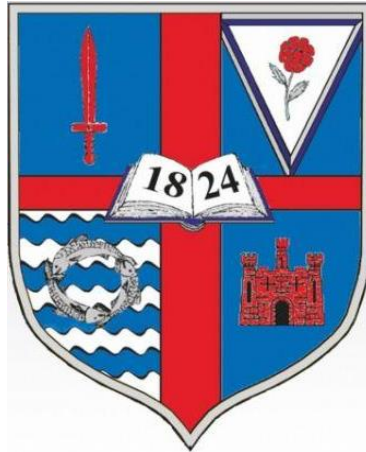


# Macosquin Primary School



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

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## **1. Child Protection Ethos**

As a school community, we in Macosquin Primary School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. 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 is a 'living document' providing a secure framework within which all staff can work. 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. Principles**

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, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- 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.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.
- Responses should be proportionate to the circumstances and decision making should be evidence based.

## **3. Other Related Policies**

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

- Positive Behaviour Management Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Administration of Medicines Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy
- Intimate Care Policy

- Use of Mobile Phones/Cameras Policy
- E-Safety Policy
- Pupil Attendance Policy
- Vetting and Volunteers/ Visitors Policy
- Drugs Policy
- Whistleblowing Policy
- First Aid Policy
- Privacy Notice
- Code of Conduct
- Complaints Procedure Policy
- Data Protection Policy
- Records Management Policy

**These policies are available to parents and any parent wishing to have a copy should contact the school office. Safeguarding Policies are available in the entrance Foyer.**

#### **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 Dave Pavey

**Designated Governor for Child Protection:** Mr Edward Jamison

**Principal:** Mrs Louanne McElwee

**Designated Teacher:** Mrs Cathy Allen

**Deputy Designated Teachers:** Mr Paul Grant and Mrs McElwee

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 summarised in **Appendix 1.**

## 4.2 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.
- there is a code of conduct for all adults working in the school
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- 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.
- 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

## 4.3 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 to the Designated/Deputy Teacher for Child Protection/Principal.

In addition, class teachers and Head of Key Stage should also keep the Designated Teacher informed in writing or verbally 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 confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

#### 4.4 Parents

Parents can play their part in safeguarding by:

- 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
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;(primary schools only)
- 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.
- updating schools if there are any Court Orders relating to the safety or wellbeing of a parent or child.
- updating school 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.

More information on parental responsibility can be found on the EA website at:

[www.eani.org.uk/schools/safeguarding-and-child-protection](http://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. 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. Our school will utilise **Appendix 9** to continuously monitor a pupil at risk of neglect. Effective and ongoing information sharing is key between professionals.

**(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

**Harm from abuse is not always straightforward to identify and a child and a young person may experience more than on 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 3A**.

### **Children with Increased Vulnerabilities**

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 3B**.

## **6. Responding to Safeguarding and Child Protection Concerns**

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

### **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 has done the right thing by telling and that 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. Respect confidentiality i.e. the matter should only be discussed on a need to know basis. This will be decided by the DT/DDT and/ or Principal.

## **7. Procedures for Reporting Suspected or Disclosed Child Abuse.**

### **7.1 How a Parent can make a Complaint**

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, Head of Key Stage, 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. If, after this, a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time a parent may talk to a social worker in 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**

In Macosquin Primary School, if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (**see Appendix 4**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the Designated Teacher or with the Deputy Designated Teacher if he/she is not available.

The Designated Teacher will consult with the Principal or other relevant staff always taking care to avoid due delay. (If the Principal is not available, immediate advice will be sought from the Education Authority Child Protection Support Service.) If required, advice may be sought from an Education Authority Child Protection Officer. The Designated Teacher may also seek clarification from the child or young person, their parent/carer.

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, with the child/young person's consent.

If a child protection referral is required the Designated Teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.



The Designated Teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

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

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required 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).

## **8. Consent from Pupils and Parents**

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. 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 or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

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

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

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

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

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. Only in exceptional circumstances should a member of staff be offered

anonymity. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

### **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 and/ or relevant child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

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

### **10. Record Keeping**

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. 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 information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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.

### **11.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 using **Appendix 8** 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 their child protection plan.

### **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. Furthermore, the pupils are taught how to seek help, advice and support within the school and from external agencies and professionals.

### **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 PATHs and 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 regularly through age appropriate key stage assemblies and relevant permanent information displayed throughout the school provides advice and displays child helpline numbers. The preventative curriculum is reviewed annually to reflect current issues. A flow diagram of how a parent may make a complaint is also on display. A flow diagram for a teacher allegation is in the staff room.

Other initiatives which address child protection and safety issues:

- Themed key stage assemblies linked to pertinent topics and issues.
- The NSPCC visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- Anti-bullying lessons and week/Internet Safety Talks, Esafety scheme and week.
- Helping Hands Scheme through Woman's Aid.
- PSNI Visits.
- Playground Path Pals.
- PATHS/ PDMU Curriculum.
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety
- The presence of 'Worry Boxes' in each classroom.

### **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 our school are vetted / supervised in accordance with relevant legislation and Departmental guidance.

### **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.

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 by the Board of Governors every two years or sooner if required. The policy will be disseminated 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 School's Safeguarding Team.

## **Appendix 1**

### **The School Safeguarding Team**

#### **Roles & Responsibilities**

##### **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.
- ensures compliance with legislation, Child Protection record keeping and policies.

##### **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; recruitment, selection, vetting and induction of staff.

##### **Principal**

The Principal is responsible for:

- as secretary to the Board of Governors, assisting in fulfilling its safeguarding and child protection duties.
- ensuring 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.
- managing allegations / complaints against school staff.
- establishing and managing the operational systems for safeguarding and child protection.
- appointing and managing Designated Teacher/Deputy Designated Teachers who are enabled to fulfil their safeguarding responsibilities.
- ensuring safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers.

- ensuring that parents and pupils receive a copy or summary of the Child Protection policy at intake and at a minimum every 2 years.
- maintaining the school's Record of Child Abuse Complaints.

### **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:

- 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.

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

## **Appendix 2**

### **Code of conduct for Staff & Volunteers**

#### **Objective, Scope and Principles**

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school. It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on: Setting an Example, Relationships and Attitudes, Private Meetings with Pupils, Physical Contact with Pupils, Honesty and Integrity, Conduct Outside of Work, Safety and Internet Use and Confidentiality.

#### **1. 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; and
- respect for the rights and opinions of others.

### **3. Private Meetings with Pupils**

3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

### **4. Physical Contact with Pupils**

4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force).

### **5. Honesty and Integrity**

5.1 All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school (eg a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents eg at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

### **6. Conduct outside of Work**

6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.



6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school.

Advice should be sought from the Principal when considering work outside the school.

## **7. E-Safety and Internet Use**

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety Policy.

7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

## **8. Confidentiality**

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

8.2 There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

8.6 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

## Appendix 3 A

### 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).

## **Grooming**

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

Grooming is often associated with Child Sexual Exploitation but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Adults may use online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.  
(Deni Circular 2017/04)

## **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.

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.

### **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 receives appropriate support.

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.

Staff receive training by the Deputy Designated Teacher which includes awareness of domestic violence and impact on children.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse, and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

Any concern that a child may be at risk of FMG, referral will be made to Gateway. Where there may be **immediate** risk of FMG, it will be reported to the PSNI without delay.

FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage, or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

### **Forced Marriage**

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if staff have knowledge or suspicion of a forced marriage in relation to a child or young person they will contact the PSNI immediately.

### **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 **Appendix 6** of this policy will be followed. It is important in such situations to distinguish between

behaviours which are 'healthy' and those that are 'problematic' or 'sexually 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.

### **E safety/Internet abuse**

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

**Content risks:** the child or young person is exposed to harmful material.

**Contact risks:** the child or young person participates in adult initiated online activity.

**Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.

**Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Staff have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

### **Sexting**

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

There are two aspects to Sexting:

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

It is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. Advice will be sought from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is



not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases.

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

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents.

It is an offence under the Criminal Justice and Courts Act 2015

([www.legislation.gov.uk/ukpga/2015/2/section/33/enacted](http://www.legislation.gov.uk/ukpga/2015/2/section/33/enacted)) to share an inappropriate image of another person without the individual's consent.

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.

## **Appendix 3 B**

### **Dealing with Children with Increased Vulnerabilities**

#### **Children with a disability**

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

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

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

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

#### **Pre-school provision**

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

#### **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

### **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

### **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

### **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

### **Separated, unaccompanied and trafficked children and young people**

**Separated children** and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

**Child Trafficking** is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

### **Children of parents with additional support needs**

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

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

### **Gender identity issues and sexual orientation**

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

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

### **Residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

### **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

### **Children/young people's behaviours**

#### **Peer abuse**

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

#### **Self-harm**

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

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified

and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

**Suicidal ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

## Appendix 4

**Macosquin 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 DT or Principal.

Pupil's Name:	Class/Year Group :		
	DoB:		
Concern identified by:	Date:		
	Time:		am/pm
Circumstances of incident/disclosure:			
<p>Nature of Concern / details of disclosure / other relevant information. If a disclosure has been made record actual words used by the child/young person</p>			
<p>Continue on reverse if needed</p>			
Parties involved, including any witnesses to an event and what was said or done and by whom:			

<b>Action taken at the time:</b>	
<b>Details of any advice sought, from whom and when:</b>	
<b>Any further action taken:</b>	
<b>Written report passed to Designated Teacher:</b> _____ <b>Yes</b> _____ <b>No</b> <b>If 'No' state reason:</b>	
<b>Date and time of report to the Designated Teacher:</b>	
<b>Written note from staff member placed on pupils' Child Protection file.</b> <b>If 'No' state reason:</b>	
<b>Name of staff member making the report:</b>	
<b>Signature of Staff Member:</b>	<b>Date:</b>
<b>Signature of Designated Teacher:</b>	<b>Date:</b>

## Appendix 5

### Procedure for Parents who wish to raise a Child Protection Concern If a parent has a potential child protection concern:

I have a concern about my/a child's safety



I can talk to the class/form teacher



If I am still concerned, I can talk to the:  
Designated Teacher for Child Protection [Mrs Cathy Allen](#)  
Deputy Designated [Mr Paul Grant](#)  
or the Principal [Mrs Louanne McElwee](#)



If I am still concerned, I can talk/write to the Chair of Board of Governors  
[Mr Dave Pavey](#)



If I am still concerned I can contact the NI Public Services Ombudsman  
Tel: 0800 343 424



At any time I can talk to the local Children's Services Gateway Team 028 7032 5462 or  
the PSNI Central Referral Unit at 028 9025 9299



## Appendix 6

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.



Child Protection referral is required  
Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk.  
He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

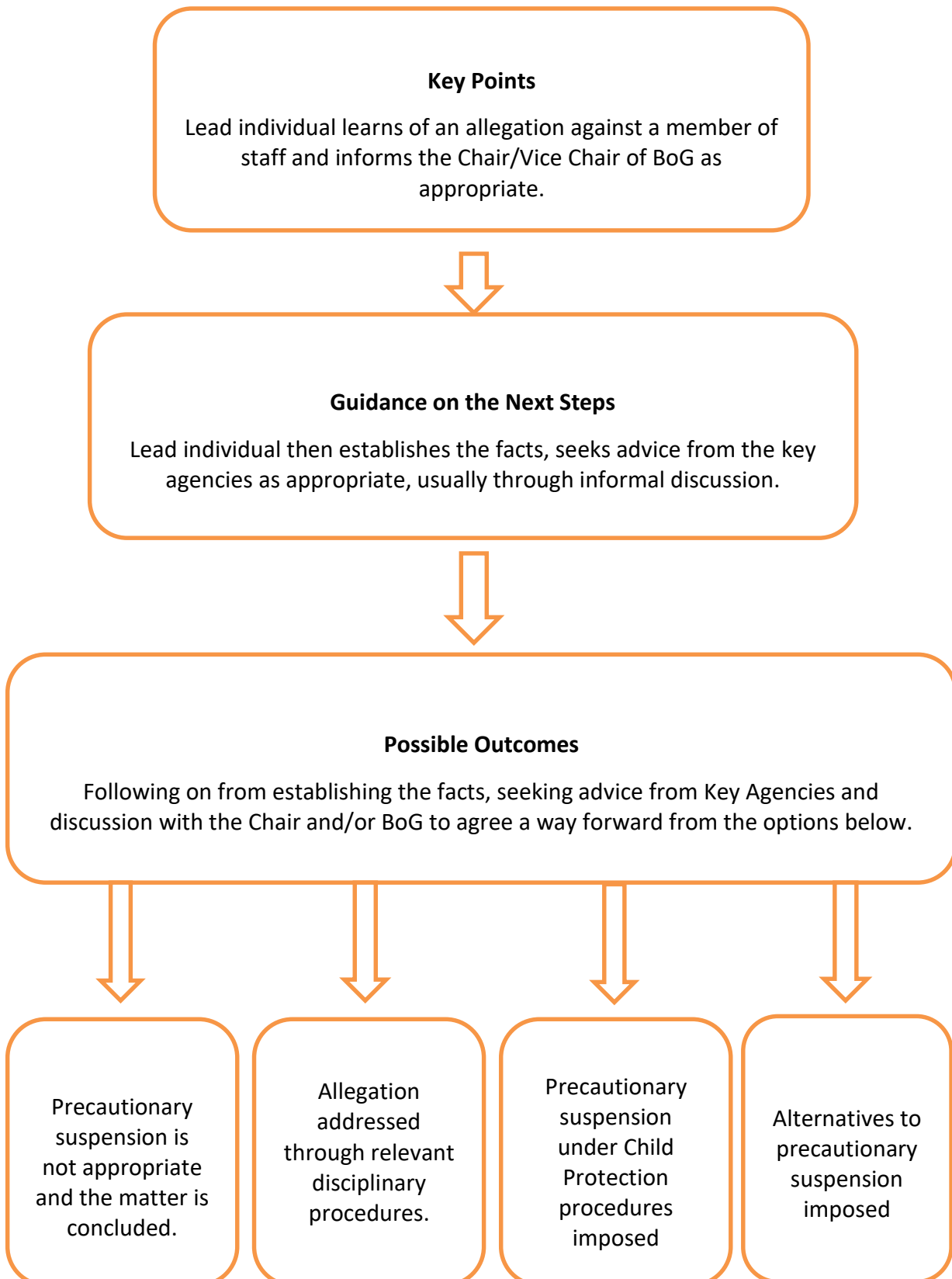


Child Protection referral is not required  
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

## Appendix 7

### Procedure where a complaint has been made about allegations of abuse against a member of staff.



## Appendix 8

### Report to Child Protection Case Conference

Name of Pupil: \_\_\_\_\_ DOB: \_\_\_\_\_ Year Group: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/ Guardian Details: \_\_\_\_\_

#### Report Details

**% Attendance:**

(include reasons for absences)

**Attainment levels/ educational performance:**

**Special Educational Needs:** YES ☐ NO ☐

(if yes please provide details)

**Presentation of work, including homework:**

**Participation in teaching/ learning activities:**

**Behaviour in Class:**

**Behaviour out of class:**

<b>Relationships with other children:</b>
<b>Relationships with teacher/ other adults in school:</b>
<b>Relationships with family</b> (if relevant/ known):
<b>School's contacts with home</b> (eg telephone calls):
<b>General remarks</b> (eg personal appearance, readiness/ preparation for learning):
<b>Contacts with other agencies</b> (eg social services, counselling services):

**Signed by Designated Teacher:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Signed by Principal:**\_\_\_\_\_ **Date:**\_\_\_\_\_