

Central Integrated Primary School



Safeguarding Policy

May 2021

<u>Agree Date</u>	<u>Review Date</u>	<u>Person Responsible</u>
May 2021	May 2022	Mrs N Lowry

The Safeguarding Team at Central Integrated Primary School

Chairperson at Board of Governors	Mr Ian Baxter
Designated governor for Child Protection	Mr Andrew Wilson
Principal	Mrs Nuala Hall
Acting Vice – Principal	Mrs Nicola Lowry
Designated Teacher for Child Protection	Mrs Nicola Lowry
Deputy Designated Teacher for Child Protection	Mrs Nuala Hall

INTRODUCTION

We, in Central Integrated Primary School, have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. We will carry out this duty by providing an inclusive, caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our children 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.

The governors and staff of Central Integrated Primary School fully recognise the contribution they make to the safeguarding of individual children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm. Parents are asked to work with us by updating school information regularly, disclosing relevant advice on court orders, etc. and by informing the school about anything which could cause distress and change to a child, such as bereavement, family disruption or social problem.

Safeguarding is more than Child Protection. Safeguarding begins with the promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and well-being is not adversely affected.

This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection' (1999), 'UN Convention on the Rights of the Child' (1990), 'Our Children and Young People: Our Pledge' (2006-2016) and Cooperating to Safeguarding Children 2003 and Area Child Protection Committees' - Regional Policy and Procedures 2005 with Amendments 2008 published by DHSSPSNI.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is

suspected. The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop.
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
4. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. This may be done through discussions at circle time, PSNI “stranger danger” talks etc. The curriculum will be used, namely PDMU materials, to ensure children are aware of safeguarding.
5. Supporting pupils who have been socially or physically harmed by the effects of child abuse, in accordance with his/her agreed child protection plan.

Role of the Designated Teacher (DT) and Deputy Designated Teacher (DDT)

The Designated Teacher:

- To provide training to all staff including support staff
- Being available to discuss the child concerns of any member of staff
- Responsibility for recordkeeping of all child protection concerns
- Making referrals to Social Services or PSNI Public Protection Units
- Liaising with the EA Designated Officers for Child Protection
- Keeping the school principal informed
- The lead responsibility for the development and updating of the school’s Safeguarding Policy
- Ensures that parents receive a copy of the Safeguarding Policy every year which alerts them to the fact that referrals may be made to Social Services and the role of the school regarding this.
- Promotion of child protection ethos in the school
- Written reports to the Board of Governors regarding child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by the Designated Teacher and the School Principal as appropriate)

The Deputy Designated Teacher:

- To support and undertake the duties of the Designated Teacher for Child Protection as required.

TRAINING

Governors, Principal, DT for Child Protection and DDT for Child Protection will receive update training in line with the EA's programmes. Training of staff will take place annually. Any member of staff who misses CP training will receive mop-up training during the term.

DT and DDT should attend refresher training every 3 years thereafter. A certificate of attendance will be issued to the DT and DDT as proof of attendance and this may be examined by ETI during any inspection.

WHAT IS CHILD ABUSE?

(A child is a person under the age of 18 years as defined in the Children Order). Child Abuse occurs when 'a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger .' (ACPC, 2005)

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in several ways and can involve a combination of the forms of abuse. (DE Safeguarding and Child Protection in Schools 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.

CATEGORIES OF ABUSE

Neglect – is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing
- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

Physical – is deliberately physically hurting a child. It might take a variety of forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

Sexual - 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 still commit acts of sexual abuse, as can other children.

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

Emotional – 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 development. Emotional abuse may involve deliberately telling a child that they are worthless or unloved and inadequate. It may include not giving a child opportunity 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.

Possible signs or symptoms of emotional abuse:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming/maintaining relationships with others

- Depression
- Signs of mutilation
- Attention seeking

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, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transfer, harbouring or receipt of children for the purposes of exploitation. Exploitation can be sexual in nature.

*The above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

A CHILD MAY SUFFER OR BE AT RISK OF SUFFERING FROM ONE OR MORE TYPES OF ABUSE AND ABUSE MAY TAKE PLACE ON A SINGLE OCCASION OR MAY OCCUR REPEATEDLY OVER TIME.

DOMESTIC VIOLENCE

Children may also be harmed from the effects of witnessing domestic violence in the home. Domestic Violence and Abuse is:

‘Threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) without their informed consent or understanding. (Department of Justice 2016)

Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- Poor school performance and attendance

CONFIDENTIALITY

All staff and volunteers who receive sensitive information about children or parents in the course of their professional duties should be aware that such information is confidential and is not to be made the subject of general conversation, or disclosed outside the school other than statutory officials, as required by this policy.

All records of a safeguarding/child protection nature are held securely within the school. Access to such records is restricted to the Principal and the Designated Teachers (DT)/Deputy Designated Teacher (DDT) for Child Protection.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The Designated Teacher for Child Protection (DT) is Mrs Nicola Lowry



Mrs Lowry
Acting Vice – Principal
Primary 4/5 Teacher

The Deputy Designated Teacher for Child Protection (DDT) is Mrs Nuala Hall



Mrs Hall
Principal

DETECTION

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

The following are guidelines for use by staff should a child disclose concerns of a Child Protection nature:

DO	DO NOT
Listen to what the child says	Ask leading questions
Assure the child they are not at fault	Put words into the child's mouth
Explain to the child that you cannot keep it a secret	Ignore the child's behaviour
Document exactly what the child says using his/her exact words	Remove any clothing
Remember not to promise the child confidentiality	Panic
Stay calm	Promise to keep secrets
Listen	Make the child repeat the story unnecessarily
Accept	Delay
Reassure	Start to investigate
Explain what you are doing	Do nothing
Record accurately	
Seek support yourself	

Any teacher or other member of staff who has knowledge or reasonable suspicion that a child is being abused should report his or her concerns to Mrs Lowry or Mrs Hall. A record will be kept of reported suspicions, countersigned by the person reporting them, the designated teacher and the principal (annex 1)

The Designated Teacher, in consultation with the principal will decide whether, in the best interests of the child, the matter needs to be referred to 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 parents will be informed immediately.

The Designated Teacher may seek advice and consult with one of the Education Authority's Designated Officers 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 first priority.**

Where there are concerns about possible abuse, the Designated Teacher will inform:

- Social Services
- The EA's Designated Officer for Child Protection
- A referral may be made using the Understanding the Needs of Children in Northern Ireland (UNOCINI) referral form and forwarded to Referral Gateway in Northern Health and Social Services Trust.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF

If a complaint about possible child abuse is made against a member of staff, the Principal, the Designated Teacher and the Chairperson of the Board of Governors should be informed immediately. Where the matter is referred to Social Services and the EA's designated officer for Child Protection, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services.

If a complaint is made against the Designated Teacher, the Principal must be informed immediately. She will inform the chairman of the Board of Governors and together they will ensure that the necessary action is taken.

If a complaint is made against the Principal, the Designated Teacher must be informed immediately. She will inform the chairman of the Board of Governors and together they will ensure the necessary action to be taken.

If any member of staff feels unsure about what to do if he /she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, they should talk with the DT.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be informed.

PREVENTION

The staff of Central Integrated Primary School recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. The school may be the only stable, secure

and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn.

Central Integrated Primary School will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his/her protection plan. Support for all pupils in the school developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal Development.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others.
- Liaison with other agencies that support the pupil such as Social Services, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

The Board of Governors ensures that the school has and follows the Code of Practice for the conduct of all members of staff, teaching and non-teaching, towards the pupils attending the school. The Code of Practice covers all activities organised in and by the school, whether on school premises or elsewhere.

We ensure that persons beyond the school staff who are invited to be involved as helpers/leaders on trips, residential visits, or other out of school activities are subject to vetting procedures in keeping with current arrangements for the care and protection of young people.

GUIDANCE FOR VOLUNTEERS

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate (EDC). A volunteer who works under supervision is not required to obtain an EDC, however, the school must determine whether the level of supervision meets the statutory standard. The school must ensure that volunteers eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

VISITORS TO SCHOOL

Visitors to school, such as parents, suppliers of goods and services, to carry out maintenance etc do not need to be vetted before being allowed into school premises. However, the school staff should manage their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

- Met by school staff

- Signed in and out by school staff
- When appropriate, be given restricted access to only specific areas of the school
- Where possible be escorted by a member of staff
- Clearly identified with a visitor pass
- Access to pupils restricted to the purpose of their visit
- If delivering goods or carrying out maintenance tasks their work should be cordoned off from pupils for health and safety reasons.

PUPILS ON WORK EXPERIENCE

Health and Social Care Programmes will require an EDC for pupils on long-term placement and may be required for pupils on work experience/ shadowing placements. Schools should apply through their AccessNI Registered Body in advance. Pupils coming to the school on work experience do not require AccessNI clearance if they are fully supervised by school staff.

The normal child protection induction process should apply.

OUT OF SCHOOL VISITS

All pupils visiting any venue need prior permission from their parents to participate. This must be issued by the school to the parent outlining the following:-

- Date/s leaving and returning;
- Time/s leaving and returning and from where;
- Venue - name and address and telephone number and other relevant detail
- Details of the purpose of the visitation. - itinerary with dates times and what's happening
- Cost incurred for parents
- Who the supervisory staff are
- Copy of Guidelines for trip eg at no time will any child be left unsupervised, no mobile phones, amount of pocket money and other provisions required eg clothes
- Medical details required from parent eg problems -asthmatic and any special dietary needs

Any venue used by a school must be vetted prior to its use to ensure the safety of all pupils. An evaluation form filled in by the pupils and staff individually after the trip to ensure quality control.

REFERENCES

1. ACPC Regional Policy and Procedures 2005
2. The United Nations convention on the Rights of the Child (U.K. Agreement 1991)
3. Child (N.I.) Order 1995 - An Introductory Guide for Schools 1996
4. DENI Pastoral Care in Schools: Child Protection 1999/10 Circular & Guidance and Video.
5. Wallace Report July 1998
6. Educational Trips - A Good Practice Guide
7. CCEA Integrating Child Protection into the Curriculum
8. ETI Evaluating Pastoral Care - Guidance 1999
9. Inter-Agency Child Protection Procedures produced by Northern Area Child Protection Committee 2000
10. When Tragedy Strikes: Guidelines for Effective Critical Incident Management in Schools.
11. Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
12. Child Protection: Vetting of School Governors 2006/25
13. UNOCINI Assessment Framework for children in N.I.
14. UN Convention on the Rights of the Child (1990)
15. Our Children and Young People: Our Pledge' (2006-2016)
16. DE Safeguarding and Child Protection in Schools 2017
17. Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

Policy Revised and Approved by Board of Governors May 2021

Ian Baxter *Chairman Board of Governors*

Nuala Hall *Principal*

CONTACT ADDRESSES AND TELEPHONE NUMBERS

<u>AGENCY</u>	<u>CONTACT NAME</u>	<u>TELEPHONE</u>
PSNI	Child Abuse Investigation	028 90650222
CPSSS within Education Authority	Linda O'Hara Designated Officer Elaine Craig Designated Officer Michael Kelly Designated Officer	028 95985590 9.00am – 5:00pm daily
Social Services	Nuala Simons Dawn Wharry	028 93315114
Northern Health and Social Care Trust	NHSCT Referral Gateway Team Oriel House 2-8 Castle Street, Antrim Co. Antrim BT41 4JE	0300 1234 333 SPOE.Referrals@notherntrust.hscni.net Out of hours: 02895 049999 (Mon-Thurs 5pm – 9pm) (Fri 5pm – Mon 9am)
Referral Gateway Team	Oriel House, 2-8 Castle Street, Antrim	028 94424459 028 94468833 After hours
HR Manager in North Eastern EA	HR Manager	02825 662417
Police Child Abuse Investigation Unit	Central Referral Unit	02890 259299
Disclosure and Barring Unit	Helpline	03000 200 190
Child Line		0800 1111
N.S.P.C.C.		0808 800 5000

**PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION,
ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF SCHOOL'S STAFF**

Member of staff completed the **NOTE OF CONCERN** (appendix 1) on what has been observed or shared and must **ACT PROMPTLY**.

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

Staff member discusses concerns with the Designated Teacher (Mrs Nicola Lowry, P4/5) or the Deputy Designated Teacher (Mrs Hall, Principal) in her absence and provides note of concern.

Designated Teacher (Mrs Nicola Lowry) should consult with the Principal (Mrs Nuala Hall) before deciding upon action to be taken, always taking care to avoid undue delay.
If required advice may be sought from a CPSSS Officer, 028 9598 5590

**CHILD PROTECTION REFERRAL
IS REQUIRED**

Designated Teacher (Mrs Lowry) seeks consent of the parent/carer and/or child (if they are competent to give this) unless this would place the child at significant harm, then telephones the Child Service Gateway Team and/or PSNI if a child is at immediate risk. The Designated Teacher will submit a completed UNOCINI form within 24 hours.

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

**CHILD PROTECTION REFERRAL
IS NOT REQUIRED**

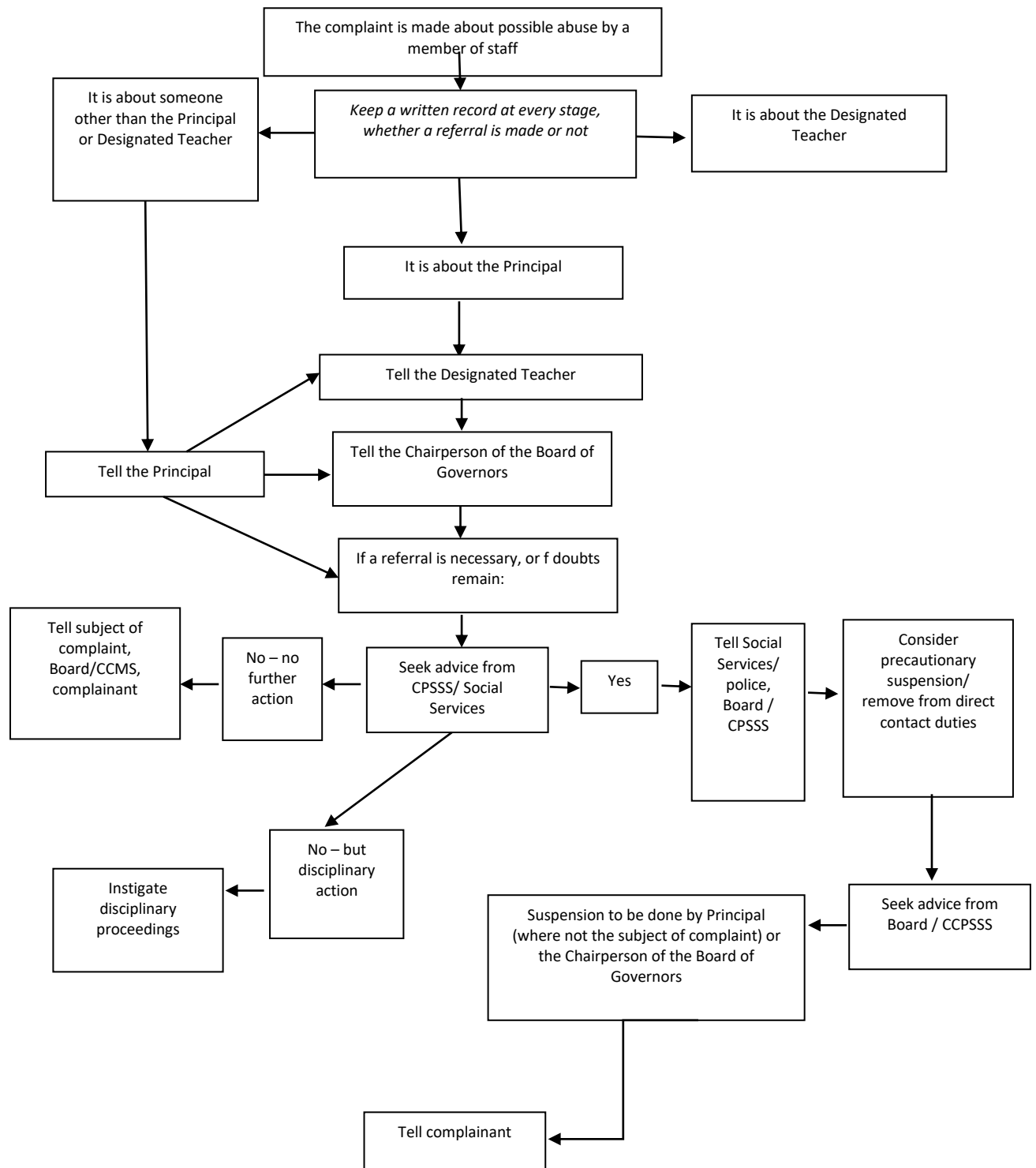
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parents/carers to appropriate support services such as Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (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 made and actions taken and ensure that this record is appropriately and securely stored.

**We will always consult
with the Child Protection
School Support Service
before making a referral.**

It is imperative that any disclosure by a child or concern indicates a child may be at immediate risk is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important where the child is at risk at home – refer to contacts section.

PROCEDURE WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL'S STAFF



CHILD PROTECTION

HOW A PARENT CAN MAKE A COMPLAINT

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



I can talk to the class teacher



**If I am still concerned, I can talk to the
Designated Teacher for Child Protection
(Mrs Nicola Lowry)**



**If not available, I can talk to the Deputy Designated teacher
(Mrs Nuala Hall)**



**If I am still concerned, I can talk/write to the
Chairman of the Board of Governors**



At any time, I can talk to the social worker or Police

Social Worker 93315114

or

PSNI 90650222 and ask for the CARE Unit

CHILD PROTECTION RECORDS

NOTE OF CONCERN

Any member of staff who has a concern about the welfare or safety of a child or young person must complete a NOTE OF CONCERN (see annex 1). Notes must be made as soon as possible after an incident and passed immediately to the Designated Teacher for Child Protection. The Note of Concern should be signed and dated by both parties to confirm the information is accurate.

UNOCINI

The UNOCINI referral form (Understanding the Needs of Children in Northern Ireland) will be completed when the Safeguarding Team wish to refer a child or young person to children's social services for support, safeguarding or a fuller assessment of needs. We will usually seek to gain the consent of parents/carers prior to a referral. An exception will be made if we consider that the child is in need of safeguarding and gaining consent may increase the risk to the child.

CHILD PROTECTION FILE

The Designated Teacher will store each NOTE OF CONCERN and copy UNOCINI documents in the child's Child Protection File and supplement it with all other records created and acquired as the management of the concern progresses.

INFORMATION KEEPING

Child protection information is CONFIDENTIAL. All records are stored in a confidential filing system for child protection concerns. This filing cabinet is accessible only to the Designated Teacher and Deputy Designated Teacher (who is also the Principal). The cabinet is NOT accessible to anyone else including administrative staff, ETI and the Board of Governors.

PARENTAL ACCESS TO INFORMATION

All requests for pupil information in relation to Safeguarding/Child Protection matters will be treated as a request under the Data Protection Act 1998. We will consult with CPSSS (NE Region) if we receive a request for information.

"Child Protection records may be exempt from the disclosure provisions of the Data Protection Act 1998 in cases where disclosure may cause serious physical or emotional harm to the child or any other person. This means that neither pupils nor their parents have an automatic right to access them. However, the exemption only applies to the information that may cause harm and is not a blanket exemption for the file as a whole. In addition, the exemption can only be relied upon if it is endorsed by the opinion of an appropriate health professional. (Data Protection (Subject Access Modification) (Health Order) 2000)." DENI Circular 2016/20

CODE OF CONDUCT

A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people

INTRODUCTION

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It 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.

PRIVATE MEETINGS WITH PUPILS

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

PHYSICAL CONTACT WITH PUPILS

As a general principle, staff are advised not to make unnecessary physical contact with their pupils.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this in an age appropriate way.

Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

Staff who must administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff*

should hesitate to provide first-aid in an emergency simply because another person is not present.

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal or Vice Principal.

Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

CHOICE AND USE OF TEACHING MATERIALS

Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as the AIDS education for schools in connection with sex education programmes. (Ref. RSE Policy)

If in doubt about the appropriateness of a teaching material, the teacher should consult with principal before using it.

RELATIONSHIPS AND ATTITUDES

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. Staff are aware that they are in a position of trust in relation to the children and young people at the school.

ICT

In line with the school's ICT policy, the following Code of Safe Practice has been highlighted and agreed by all staff:

- No social networking site, outside C2K, should ever be used in school without permission from the Principal.
- Staff should never accept a 'friend request' from a pupil on any social networking site.

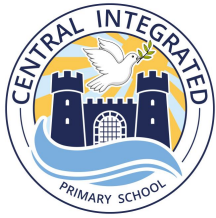
- As is normal good practice, staff should not use their mobile phones during teaching time, unless in an emergency and with permission from the Principal.
- Pupils accessing the Internet should be supervised by an adult at all times.
- Staff should ensure that all pupils are aware of the rules for the safe and effective use of the Internet. These are displayed in classrooms and discussed with pupils.
- Staff should ensure that all pupils using the Internet have written permission from their parents.
- Recommended websites for each year group are available under Favourites. Any additional websites used by the pupils should be checked beforehand by teachers, as far as is possible, to ensure that there is no unsuitable content and that material is age appropriate.
- Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the Principal/UICT co-ordinator.
- In the interests of system security, staff passwords should only be shared with the network manager.
- Teachers are aware that the C2k system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.
- Teachers should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are breach of these.
- Photographs of pupils should only be taken with a school camera and images stored on a centralised area on the school's network. An external Hard Drive is used as a 'back up' of all folders. Consequently, staff should never take a photograph of a child with their mobile phone or store any images or data regarding any child on any personal laptop etc. Staff must ensure they follow the GDPR guidelines.
- School systems may not be used for any unauthorised commercial transactions i.e. permission must be sought from the Principal.

CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff inter-relate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, however, it is prudent for all staff to re-appraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.



CONFIDENTIAL – annex 1

NOTE OF CONCERN



CHILD PROTECTION RECORD – REPORT 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:

YES

☐

NO

☐

If NO state the reason:

Date and time of the Report to the Designated Teacher:

Written note from staff member placed on Pupil's Child Protection file

☐

If NO state the reason:

Name of staff making the Report: _____

Signature of Staff: _____ Date: _____

Signature of DT: _____ Date: _____

SCHOOL DEVELOPMENT TRAINING

	AUTUMN TERM	SPRING TERM	SUMMER TERM
2019/20 Year 1	Refresher training for all staff / volunteers. Parents informed of summary of procedures	Refresher training for Deputy Designated Teacher.	Annual Review of Safeguarding Policy.
2020/21 Year 2	Refresher training for all staff / volunteers. Parents informed of summary of procedures	Refresher training for Designated Teacher	Annual Review of Safeguarding Policy.
2021/22 Year 3	Refresher training for all staff / volunteers. Parents informed of summary of procedures	Refresher training for Principal	Annual Review of Safeguarding Policy.

Addendum to Central Integrated Primary School Safeguarding Policy Covid-19 Arrangements for Safeguarding and Child Protection

1. CONTEXT

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

2. PROCEDURES

Staff will continue to follow the procedures outlined in our school's Safeguarding Policy which is available on our school website.

In addition the following arrangements have been put in place to support families and monitor pupil safety:

- The school email address, the Principal's email address and the main school phone number have been made available to all parents.
- Teachers provide online learning via the school app and Seesaw with strict procedures in place to minimise risk.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
- The School Counsellor, Chantel Daniels, remains available for phone consultation and parents are made aware of this via school correspondence.
- In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding team.

- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff

3. ONLINE SAFETY

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K.

- Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.
- Students cannot participate from a bedroom.
- The teacher arranges the session and password and shares this only with pupils.
- Pupils must agree not to share the password with anyone else.
- Parental consent will be sought before their child attends online sessions.
- A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers.

If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group the teacher should immediately terminate the session and advise the Principal.

4. HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN

We would welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the safeguarding team. In this case a decision can be made as to how best to provide help.

5. IF SCHOOL IS OPEN DURING COVID-19 CLOSURES

If school is open for vulnerable pupils and key workers children, the school should adhere to the EA guidance.

If our school is part of a cluster of schools which are open we will share relevant safeguarding information with the Designated Teacher and/or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

6. HOW A CHILD CAN RAISE A CONCERN

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our children and young people:

- Respond to emails via the c2k email addresses only.
- Respond to any concerning comments our young people post on social media.
- When contacting parents via phone we will always ask to speak to their child or young person.
- All our children will be given an email address as one way to connect with school.
- Other Agencies
- NSPCC Childline
- CEOP
- Safer Schools App

7. SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

School telephone number: 02893 351272

Principal's (Mrs Nuala Hall) email: nhall292@c2kni.net

Acting Vice-Principal's (Mrs Nicola Lowry) email: nlowry656@c2kni.net

- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>

8. MONITORING AND REVIEW

The Safeguarding team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice.

SIGNED: N Lowry	Designated Teacher
SIGNED: N Hall	Principal
SIGNED: I Baxter	Chair of Board of Governors
DATE:	

N Lowry May 2021
Designated Teacher for Child Protection

