

Newbuildings Primary & Ballyore Community Nursery School

PASTORAL CARE

CHILD PROTECTION POLICY



Date Approved by Board of Governors: April 2021

Next Policy Review Date: April 2025

Reviewed 24 April 2023

1. Child Protection Ethos

We in Newbuildings Primary School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Key Principles of Safeguarding and Child Protection

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003 the Department of Education (Northern Ireland) guidance 'Safeguarding and Child Protection in Schools' (DENI Circular 2017/04, the Area Child Protection Committees' Regional Policy and Procedures (2005), Co-operating to Safeguard Children and Young People in Northern Ireland (2017), Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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

- In any incident the child's welfare must be paramount.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- Responses should be proportionate to the circumstances; but where there is conflict the child's interest must always come first.
- Parents are supported to exercise parental responsibility and families helped stay together
- Partnership
- Prevention
- Protection
- Evidence based decision making

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection therefore complements and supports a range of other school policies including:

- Positive Behaviour
- Anti-Bullying
- Special Educational Needs
- Health and Safety
- Use of reasonable Force/Safe Handling
- Educational Visits
- Use of Mobile Phones/Electronic Device policy
- Acceptable use of the Internet

- E Safety
- Attendance
- Care in the Sun
- Collection Policy
- Drugs Policy
- First Aid
- Intimate Care
- Administration of Medication Policy
- Relationships and Sexuality (RSE)
- Equality and Inclusion Policy
- Code of Conduct for Visitors
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing

These policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website at <http://www.newbuildingsps.co.uk/parents/policies/>

4. Roles and Responsibilities

4.1 The School Safeguarding Team

The following are members of the school's Safeguarding Team

- Chair of the Board of Governors (Mr. P. Mackey)
- Designated Governor for Child Protection (Ms. N McMorris)
- Acting Principal (Mrs. R. Walsh)
- Designated Teacher (Mrs. R. Walsh)
- Deputy Designated Teacher (Mrs. J. Robb – (school) & Mrs. A. Condren (Ballyore Community Nursery))

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.

The roles and responsibilities of individual members of the Safeguarding Team are also summarised in **Appendix 1**.

4.2 Designated Teacher/ Deputy Designated Teacher

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- the induction and training of all school staff including support staff;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- responsibility for record keeping of all child protection concerns;
- maintaining a current awareness of early intervention supports and other local services e.g., Family Support Hubs;
- making referrals to Social Services or PSNI where appropriate;
- liaison with the EA Designated Officers for Child Protection;
- keeping the school Principal informed;
- lead responsibility for the development of the school's child protection policy;
- promotion of a safeguarding and child protection ethos in the school;
- compiling written reports to the Board of Governors regarding child protection and
- ensures compliance with legislation, Child Protection record keeping and policies.

4.3 Principal

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools, record of child abuse complaints.

4.4 The Board of Governors

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- safeguarding and child protection training is given to all staff and governors including refresher training;
- the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an Anti-Bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- ensure that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings
- approve the school's child protection policy at least once every 2 years
- ensure there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- ensure there is a staff code of conduct for all adults working in the school
- attend relevant child protection/safeguarding training for Governors
- they receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools.

4.5 Chair of Board of Governors

The chair of the board of governors:

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record keeping and policies.

4.6 Designated Governor for Child Protection

Advises the board of governors on:

- the role of the designated teachers;
- the content of child protection policies;
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full annual designated teachers report; and
- recruitment, selection, vetting and induction of staff.

4.7 Other Members of School Staff

Teachers, Classroom Assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures initially to Mrs. Walsh or Mrs. Robb or Mrs. Condren if Mrs. Walsh is not available.

Class teachers should complete the Incident Report Form. In addition, class teachers should also keep the Designated Teacher informed in writing about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. A pro-forma for reporting a concern or disclosure is included at **appendix 4**.

Staff should not give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- If any member of the support staff has concerns about a child or staff member they should report these concerns to Mrs. Walsh or Mrs. Robb or Mrs. Condren if Mrs. Walsh is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

4.8 Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;
- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being;
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- if there are any changes to arrangements about who brings their child to and from school;
- familiarising themselves with the schools safeguarding policies e.g., Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the school office when they visit the school
- sharing any concerns, they may have in relation to their child with the school.
- if their child is absent and should phone the school or send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence and reassures school staff as to the child's well-being. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer

5. Child Protection Definitions

Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect; and
- Exploitation

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in **appendix 3**.

6. Dealing with Disclosures of Abuse

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Receive – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure- ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond- respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g., anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report- refer the matter to the Designated Teacher or Deputy Designated Teacher. Respect confidentiality i.e., the matter should only be discussed on a need-to-know basis.

7. Procedures for Reporting Suspected or Disclosed Child Abuse.

7.1 How a Parent can raise a concern

At Newbuildings Primary School, we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Class Teacher, the Designated or Deputy Designated Teacher for child protection or the principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **appendix 5**.

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

Where staff become aware of concerns or are approached by a child they 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 her and make full notes. These notes or records should be factual, objective nature and include what was seen, said, heard or reported, the place and time of who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The designated teacher may need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. The designated teacher may also consult with the Education Authority's designated officer for child protection or Social Services (Gateway Team) before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form will also be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's child protection file.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g., Family Support Hub with parental consent and, where appropriate the source of the concern will be informed of the action taken.

This procedure with names and contact numbers is shown in **appendix 6**.

7.3 Consent from Pupils and Parents

The consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought prior to making a referral to Social Services. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

Where consent of the parent/carers and/or the young person is sought to make a referral to Social Services we will explain at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement to making the referral. The exception to this is where to do so would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Do	Don't
<ul style="list-style-type: none"> • Stay calm • Listen • Accept • Reassure • Explain what you are going to do • Record accurately • Seek support for yourself 	<ul style="list-style-type: none"> • Panic • Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate • Do Nothing

7.4 Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer

If a complaint about possible child abuse is made against a member of staff the principal (or the Deputy Designated Teacher if the Principal/Designated Teacher is not available) must be informed immediately.

If the complaint is against the principal then the Chairperson of the Board of Governors should be informed and he will ensure that necessary action is taken in consultation with the employing authority. The procedure as outlined in **appendix 7** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

In the exercise of its duties towards pupils and staff appropriate levels of support will be provided to both the child and the staff member concerned. This may involve the provision of external support services.

8. Attendance at Child Protection Case Conferences and Other Social Services Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences, core group or family support planning meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with what has been agreed in their child protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

10. Record Keeping

All child protection records, information and confidential notes are stored securely in a locked drawer in a filing cabinet. These records are kept separate from any other files held on the child or young person. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

If a complaint about possible child abuse is received by the school and is not referred to Social Services – or if it is referred and Social Services do not place the child's name on the Child Protection Register – a record on the child's file will be permanently preserved and a confidential copy will be sent to any school to which the child subsequently transfers.

If Social Services inform the school that child's name has been placed on the Child Protection Register, a record of this fact and associated documentation from the Social Services will be maintained on the child's file while he or she continues to attend our school.

When the child's name is removed from the child protection register then all Social Services records will be destroyed and only the school records retained for permanent preservation. Should a child transfer to another school whilst their name is on the child protection register then we will inform the receiving school that his/her name is on the register and the name of the child's social worker. All Social Services records held by us in relation to the child will then be destroyed. Our school's own child protection records in relation to the child will be held in secure and confidential storage for permanent preservation.

11. Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online

Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see The Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022.

12. Safeguarding in the Curriculum

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects.

THE PREVENTATIVE CURRICULUM

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

Throughout the school year child protection issues are addressed through class and whole school assemblies and there is relevant information in each shared area, which has the designated teacher's name and child helpline numbers displayed. A flow diagram of how a parent may make a complaint is also on display in the reception area. Other initiatives which address child protection and safety issues:

- The NSPCC at present provides online information on a range of child protection issues for pupils and parents (Speak Out Stay Safe programme)
- All children participate in a community awareness programme run by the PSNI annually.
- Annual Internet Safety talk for parents (To resume after covid -19 restrictions)
- Personal Safety/Keep Safe activities delivered at various Key Stages within the NI Curriculum under PDMU.

COVID-19

Symptoms of Covid-19 are:

- A new, continuous cough; or
- A high temperature; or
- Anosmia (loss or change in sense of taste and/or smell)

Pupil

If a child or young person has a positive COVID-19 test result, they should stay at home and avoid contact with other people for three days after the day they took the test or from the day their symptoms started (whichever was earliest), if they can. After three days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is lower. This is because children and young people tend to be infectious to other people for less time than adults.

Children with a positive result are also advised to avoid meeting with anyone who is known to be at higher risk. Children and young people who usually go to school, college or childcare and who live with someone who has a positive coronavirus test result should continue to attend as normal

Member of Staff

COVID-19 testing is no longer recommended or available for most people. If you develop symptoms, you should follow guidance for people with symptoms respiratory infection including of COVID-19. Testing is recommended for some specific groups to protect those at highest risk and to support clinical care and only those groups are eligible for free tests.

- If you have a positive COVID-19 test result, it's very likely that you have COVID-19 even if you do not have symptoms. This means you can pass on the infection. If you have a positive COVID-19 test result, you should follow the advice below:
- stay at home and avoid contact with other people for five days after the day of the test, or from the day symptoms started (whichever was earlier)
- continue to take precautions, such as regularly washing your hands and wearing a face mask, particularly in crowded indoor places
- let Mrs Walsh or Mrs Armstrong know about your positive COVID-19 test result as COVID-19 is infectious for up to two days before you begin to feel unwell, or the date of your test and it can take up to 10 days for infection to develop in close contacts
- tell anyone you had close contact to be aware of signs or symptoms during this time.

Testing to end self-isolation following a positive COVID-19 test is no longer advised.

Advice for close contacts

People who live in the same household as someone with a positive COVID-19 test are most at risk of becoming infected, as they are likely to have prolonged contact with the infectious person. COVID-19 is infectious for up to two days before an individual begins to feel unwell, or the date of their test, and it can take up to 10 days for infection to develop in close contacts.

The Public Health Agency is no longer carrying out contact tracing in the general population to identify close contacts.

13. SAFE RECRUITMENT PROCEDURES

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised

as appropriate. All staff paid or unpaid who are appointed to positions in Newbuildings PS are vetted/supervised in accordance with relevant legislation and department guidance. Volunteers will always be supervised by a vetted member of staff.

14. Code of Conduct For all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. The school has a code of conduct for staff which 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. It is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. The schools code of conduct is included as Appendix 6 and is taken directly from the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools – A Guide for Schools” (2017/04)

All members of staff are expected to comply with the school’s Code of Conduct for Employees and Volunteers which is included as **Appendix 2** to this policy.

15. Staff Training

When new staff or volunteers start at the school they are briefed on the school’s Child Protection Policy and Code of Conduct and given copies of these policies. All staff will receive basic child protection awareness training and annual refresher training. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority’s Child Protection Support Service for Schools.

16. Monitoring and Evaluation

This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school’s staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team.

Date of Next Review: **October 2024**

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Principal

The principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular “*Pastoral Care in Schools – Child Protection*” (1999) is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member

of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protection activity

The Deputy Designated Teacher will deputise for them in their absence.

Appendix 2.

Code of Conduct for Staff & Volunteers

Introduction

This Code of Conduct 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. It is built on the premise that 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. However, it is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff.

Setting an Example

1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.

1.2 Staff and volunteers must always comply with statutory requirements in relation

to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school;

perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;

- respect for the rights and opinions of others.

Private meetings with pupils.

- a. Staff should be aware of the possible misconceptions or potential risks which may arise from private interviews with individual pupils. It is recognised that in the normal course of school life there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.
- c. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern he or she should ensure that another adult (or if this is not possible another pupil) is present or near by.
- d. Staff should be mindful of the potential risks involved in the use of social networking sites accessed by pupils.

Physical contact with pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, 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.
- c. 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.
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Staff who need to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- f. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- g. 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 the Vice-Principal (Pastoral).
- h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, 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 Material

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex 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, particularly when staff are dealing with adolescent boys and girls.

E-Safety and Internet Use

- a. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times.
- b. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- c. Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.
- d. Contact with students should only made via the use of school email accounts or telephone equipment when appropriate.
- e. Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

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. It is therefore important that staff exercise judgement and seek advice if unsure about a situation. From time to time, 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 intent

Appendix 3

Types of Abuse and Physical/Behavioural Indicators

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2015)**

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that there is no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g., every Monday	Self-destructive tendencies; aggression to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; coming to school early or staying last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

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

deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e., icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g., mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g., anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g., young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially

	adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g., deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material
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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.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (**Co- operating To Safeguard Children and Young People in Northern Ireland 2016**)

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.

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

Child Sexual Exploitation

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.' **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;

- Physical symptoms or infections e.g., bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

When we become aware of young people below the age of consent engaging in sexual activity the Designated Teacher has a duty to follow appropriate procedures and where necessary make a referral to Social Services.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g., self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Domestic Violence and Abuse

Is defined as threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)**

Sexual Violence and Abuse

Is defines as '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).'

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent. **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)**

A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high-risk cases involving domestic abuse Social Services and/or the Education Authority's Designated Officer for Child Protection will contact the school in order to help assess the child/young person's needs and to ensure that he/she is receives appropriate support. (See No.11 above - Operation Encompass)

Appendix 4

Newbuildings Primary School Child Protection Record of Concern or Disclosure

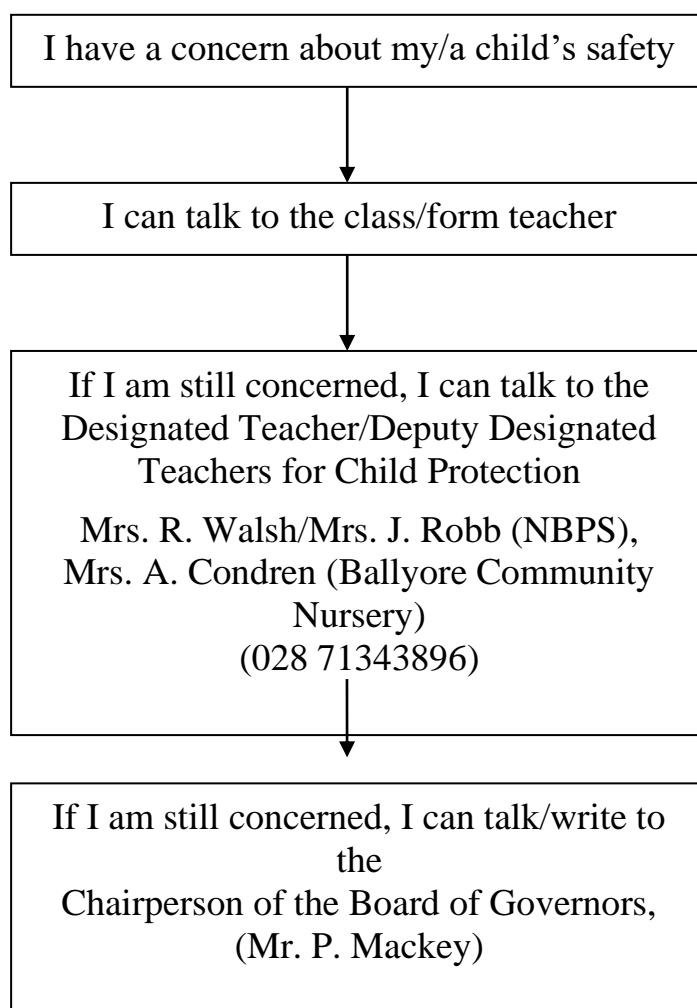
Complete and pass to Designated Teacher (DT) for Child Protection as soon as possible on the same day. If not available pass to Deputy Designated Teacher.

Pupils Name:	Class/Year Group:			
	DOB:			
Concern identified by:	Date:			
	Time:			am/pm
Nature of Concern / details of disclosure / other relevant information. If a disclosure has been made record actual words used by the child/young person				
Continue on reverse if needed				
Passed to:	Received by:			
	Date:			
Action taken by DT/DDT /Principal				
Signed: _____ (DT/DDT/Principal)		Date: _____		

This form to be filed in pupils CP file

Appendix 5

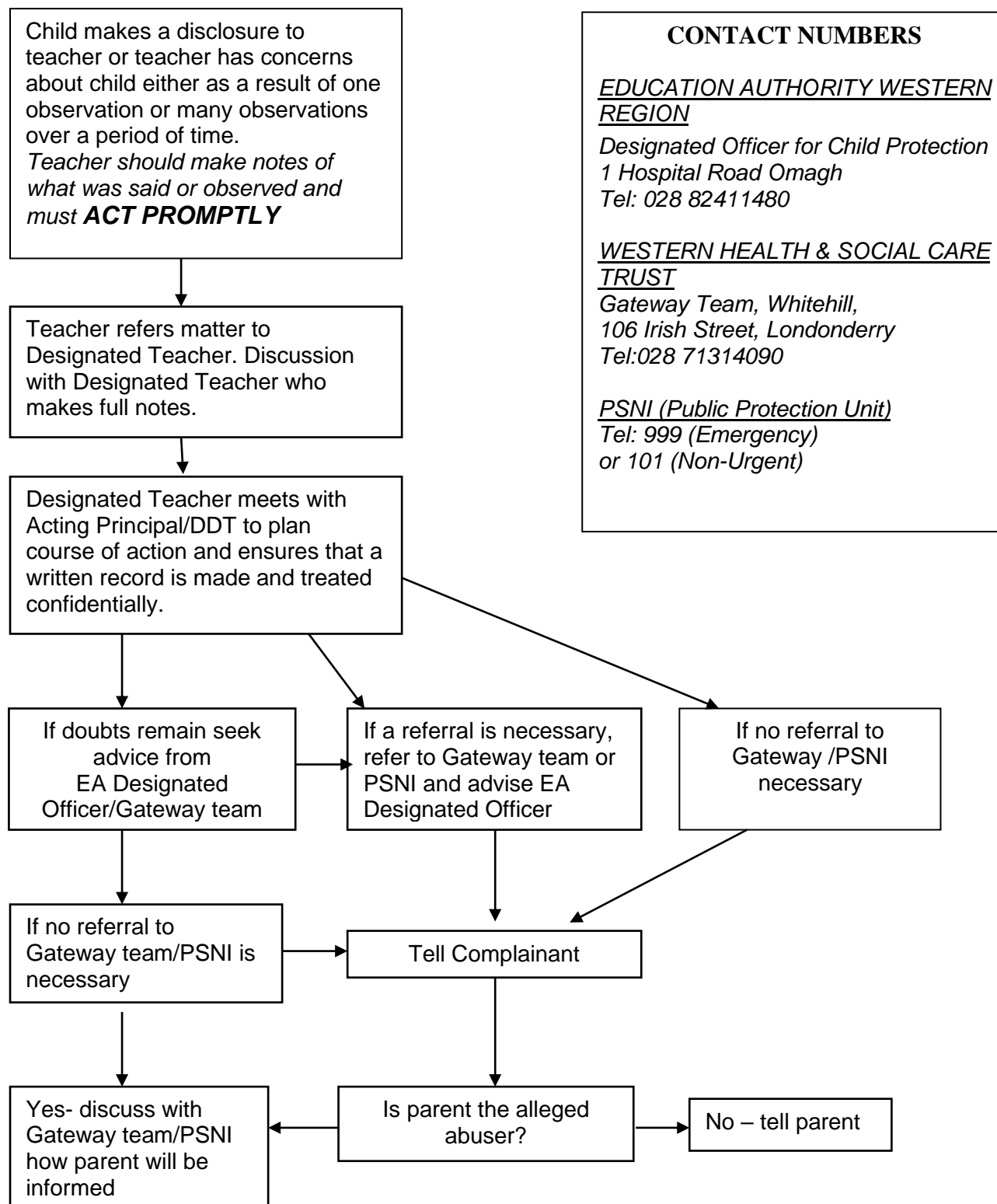
Procedure for Parents who wish to raise a Child Protection Concern



**At any time, a parent can talk to a social worker at the Gateway Team (Western Trust) Tel: 028 71314 090
or the
PSNI at the Public Protection Unit
Tel: 999 (Emergency) or 101 (Non-Urgent)**

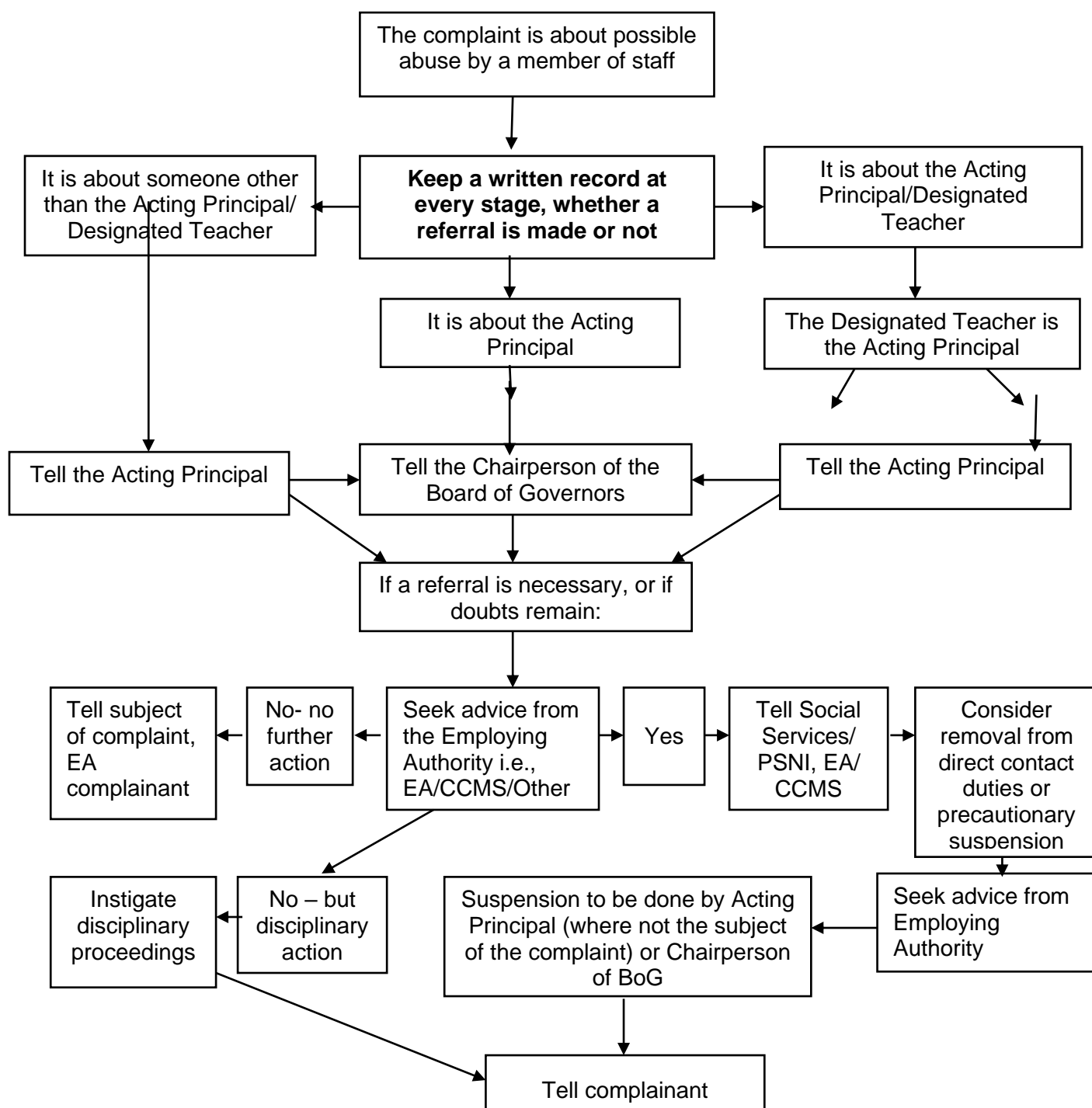
Appendix 6

Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff.



Appendix 7

Procedure where a complaint has been made about possible abuse by a member of the school's staff.



EA - Education Authority