



Child Protection Policy

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Teaching Staff
Principal

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CHILD PROTECTION ETHOS

We in Glendermott Primary School & Nursery Unit 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

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.

OTHER RELEVANT POLICIES

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

- Positive Behaviour Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs

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- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Use of Mobile Phones/Cameras
- E-Safety Policy
- Intimate Care
- Attendance Policy
- Comments/Complaints
- Critical Incidents
- Inclusion
- Vetting and Volunteers
- Care in the Sun

These policies are available to parents and any parent wishing a copy should contact the School Principal.

SCHOOL SAFEGUARDING TEAM

The following are members of the school's Safeguarding team

- Chair of the Board of Governors (Mrs Maureen Boyle)
- Designated Governor for Child Protection (Mrs.Martina Donnelly)
- Principal (Mr Duddy)
- Designated Teacher (Mrs. S. Page)
- Deputy Designated Teachers (Mrs.J.Kelly Mr C Flanagan)

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.

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Roles and Responsibilities

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

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.
- to maintain the schools Record of Child Abuse Complaints

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Board of Governors

- 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:

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.

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Other members of school staff

- members of staff must refer concerns or disclosures initially to the Designated Teacher for Child Protection or to a Deputy Designated Teacher if he/she is not available;
- class teachers should complete the Note of Concern if there are safeguarding concerns such as: 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;
- 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 the Designated Teacher or Deputy Designated Teacher if he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

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.
- if there are any changes to arrangements about who brings their child to and from school.
- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. 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.

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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 on-going information sharing is key between professionals

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

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 1**.

What is Child Abuse?

Child abuse falls into the following categories:

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)**

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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)**

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)**

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)**

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)**

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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 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; bullying is persistent and severe, resulting in the victim suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the bully 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 victim or bully).

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 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 a EANI 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.

Child Sexual Exploitation

"Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse."

(SBNI 2014, adopted from CSE Knowledge Transfer Partnership NI).

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;

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- 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;
- Truancing 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 or, where we have concerns about a 16/17 year old in a sexual relationship the Designated Teacher has a duty to share this information with 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 Acceptable use Policy which has 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 EANI 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**)

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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.

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 as '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.

For signs and symptoms of abuse - see Appendix 1

PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

How a Parent can make a Complaint

At Glendermott we aim to work closely with the parents/guardians in supporting all aspects of the 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 or the Principal/Designated teacher for child protection. 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 2**.

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

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 in 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.

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 EA'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.

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. In circumstances where the consent of the parent/carer and/or the young person is withheld we will consider and where possible respect their wishes.

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However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone the Western Health & Social Services Gateway Team. She will also notify the EA's designated officer for child protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EANI designated officer for child protection.

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. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

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Do's	Don'ts
Do listen to what the child says.	Don't ask leading questions.
Do assure the child they are not at fault.	Don't put words into the child's mouth.
Do explain to the child that you cannot keep it a secret.	Don't ignore the child's behaviour.
Do document exactly what the child says, using his/her exact words.	Don't remove any clothing.
Do remember not to promise the child confidentiality.	

This procedure with names and contact numbers is shown in Appendix 3.

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/Designated teacher (or the deputy designated teacher if she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated teacher)

If a complaint is made against the Principal/Designated teacher the Chairperson of The Board of Governors will be informed and he/she will ensure that necessary action is taken.

Where the matter is referred to the Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will also be informed immediately.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the agreed disciplinary procedures for teacher's, a detailed

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record of the complaint, signed by the Principal, shall be retained on the child's file and the file of the member of staff concerned. An entry will also be made in the school's Record of Child Abuse Complaints.

If, on foot of a subsequent investigation by one of the investigating agencies, the member of staff concerned is totally exonerated, the record on the file of the member of staff concerned shall be expunged, and the entry in the school's Record of Child Abuse Complaints deleted or struck through.

However where disciplinary investigation or action is undertaken in the context of child protection, all details relating to the complaint and disciplinary sanction shall be maintained on the teachers file for a period of 5 years. The record on the child's file should be noted accordingly, and should be maintained indefinitely in case there should be subsequent complaints. In all other cases, the record on both the child's file and the staff member's file should be maintained indefinitely

The school's record of Child Abuse complaints will be made available to the Board of Governors/Management Committee at least annually.

This procedure with names and contact numbers is shown in **Appendix 4**.

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/or Review Child Protection Case Conference or Core Group meeting convened by the Western Health & Social Care Trust and where possible a school representative will be in attendance. A written report will be provided for these meetings and will be compiled after discussion 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 in line with what has been agreed in each child's protection plan;

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.

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In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

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 and where physical or sexual abuse is suspected, a legal duty to report this. However, only those who need to know will be told.

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person.

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 the Social Services inform the school that a 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 will be forwarded as well. All Social Services records held by us in relation to the child will then be destroyed. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

Appendix 5

Vetting Procedures

All staff including volunteers who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance. All Extended Schools support staff are also vetted appropriately, and records securely maintained.

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.

Staff Training

Glendermott PS and Nursery Unit is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their role and responsibilities. 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 relevant child protection training courses.

When new staff or volunteers start at the school they are briefed on the school Child Protection Policy and code of conduct and given a copy of the policy which includes what to do if you are worried that a child is being abused.

The Preventative Curriculum

In the classroom, regular Circle Time and /or PDMU/ 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.

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Throughout the school year child protection issues are addressed through class assemblies a permanent child protection notice board is in the front foyer with relevant information for parent/carers/children, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in the school staff room.

Other initiatives which address child protection and safeguarding issues:

- Each year Primary 6 pupils participate in the "Yes Project" which is run jointly by Health Promotion Agency and the Western health and Social Services Trust and involves all the emergency services.
- RAPIDNI provide a Transition project for Y7 children, where they focus on skills to prepare them for post-primary school, including dealing with bullying and drugs and alcohol.
- HOPE North West (Bobby Keys) facilitates a 6 week drug and alcohol awareness programme for Y6 &7 children in Spring Term
- NSPCC provide key stage assemblies every other year

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 schools 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.

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Signs and Symptoms of abuse – possible indicators Appendix 1

Physical Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Self destructive tendencies;• aggressive 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;• come to school early or stays last as if afraid to be at home;• clothing inappropriate to weather – to hide part of body;• violent themes in art work or stories

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Neglect

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Tired or listless (falls asleep in class);• steals food;• unexplained compulsive eating;• begging from class friends;• withdrawn; lacks concentration;• misses school medicals;• reports that no carer is at home;• low self-esteem;• persistent non-attendance at school;• exposure to violence including unsuitable videos.

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Emotional Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">• Well below average in height and weight; “failing to thrive”;• poor hair and skin;• unexplained 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)	<ul style="list-style-type: none">• 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.

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Sexual Abuse

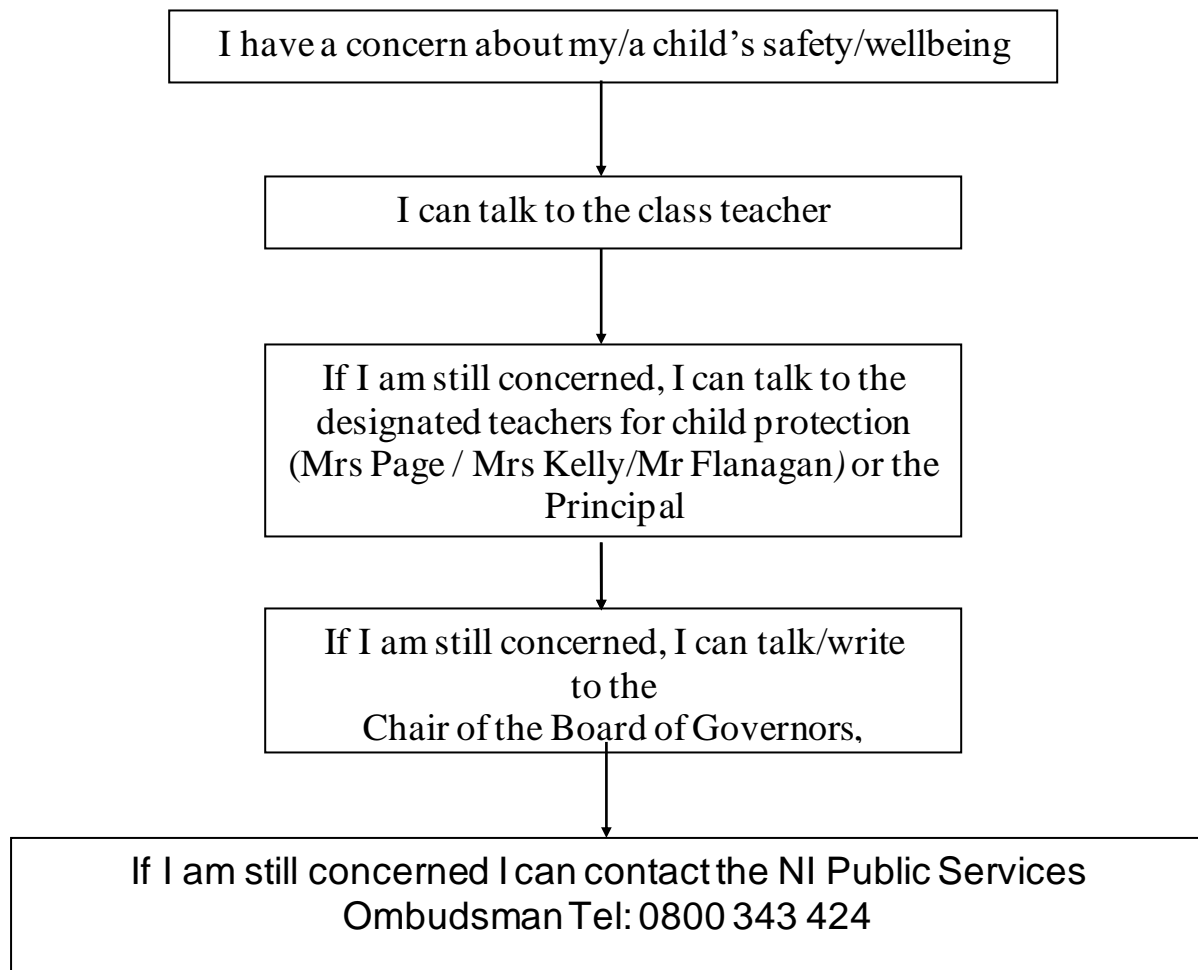
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; • bruises or bleeding in genital or anal areas; • torn, stained or bloody underclothes; • chronic ailments such as recurrent abdominal pains or headaches; • difficulty in walking or sitting; • frequent urinary infections; • avoidance of lessons especially PE, games, showers; • unexplained pregnancies where the identify of the father is vague; • anorexia/gross over-eating. 	<ul style="list-style-type: none"> • 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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Appendix 2

We in Glendermott Primary School & Nursery Unit have a responsibility for the Pastoral Care, welfare and safety of the children in our care. We aim to provide 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, are alert to the signs of possible abuse and know the procedures to be followed. If you are concerned that your child or another child in the school may be suffering abuse, please follow the procedure below.

How a Parent can raise a Child Protection issue.



**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 Central Referral Unit Tel 02890 259299 or 101 x30299
or
Tel: 999 (Emergency) or 101 (Non-Urgent)**

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Appendix 3

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's 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.

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

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.



Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed.



Alternatives to precautionary suspension imposed.

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Appendix 5

Glendermott Primary and Nursey Unit ***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.

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

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Details of any advice sought, from whom and when:		
Any further action taken:		
Written report passed to Designated Teacher: If 'No' state reason:	Yes:	No:
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file		
Yes No		
If 'No' state reason:		

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 6

Code of Conduct

Code of Conduct for Staff and Volunteers in Schools

Date Ratified by BOG:

Review Date:

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

Setting an Example

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.

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- All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

Safeguarding Pupils/Students

- All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).
- The school's DT is Selena Page and the DDT is Julie Kelly and Chris Flanagan
- All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies eg e-Safety and Acceptable Use Policy.
- All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

Relationships with Students

- All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 7 of this document.
- Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

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Pupil/Student Development

- All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

Honesty and Integrity

- All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents.

Conduct Outside of Work

- All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/volunteers own reputation or the reputation of other members of the school community.
- In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

E-Safety and Internet Use

- 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 both inside and outside of work.
- Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have. Staff should make no reference to working place on social network sites.

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- Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

- 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 retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

Confidentiality

- Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

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

- If a member of staff 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.
- Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

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- Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

Dress and Appearance

- All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

Compliance

All staff and volunteers must complete the form in Appendix 8 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Appendix 7

Employee Name

Student Name

Relationship

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Appendix 7

Employee Name

Student Name

Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.

I emphasise to parents that this is done completely independently of the school.

No monies come through the school at any point, informally (eg via the child) or formally.

No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____

Once completed, signed and dated, please return this form to the Principal.

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Appendix 8

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name _____

Position/Post Held

Signed _____ Date _____

Once completed, signed and dated, please return this form to the Headteacher.

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