

Derrylatinee Primary School



Safeguarding and Child Protection Policy

**Updated March 2018
Next Review March 2019**

1. Child Protection Ethos

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

2. General Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child, these rights are reflected in the Children (Northern Ireland) Order 1995. In Derrylatinee our Safeguarding and Child Protection Policy reflects the relevant legislation and guidance including; The Education and Libraries (NI) Order 2003, Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools- A Guide for Schools" (2017/04), SBNI Regional Core Child Protection Policy and Procedures (20017), HSSPS Co-operating to Safeguard Children and Young People in Northern Ireland (2nd ed. 2017).

The following principles form the basis of our Safeguarding and 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.

3. 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/regional policies and guidance including:

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

- First Aid and the Administration of Medicines/drugs
- Health and Safety Policy
- Use of Video Cameras & Photographs
- ICT and Acceptable Use (e-Safety)
- Intimate Care
- Staff Welfare
- Bereavement and Loss
- Teaching and learning.
- Attendance

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

4. SCHOOL SAFEGUARDING TEAM

The following are members of the schools Safeguarding team

- Chair of the Board of Governors Mr Phelim Marrison
- Designated Governor for Child Protection Mr Gerard Casey
- Designated Teacher for Child Protection Mrs Mary McNeice (Principal)
- Deputy Designated Teacher Mrs Joanne Goodwin

5. ROLES AND RESPONSIBILITIES

5.1 The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy;
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Schools Development Service and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive updates at each Board of Governors meeting and a full written annual report in relation to Safeguarding activity

5.2 The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the 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 updates at each Board of Governors' meeting and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

5.3 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:

- to ensure the school has a Safeguarding and Child Protection Policy in place and that staff implement the policy;
- Relevant Child Protection training is kept up-to-date and a record kept of the same;
- that confidentiality is paramount. Information should only be passed to members of the Board of Governors on a need-to-know basis.
- ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings (this is a best practice recommendation)
- approving the schools safeguarding and child protection policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- receiving annual safeguarding reports.
- ensuring there is a staff code of conduct for all adults working in the school

5.4 Responsibilities of the Principal

The Principal must ensure that: -

- DENI 2017/04 is implemented within the school
- that a designated teacher and deputy are appointed
- that all staff receive training
- that all necessary referrals are taken forward in the appropriate manner
- That complaints or allegations against school staff are appropriately managed
- That the Chairman of the Board of Governors (and the Board of Governors) is kept informed

- That the EA Designated Officer for Child Protection are consulted as appropriate
 - That a record of Child Abuse Complaints is maintained and made available at least annually to the Board of Governors.
 - That the school's child protection records are securely stored and maintained in accordance with DENI circular 2016/20
 - That Safeguarding activities feature on the agenda of the Board of Governors meetings.
 - That the school child protection policy is reviewed annually and that parents and pupils receive a summary of this policy at least once every 2 years.
 - That confidentiality is paramount; information should only be passed to the Board of Governors on a need to know basis.
 - That the Chairman of the Board of Governors and the Board of Governors are kept appropriately informed.
-

5.5 Responsibilities of Designated Teacher (and Deputy)

The designated teacher and deputy must

- Avail of training so that she is aware of duties, responsibilities and role
- assist in the drawing up of the Safeguarding and Child Protection policy
- disseminate the Safeguarding and Child Protection policy and update when required
- ensure that the policy is adhered to
- organise training for all staff to be delivered a minimum of once every 2 years.
- act as a point of contact for staff (and parents)
- assist in the drafting and issuing of the summary of our child protection arrangements for parents
- Make referrals to Social Services (Gateway team) or PSNI Public Protection Unit where appropriate
- Liaise with the EA's designated officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding safeguarding

5.6 The Class Teacher

Teachers see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

The teacher must:

- listen to what is being said and support the child
- make a concise written record of a child's disclosure using the actual words of the child.
- keep the Designated Teacher informed through the written "Note of Concern" pro-forma (appendix 2) or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions
- Avail of whole school training and relevant other training regarding safeguarding children
- act promptly

5.7 The Parents

Parents should play their part in Child Protection 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 situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school
- providing the school with written evidence i.e. a Court Order to support any request to the Principal for changes to arrangements for contact with their child;
- informing the school of any changes of address, contact details or living arrangements for their child e.g. child going to live with a relative;
- familiarizing themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising any concerns they have in relation to their child with the school.

6. What is Child Abuse?

The following definitions of child abuse are taken from the Co- operating To Safeguard Children and Young People in Northern Ireland 2017)

6.1 Definition of Abuse

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 recognizable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals

(Co- operating To Safeguard Children and Young People in Northern Ireland 2017)

6.2 Types of Abuse

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 2017)**

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 2017)**

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 2017)**

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 2017)**

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 defined 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.

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 recognize that the abuse resulting from or caused by the exploitation of children and young people can be categorized 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 2017)**

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.

6.3 Child Protection in Other Specific Circumstances

Bullying

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:

- 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
- Where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either victim or bully).

In accordance with the procedure the needs of the victim and the bully will be considered separately taking into account the family situation and the wider community.

Derrylatinee has a detailed anti-bullying policy which can be obtained from the school.

E safety

In Derrylatinee we understand the responsibility to educate our pupils in e-Safety issues. We aim to teach appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

As e-Safety is an important aspect of strategic leadership within the school, Mrs Mc Neice, the Principal, and the Board of Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. It is the role of the ICT Co-ordinator, Mrs Mc Kenna to keep abreast of current e-safety issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet. The ICT Co-ordinator has responsibility for leading and monitoring the implementation of e-safety throughout the school in consultation with the principal.

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 are outlined below. 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 an EA Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be considered and a risk management / pupil support plan identified in line with DENI circular 2016/05.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can range from opportunistic exploitation to more calculated, progressive and protracted exploitative behaviours. Abusers are often skilled in manipulating and exploiting young people, using affection, attention, treats, alcohol, drugs or just a place to 'hang out' or stay to gain and abuse a young person's trust; sometimes they may manipulate the young person into believing they are in an affectionate and consensual relationship. Frequently alcohol and drugs are provided to intoxicate and immobilize victims, making them more vulnerable to abuse. Alcohol and drugs are also used to create dependence and the perpetrators' control over victims. Frequently victims are subject to intimidation, threat and actual violence and/or threats or actual violence against their family or others they care about. Whatever the method of exploitation, the young person is being taken advantage of, exploited and abused through this controlling behaviour.

(Cooperating to safeguard children and young people in Northern Ireland 2017)

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;

- 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.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken a rude 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 will be contacted.

6.4 Signs and symptoms of abuse (these are outlined in Appendix 1)

6.5 Dealing with Disclosures of Abuse

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

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

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

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

you have to talk.

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

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

7. PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

7.1 How a Parent can make a Complaint

At Derrylatinee P.S. 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, Mrs McNeice or Mrs Goodwin Deputy Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors, Mr Phelim Marrion. When school procedures have been exhausted without satisfactory resolution Parents can refer to the Public Service 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 3**.

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

Where staff become aware of concerns or are approached by a child they should not investigate - this is a matter for the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes. These notes or records should be factual, objective nature and include what was seen, said, heard or reported, the place and time of who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.

The designated teacher in consultation with the deputy designated teacher will decide whether in the best interest of the child the matter needs to be referred to the Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

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 safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone the Southern Health & Social Services Gateway Team. The UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will be initiated and forwarded to the Gateway team. **This procedure with names and contact numbers is shown in Appendix 4.**

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

Do's	Don'ts
<ul style="list-style-type: none"> • Stay calm • Listen • Accept • Reassure • Explain what you are going to do • Record accurately • Seek support for yourself 	<ul style="list-style-type: none"> • Panic/ Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate • Do Nothing

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

If a complaint about possible child abuse is made against a member of staff, the Principal/Designated teacher) 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 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 investigation and management of such a complaint will take place in accordance with DENI Circular 2015/13. In the exercise of its duties towards pupils and staff appropriate levels of support will be provided to both the child and the staff member

concerned. This may involve the provision of external support services. **Appendix 5**

7.4 Where a complaint has been made about possible abuse by a volunteer

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as complaints against a person who is not on the school's staff, and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer should be terminated immediately.

8. ATTENDANCE AT CHILD PROTECTION CASE CONFERENCES AND CORE GROUP MEETINGS

The Designated or Deputy Designated teacher may be invited to attend an initial and review child protection Case Conferences or core group meeting convened by the Health & Social Care Trust and where possible a school representative will be in attendance. A written report will be provided for these meetings. The information 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.

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

10. RECORD KEEPING

All child protection records are produced and maintained in accordance with DENI circular 2016/20.

11. VETTING PROCEDURES

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

12. 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.

13. STAFF TRAINING

Derrylatinee P.S. 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 roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training, which includes internet safety awareness raising and acceptable use. The Principal/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.

14. THE PREVENTATIVE CURRICULUM

The whole school community including teachers, support staff and parents are engaged in teaching 'keeping safe' messages through a preventative curriculum. Regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

Throughout the school year safeguarding and child protection issues are addressed through assemblies. Safeguarding and Child Protection related posters providing advice and display child helpline numbers, are displayed in each classroom and in prominent positions around the school. Other initiatives addressing safeguarding, child protection and safety issues include:

- The NSPCC visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Internet safety information sessions provided for pupils and parents
- Personal Safety/Keep Safe activities delivered at various Key Stages within the NI Curriculum under PDMU.

SCHOOL PROGRAMMES

This policy also applies to the pupils and staff engaged in the Homework Club.

15. MONITORING AND EVALUATION

Derrylatinee P.S. will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

The Board of Governors will also monitor safeguarding activity and the implementation of the safeguarding and child protection policy on a regular basis through the provision of termly reports from the designated teacher.

On-going evaluation will ensure the effectiveness of the Policy.

Reviewed May 2017

Next Review June 2018

_____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

Appendix 1

Signs and Symptoms of abuse – possible indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<p>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</p>	<p>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</p>

Neglect

Physical Indicators	Behavioural Indicators
<p>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.</p>	<p>Tired or listless (falls asleep in class); steals food; 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.</p>

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>Well below average in height and weight; “failing to thrive”;</p> <p>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;</p>	<p>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;</p>

signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	attention seeking/needing behaviour; poor peer relationships.
---	---

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</p> <p>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;</p> <p>Unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you;</p> <p>Withdrawn; chronic depression; excessive sexual precociousness; seductiveness;</p> <p>children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal;</p> <p>over concerned for siblings;</p> <p>poor self esteem; self devaluation;</p> <p>lack of confidence; peer problems;</p> <p>lack of involvement;</p> <p>massive weight change;</p> <p>suicide attempts (especially adolescents); hysterical/angry outbursts;</p> <p>lack of emotional control;</p> <p>sudden school difficulties e.g. deterioration in school work or behaviour;</p> <p>inappropriate sex play;</p> <p>repeated attempts to run away from home;</p> <p>unusual or bizarre sexual themes in children's art work or stories;</p> <p>vulnerability to sexual and emotional exploitation; promiscuity;</p> <p>exposure to pornographic material.</p>

Appendix 2

CONFIDENTIAL

NOTE OF CONCERN

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED
TEACHER**

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:
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:		

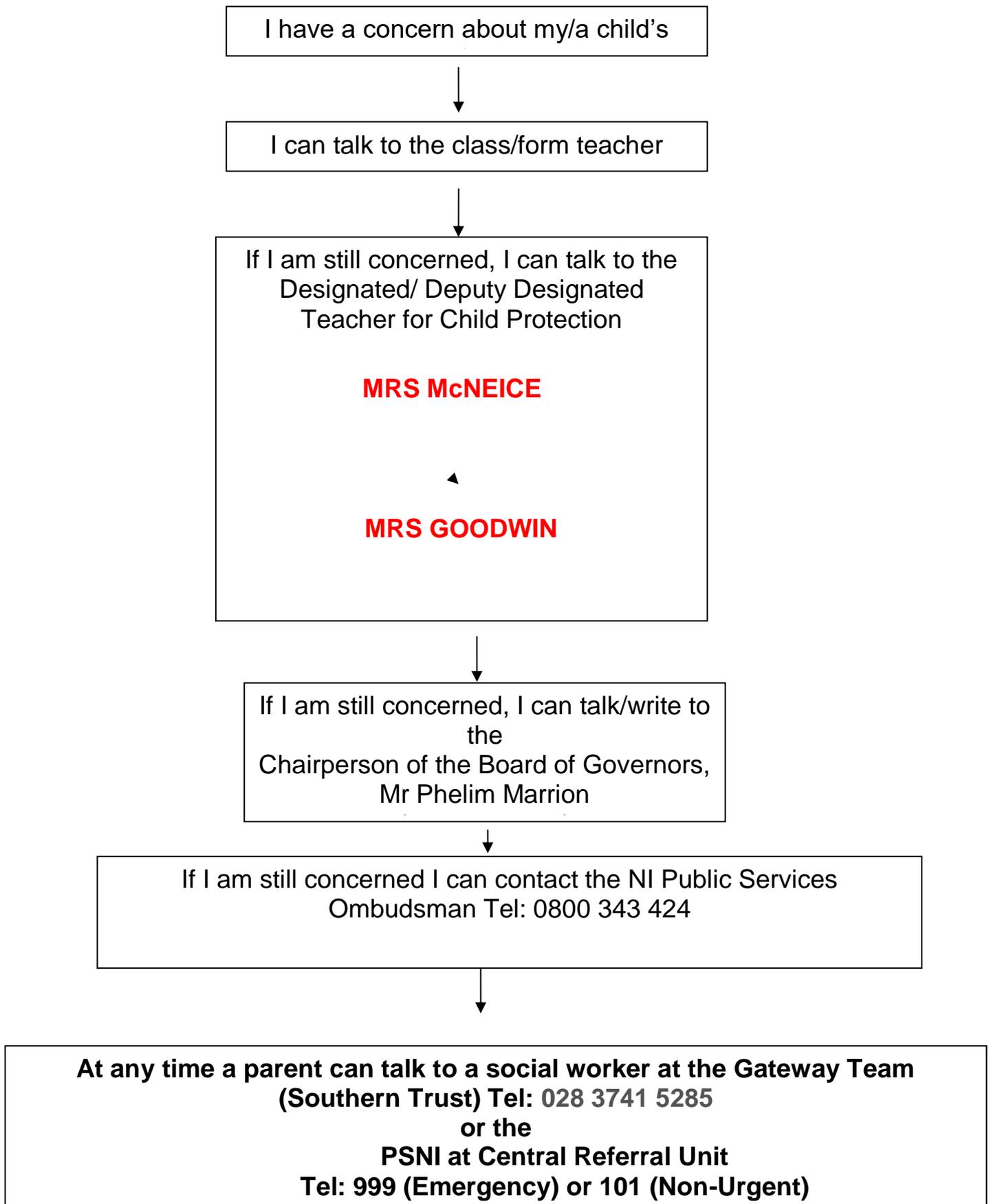
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 3

Procedure for Parents who wish to raise a Child Protection Concern



Appendix4

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

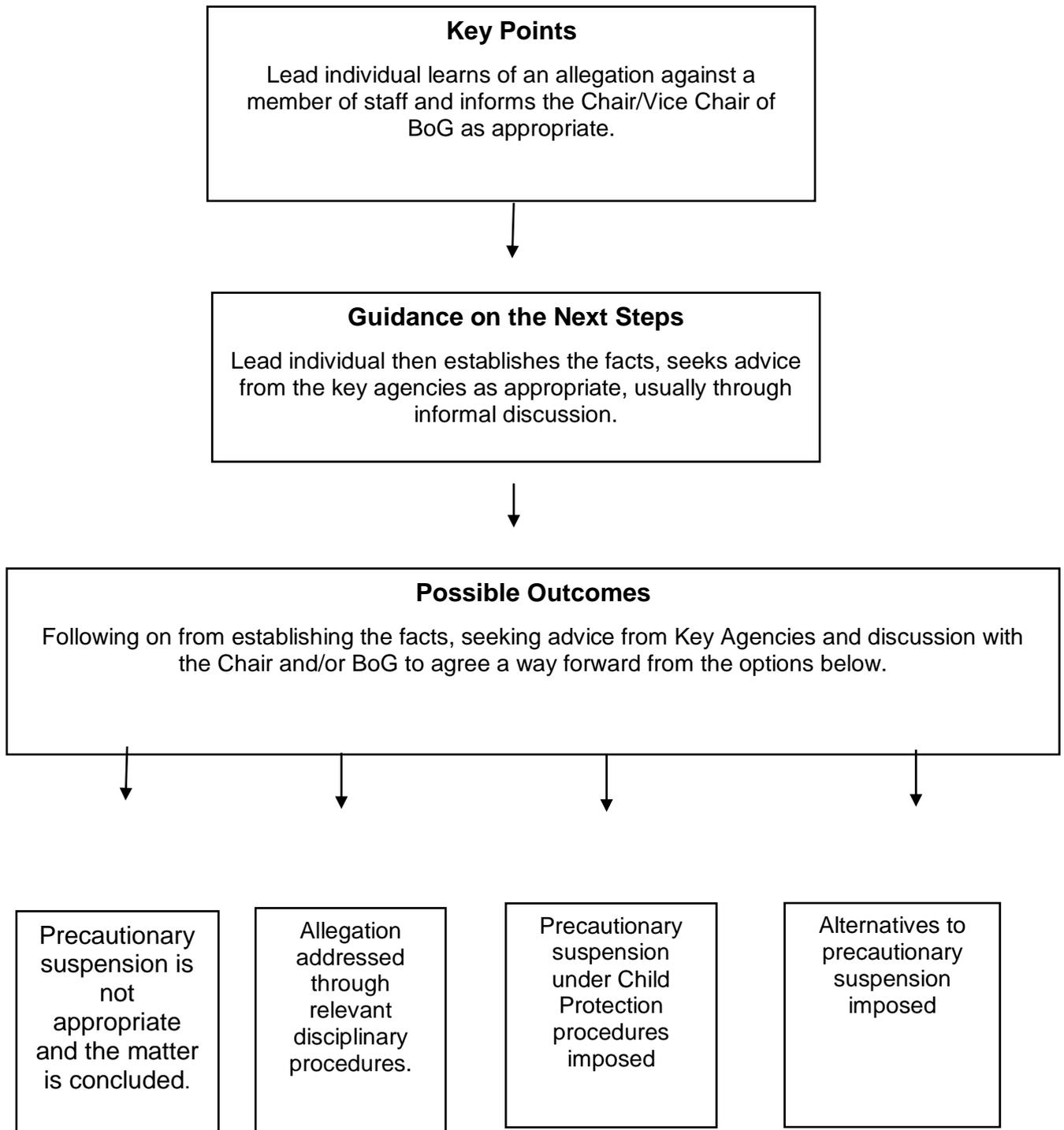
Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

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 5

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



Useful Contacts

A social worker at the Gateway Team (Southern Trust)

Tel: 028 87713506

or the

PSNI Central Referral Unit

Tel: 02890259299 (or 101 extension 30299)
