguarding Awareness training before their contracted service providers are permitted to work on site.

“Child” refers to all young people who have not yet reached their 18th birthday.

“Parent(s)” refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Context

The Cayman Islands Education Law, 2016, The Education Regulations, 2017 and the Cayman Islands Bill of Rights necessitates that all schools make arrangements to ensure that the requirements are carried out with a view to safeguarding and promoting the welfare of children.

Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children’s behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the school and local procedures for reporting and acting upon their concerns.

### The Head of School

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school’s procedures
- Ensures that child’s safety and welfare is addressed through the curriculum.

### The role of the Designated Safeguarding Lead (DSL)

In the event of a referral, the DSL is responsible for gathering all relevant information before making a decision about any further action, **unless it is a case of suspected abuse or neglect, when the relevant investigative agencies should be informed without delay**. Information gathering may involve:

- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said by the child or young person (where possible, this should be a verbatim record of the child’s disclosure). The DSL may consult

other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following:

**MASH (Multi-Agency Safeguarding Hub) 814-6000**  
**RCIPS Family Support Unit 946-9185**  
**DCSF (Department of Children and Family Services) 949-0290**  
**Police 911**

However, if when all the relevant information has been gathered, the DSL decides to refer the case formally s/he must complete a “child protection referral form” and email it securely without delay to the MASH Team within the Department of Children and Family Services to [dcfs@gov.ky](mailto:dcfs@gov.ky).

NOTE: All urgent out of hour referrals must be routed through the emergency police services on 911.

The DSL can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. **Parents must not be contacted in the case of suspected abuse or neglect.**

Dependent on age and level of understanding it is only right and proper that a child/young person is kept informed about the school’s actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child/young person will be offered support throughout the period of investigation by the DSL or another identified appropriate person and may be given other information about confidential sources of support.

Staff will be informed about Child Protection or Safeguarding concerns in person/telephone or by the CPOMS resource on a “need to know” basis. The school will continue to monitor pupils who are subject to a child protection plan, Looked After Children and Children in Need and will continue to inform parents/carers of the educational progress of the child/young person.

### **Equal opportunities**

Our procedures will be applied fairly and consistently to all children and staff working in the school.

### **Definition of child abuse**

The following categories of abuse or neglect are recognised and defined by “National Child Abuse and Neglect Reporting Policy” published by CI Government in August 2016 and the “Working Together to Safeguard Children (2015)” published by the UK Government and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

### **What is Abuse and Neglect**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, less frequently, by a stranger. An abuser can be an adult(s) or another child or children.

### **Physical abuse**

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 on a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child in participating in normal interaction.

It may involve seeing or hearing the maltreatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. 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.

## **Sexual violence and sexual harassment**

### Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of;

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## **Sexual Violence**

Children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences using the Sexual Offences Act 2003 as per UK Law and to the Penal Code in Cayman (Revision 2019) where Sections 127 to 153 are especially relevant as described below:

**Rape:** A person (A) commits an offence of rape if; he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

### **Sexual Harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence, It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media;
  - Sexual exploitation; coercion and threats; and
  - Upskirting

### **Neglect**

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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

### **Peer on Peer Abuse**

All staff should be aware that children can abuse other children (often referred to as peer to peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also know as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

All staff should be clear as to the school’s policy and procedures with regards to peer to peer abuse.

### **Signs and indicators**

Lists of signs and symptoms are not fail-safe mechanisms, but are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their family experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In isolation, they are not evidence of abuse, but they may suggest abuse if a child exhibits several indicators or if a pattern emerges or if there is a significant change in behaviour. Remember that there can be other explanations for a child showing such signs of behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

<b>Signs of sexual abuse</b>	<b>Signs of emotional abuse</b>
<ul style="list-style-type: none"> <li>- Sudden changes in behaviour or school performance</li> </ul>	<ul style="list-style-type: none"> <li>- Physical, mental and emotional development lags</li> <li>- Over-reaction to mistakes</li> </ul>

<ul style="list-style-type: none"> <li>- Tendency to cling, need reassurance</li> <li>- Tendency to cry easily</li> <li>- Regression to young behaviour</li> <li>- Apparent secrecy</li> <li>- Anorexia or bulimia</li> <li>- Unexplained pregnancy</li> <li>- Phobias, panic attacks</li> <li>- Distrust of a familiar adult</li> </ul>	<ul style="list-style-type: none"> <li>- Compulsive stealing, scavenging</li> <li>- Running away</li> <li>- Sudden speech disorders</li> <li>- Drug solvent abuse</li> <li>- Self-mutilation</li> <li>- Extremes of passivity or aggression</li> <li>- Admission of punishment which appears excessive</li> <li>- Fear of parents being contacted</li> </ul>
<p><b>Signs of neglect</b></p> <ul style="list-style-type: none"> <li>- Constant hunger</li> <li>- Poor personal hygiene</li> <li>- Poor state of clothing</li> <li>- Emaciation</li> <li>- Frequent lateness or non-attendance at school</li> <li>- Untreated medical problems</li> <li>- Destructive tendencies</li> <li>- Low self esteem</li> <li>- Neurotic behaviour</li> <li>- No social relationships</li> <li>- Running away</li> <li>- Compulsive stealing or scavenging</li> </ul>	<p><b>Signs of physical abuse</b></p> <ul style="list-style-type: none"> <li>- Unexplained injuries or burns, particularly recurrent</li> <li>- Improbable excuses</li> <li>- Refusal to discuss injuries</li> <li>- Untreated injuries</li> <li>- Withdrawal from physical contact</li> <li>- Arms/legs covered in hot weather</li> <li>- Aggression towards others</li> <li>- Fear of medical help</li> <li>- Fear of returning home</li> <li>- Running away</li> <li>- Bald patches</li> <li>- Self-destructive tendencies</li> </ul>

**Children who may be particularly vulnerable**

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have an elevated level of tolerance in respect of neglect.

To ensure that all of our children receive protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services as appropriate.

**The impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives. However, most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

**Taking action**

Key points to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 911
- Verbally report your concern to the DSL or the DDSL as soon as practical
- Report concern in writing via CPOMS by the end of the day
- If a particular DSL is not available, ensure the information is shared with another DSL in the school that day and ensure action is taken to report the concern to children's social care
- Do not start your own investigation but record anything the child has told you
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed

### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed; their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. This may be recorded in CPOMS system under a relevant category but not underneath Child Protection at that stage. At this stage, the alert should be to the class teacher/form tutor and not the DSL. If the class teacher/form tutor has further or additional concerns, they may refer it to the DSL.

### **If a child discloses information to you regarding neglect or abuse or anything that constitutes a serious safeguarding concern or if there are suspicions of child abuse or neglect you must act upon it and report it to the DSL**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as How many times has this happened? Has it happened to siblings too or What does your Mother/Father think about all this?
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. You should offer for the child to speak to a DSL or Counsellor if they would like.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form located in the CPOMS library. Upload this to the CPOMS system and then send through CPOMS via an alert to the DSL.
- Seek support if you feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Department of Children and Family Services or the MASH. As stated above, in the event of a disclosure or suspicion of child abuse/neglect, parents/guardians must not be contacted.

### **Referral to Department of Children and Family Services (“DCFS”)**

The DSL will make a referral to DCFS if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) will also be told, unless to do so would increase the risk to the child.

### **When to make a referral**

A referral **\*\*must\*\*** be made to DCFS when:

- A child or young person makes a clear allegation of abuse;
- There is a suspicion that a child is or has been abused or neglected;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case;
- Concerns of significant harm have risen for a child receiving a service from an outside agency;
- Further concerns have arisen of increased or additional risk to a child currently subject to a Child Protection Plan;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer Significant Harm;
- A child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of a Police Protection Order;
- Concerns have arisen for a child who is the subject of a Supervision Order or Care Order;
- Despite professional intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support;
- There are concerns that a child or young person is being sexually exploited;
- A child is reported missing from home or care and there are additional concerns about their vulnerability;
- There are concerns a child may be harmed because of use of technology or social media;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children;
- A child is being denied access to urgent or important medical assessment or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness;
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another e.g. through Domestic Abuse
- A child is at risk of being harmed because of concerns about their parents’ mental health;
- Either an adult or a child makes allegations of non-recent abuse;
- A child has **\*\*intentionally\*\*** harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as ‘peer on peer abuse’

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **What if you feel the DSL does not take appropriate action following a child protection alert?**

If you have reported a child protection concern directly to DSL and you are not satisfied that an appropriate course of action is taken (including inaction) then you may, if you believe the child continues to be at risk of harm, take your concerns to another DSL in the school.

### **Reporting directly to Department of Children and Family Services (“DCFS”)**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with DCFS or the Police if:

- The situation is an emergency and the DSL, Safeguarding Advisory Board Member, and the chair of the Advisory Board are all unavailable
- They are convinced that a direct report is the only way to ensure the child’s safety
- Children are missing

### **Confidentiality**

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child or young person confides in a member of staff and requests that the information remains “secret”, it is important that the member of staff tells the child/young person sensitively that s/he has a responsibility to refer allegations to the appropriate agencies in order that they and potentially other children may be safeguarded.

The child/young person should, however, be assured that the matter will be disclosed only to people who “**need to know**” about it. Staff that receive information about children and their families should share that information **only** within appropriate professional contexts or on the CPOMS resource belonging to the school.

The record of concern log and other written information will be stored on the password protected CPOMS system. Please ensure that for serious child protection concerns, only the DSL is notified. Such information should only be made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should be kept in locked storage. Child protection information will be stored separately from the child’s school file in the CPOMS system. DSL’s (and Heads of School), have a responsibility to monitor the CPOMS system regularly to ensure any information that needs to go to staff is shared. E.g. where there is a Court Order, indicating that a child should not be collected by a particular adult. The school file will be ‘tagged’ to indicate that separate information is held- any Court Orders from August 2019 should be scanned in CPOMS. Please inform the school administrative staff that a red coloured sticker needs to go on the front of the child’s file if a Child Protection Concern has arisen. This needs to be done immediately after making the CPOMS alert.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Head of School.

**The Data Protection Law does not prevent school staff from sharing information with relevant agencies (including other schools when children are being transferred), where that information may help to protect a child.**

The school’s policy on confidentiality and information-sharing is available to parents and children on request.

### **Supporting children**

We recognise that a child who is abused or neglected, who witnesses’ violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

St Ignatius Catholic school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life, including through the curriculum.
- Promoting a caring, safe and positive environment within the school through PSHE curriculum, help children develop awareness of how to keep themselves safe, adopt a healthy lifestyle, including healthy eating and physical exercise. Encourage them to form positive friendships and relationships.
- Liaising and working together with all support services and those agencies involved in the safeguarding of children.
- Notifying social services as soon as there is a significant concern.
- Providing continued support to a pupil about whom there are concerns who leaves the school by ensuring that the concerns are forwarded under confidential cover to the Head Teacher and designated member of staff at the pupil's new education provision. A photocopy of these records should be kept in a confidential file.

### **Supporting staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with a designated member of staff, in addition to seek further support if they so wish from Solutions counselling services. This can be provided for all staff.

We understand that staff should have access to advice on the boundaries of appropriate behaviour which are available on the separate Code of Conduct document.

### **Anti-Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. We also recognise that the root cause of bullying may be attributed to causes for concern for the bully.

### **Racist incidents**

All racist incidents should be reported immediately to the heads of school and managed under the behaviour management policy.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- Establish and maintain an ethos which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and know to whom they should turn to for help.
- In 2020-2021 the Jigsaw PSHE programme will continue across the Primary school, and in Years 7-11 in the Secondary school, ensuring PSHE is taught in a systematic manner.

### **Health and safety**

The **risk assessment form** is located in the CPOMS Library. This is to be completed for off-site activities and in-school activities that might present additional risks compared with the usual classroom practises. These must be recorded using the CPOMS System and approved via the CPOMS system by the Head of Department (Secondary) or by Karen McGuinness (Primary) before a visit off-site takes place. These may be escalated to one of the Heads of School if there is any doubt.

**Medication.** In accordance with UK DFE Medication policy, and other advice the following applies at St. Ignatius.

- a) Non-prescription medicines can be administered by staff such as mild painkillers (e.g. paracetamol and preventative anti-allergen tablets or liquids) **according to the instructions and with parental permission** If there is any doubt, please contact the school administration, parents or Nurse Suzette ([suzette.charlery@hsa.ky](mailto:suzette.charlery@hsa.ky)) first of all.
- b) Schools can use their judgement as to whether prescription medicines are to be administered by staff. **Permission to administer these medicines have to be approved by the Head of School, Head of Primary or Head of Secondary and by the parents through the School's Medicine Dosage Form.** For Primary children, prescription medicine is to be kept in the front office cabinets, with clear written instructions on them. The Receptionist should be informed of the dosage required. In the case of more complex prescription medication (e.g. for medicines which require injection), there will be a discussion with parents and a plan formulated. In the case of Secondary children, prescription medicines can be self-administered, again with parental permission. This medication can be kept about the person of the child themselves. (e.g. in their locker or in their school bag).
- c) For guidance on administration of Epi-Pens, please see the relevant policy. Staff must not administer an Epi-Pen without having received the training offered to all staff on an annual basis.
- d) There is a Defibrillator located in the front office, immediately to the left as you enter the main doors. Those with upto date first aid training are able to use the defibrillator.

**Accidents** should be recorded using the CPOMS system and the Accident Report Form. These should be sent to Karen McGuinness and classroom and forms teachers as appropriate through the CPOMS system.

**Fire Drills** should be conducted on at least a termly basis and the Head of Maintenance must keep records of these and report to Heads of School about the findings.

**A formal safe environment** walk by representatives from Leadership and by the maintenance team should take place at least once per year, and following any incidents of note regarding Health and Safety. Notes of the Safe Environment walk should take place with appropriate remedial actions to follow the report in a timely manner, according to the need and urgency of the work. Informal walks will take place at regular intervals throughout the year. **Please refer to the Safe Environment Policy.**

Staff should refer to the **Emergency Procedures Document, Missing Child Policy** and **Lockdown Policy Document**, outlining procedures, for example in the case of Hurricane.

### **Internet Safety**

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying and behaviour shaping policies.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school or during after school provision at school, or off the school property during an organised school event. All pupils, from Year 2 upwards, must adhere to the e-safety rules of the school and sign the appropriate use of IT undertaking.

The school has appointed an e-safety officer, (position currently vacant), to lead and monitor the effective education of students and staff to prevent incidents occurring, and to liaise with outside resources and agencies to ensure effective response to significant incidents should they occur. All internet safety incidents will be recorded on the school CPOMS resource and be managed by the current pastoral and behaviour management strategies. All parents are obliged to sign an e-safety agreement.

### **Appointment of staff**

An important part of child protection is to have appropriate procedures in place for the appointment of staff. Safer screening and hiring procedures will now follow guidance in relation to criminal check requirements, criminal barring, taking up references, an application, an interview via skype or face to face and other ID checks. Interview questions will also include questions relating to safeguarding.

As part of contractual arrangements all staff will be required to sign all relevant documentation regarding safeguarding once they are appointed.

The above will be included on a Single Central Record which has been in place since January 2018. All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and identification of their own safeguarding and child protection training needs.

However, as part of conditions of employment and along with the offer of employment, all staff will physically or digitally sign to confirm they have received a copy of this policy and the staff code of conduct and that as a school employee, they will abide by these policies.

### **Staff training**

It is required that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and Advisory Board members will receive training during their induction. Currently, this is to include mandatory Darkness to Light training and Protecting God's Children Training. All staff, including the Head of School and Advisory Board members will receive training that is updated at least every three years and the DSL will receive training updated at least every two years.

At least once per year, ALL staff will receive input on the St. Ignatius Policies and procedures relating to Safeguarding and Child Protection.

Training on the use of Epi-Pens will be delivered to all staff on an annual basis, and First-Aid training is mandatory for members of the Science Department, PE Department and Early Years Staff. Other staff may avail of this training (and are encouraged to do so) which will be offered at least twice per academic year by the school.

A video is placed on the e-praise Platform so that staff can refer to what to do in the case of anaphylactic shock. There is also a video of how to record incidents using CPOMS.

**Training for DSL's will be available from the Ministry. Due to COVID-19 the School is awaiting an update on this training which will hopefully take place during the academic Year 2020-2021 . All DSL's will be obliged to avail of this.**

**Primary DSL's will also complete Module 2 of the Second Step Programme when it is available during 2020-2021**

**Secondary DSL's will avail of the Barnardo's training when it comes to Cayman.**

**New legislation that is not yet in place suggests that other forms of training should also be offered. The school as of August 2020, is consulting with the Ministry on what form this should take.**

### **Code of conduct for staff**

Our code of conduct is set out separately to the Safeguarding and Child Protection Policy.

At St Ignatius Catholic School, the following outlines appropriate and expected conduct for physical behaviour, verbal and digital conduct, and general conduct.

- Adults engage in safe, respectful interactions with children at all times
- Place the safety and welfare of children above all other considerations
- Treat all members of the school community, including children, parents, colleagues and advisory board members with consideration and respect
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- Treat each child as an individual and make adjustments to meet individual needs
- Demonstrate a clear understanding of and commitment to non-discriminatory practice
- Recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Understand that school staff are in a position of trust and that **\*a\*** sexual relationship with a child, even over the age of 16, is prohibited under school regulations and **is a criminal offence for which you may be prosecuted**
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- Encourage all children to reach their full potential
- Never condone inappropriate behaviour by children or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school or Catholic Church into disrepute
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

## **Classrooms**

Please note that it is good practice to:

Ensure doors are locked when the classroom is not in use, or where adults are not in the near vicinity. Children are not permitted into classrooms without a) permission from an adult or b) where an adult is not present. There must be an adult in the vicinity in shared areas such as Loyola Hall or the Music Department when children are e.g. rehearsing.

Please be aware of any medication that might need to be accessed quickly if classrooms are locked. Please note the policy regarding Epi-Pens.

### **Physical behaviour:**

All adults interacting with children must do so in open, public spaces or in the view of a 'witness'. If one to one meetings are necessary for educational or emergency purposes, they should also be conducted in a public area, in a room where the interaction can be (or is) observed, or in a room with the door or window blinds left open and another adult is notified about the meeting. Adults must not give a child a ride unless they have the permission of the child's parents or in the case of an emergency. Also advise your line manager if you are giving a child a ride. If possible try and avoid one to one situations in cars.

Refer to the Shaping behaviour policy in Primary and the Secondary Behaviour policy in relation to how adults must speak to and conduct themselves with children.

### **Examples of appropriate and inappropriate physical behaviour:**

Appropriate physical behaviour includes contact that maintains physical boundaries at all times and only consists of non-sexual touches, in public, such as:

- Child-initiated hugs e.g. when a young child is distressed and requires comfort
- Shaking hands to offer congratulations or thanks
- Holding hands to cross the street for safety
- Administering first aid
- Support with toileting or changing clothes.

Inappropriate physical behaviour is any contact that abuses, exploits or harasses a child, such as:

- Slapping, shaking, pinching, hitting, punching, grabbing, kicking
- Patting on the buttocks
- Touching private body parts

- Intimate/romantic sexual contact
- Showing pornography or involving children in pornographic activities
- Lifting children up
- Initiating physical contact such as greeting hugs and kisses

### **Good practice guidelines**

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging/disruptive behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

### **Gifts**

Other than for official school rewards such as certificates or other motivational treats as part of good classroom practise, (e.g. rewarding a Primary child with a pencil for good work/behaviour, Bookstore voucher for Royal Reader and Writer) gifts should not be given to children. If it is felt that a gift is necessary, for whatever reason, this must be first authorised by the Head of School. Under no circumstances should children be given cash.

### **Guidelines for positive handling**

Good practice guidance says that staff should only ever use physical intervention as a last resort, e.g. when a child is endangering themselves or others and that at all times it must be the minimal force necessary to prevent injury to another person. Actions taken by staff must be reasonable and proportionate. For example, Staff must ensure that children are protected e.g. by removing all children from an area in which a pupil is displaying physically aggressive behaviour.

School staff have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or legal action.

### **Schools can use reasonable force to:**

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

This does **not** authorise the use of corporal punishment in any circumstances.

Such events should be recorded on the CPOMS system and signed by a witness (if present)

Positive handling that causes injury or distress to a child may be considered under child protection procedures. However, it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff.

## **Abuse of trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Cayman Islands Law it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 is a criminal offence, even if that child is over the age of consent.

## **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will ensure relevant background checks have been conducted, safer recruitment procedures have been followed by the organisation and effective child protection arrangements are in place.

## **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons but we must ensure that we have some safeguards in place. To protect children, we will:

- seek parental consent
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.
- make them aware of sites like Internet Watch Foundation where pornographic images and websites can be reported
- only use a school camera provided by the school from the front office or an official school camera or a school phone.

## **Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the school's Behaviour/Discipline Policy. This can be found on the schools' website, as well as a hard copy from the Head of school.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation must immediately inform the Head of Primary or Secondary or the most senior teacher if the Head of school is not present.

The headteacher/senior teacher on all such occasions will discuss the content of the allegation with MASH (814-6000).

If the allegation made to the member of staff concerns the Head of Primary or Secondary, the person receiving the allegation will immediately inform the Head of School. If it is the Head of School who is subject of the allegation, the Safeguarding Member for the Advisory Board will be informed. They will consult the MASH without notifying the Head of School first.

The school will follow advice from DCFS for managing allegations against staff. Suspension of the member of staff against whom an allegation has been made needs careful consideration, the Chair of the Advisory Board and Safeguarding member will be consulted in making this decision.

St Ignatius Catholic School is committed to creating a positive and safe working environment for its workers in line with its core values. A safe environment audit will be conducted on an annual basis as per the check list as part of the second step Child Protection unit from the Seal of Protection training. The school wishes to create and maintain a working environment where individuals are treated with respect and dignity. The school is opposed to all forms of

unlawful discrimination, bullying or harassment of any kind. The Heads of School and senior managers are firmly committed to the success of this policy and all steps taken towards its achievement.

Everyone has the right to be treated with respect and dignity in the work place, irrespective of their level, status or position within the organisation.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should contact the Designated Safeguarding Leads.

Staff (anyone who is on the payroll of the school) who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's procedures enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head of School. Complaints about the Head of School should be reported to the Chair of the Advisory Board or to the Safeguarding Board Member.

### **Complaints procedure in respect of poor practice behaviour**

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the Heads of School and Advisory Board members.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

**Key personnel for child protection in this school are:**

**The Heads of School**

Head of School–TBD

James Hickey (Head of Primary) for the Primary School - [James.Hickey@st-ignatius.com](mailto:James.Hickey@st-ignatius.com)

Peter Embleton (Head of Secondary) for the High School - [Peter.Embleton@st-ignatius.com](mailto:Peter.Embleton@st-ignatius.com)

**The Designated Safeguarding Leads:**

Louise Daniels – Primary Child Protection - [Louise.Daniels@st-ignatius.com](mailto:Louise.Daniels@st-ignatius.com)

Susan Horrocks – Primary Behaviour and Emotional – [susan.horrocks@st-ignatius.com](mailto:susan.horrocks@st-ignatius.com)

Karen McGuinness – Accidents/First Aid – [karen.mcguinness@st-ignatius.com](mailto:karen.mcguinness@st-ignatius.com)

Daniel Pride - Years 7-13 – [daniel.pride@st-ignatius.com](mailto:daniel.pride@st-ignatius.com)

Bernadette Devlin – Years 7-13 - [Bernadette.Devlin@st-ignatius.com](mailto:Bernadette.Devlin@st-ignatius.com)

Suzanne Goodwin – Years 7-13- [Suzanne.Goodwin@st-ignatius.com](mailto:Suzanne.Goodwin@st-ignatius.com)

The nominated child protection Advisory Board member for 2020-2021 is TBD

**Safeguarding Committee Members:**

Peter Embleton	Suzanne Goodwin
James Hickey	Louise Daniels
Bernadette Devlin	Suzanne Horrocks
	SAC – TBD

**E-Safety Champion:**

TBA

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**Key service contacts:**

Police – Family Support Unit – 946 9185 (Office hours are 8:30 – 5:00pm)

Department of Children and Family Services – 949 0290, [dcfs@gov.ky](mailto:dcfs@gov.ky)

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**Emergency out of hours contacts**

Georgetown Police Station: 949-4222

In an emergency, outside of office hours and all day on Saturdays, Sundays and Bank Holidays for child protection concerns telephone the Police station at the above number, or in an emergency, call 911.

**Appendix 1: Confirmation of receipt of Safeguarding and Child Protection Policy**

Name:

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Date of joining school:

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Post:

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**Darkness to Light Training and introduction to this policy:**

**I confirm that I have received training in Darkness to Light within the past three years I confirm that I have received and read the school's child protection policy.**

**I have been made aware of my duty to safeguard and promote children's welfare.**

**The procedure for reporting concerns about a child and the CPOMS System has been explained to me.**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to Anita McIntyre:

**Policy approved by Safeguarding Committee and applicable from August 2020.**

**This policy has been reviewed by the Ministry of Education and by The St. Ignatius Safeguarding Committee – February 2020. Minor updates were added in August 2020 and in January 2021.**