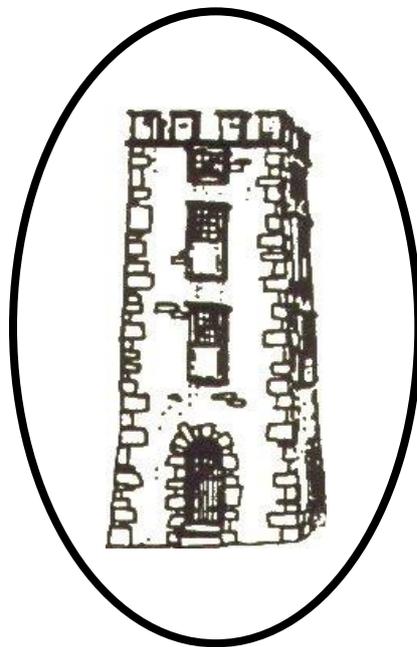


**St. Mary's Primary School  
&  
Nursery Unit  
Cushendall**



**Child Protection & Safeguarding  
Policy**

2019/20

## **Introduction**

In St. Mary's Primary School and Nursery Unit we recognize that all staff have a pastoral responsibility towards the pupils in our charge and that pupils have a fundamental right to be protected from harm. We have a responsibility to ensure their welfare is safeguarded and their safety is preserved.

The designated teachers for child protection are:

Mrs C. Magill (Primary School) and Mrs C. Parker (Nursery Unit).

The deputy designated teacher for the Primary School and Nursery Unit is the Principal, Mrs H Magee

### **The Core Safeguarding Team and its Role:**

The team consists of:

- The Chairperson of the Board of Governors; Mr A McKillop
- The Designated Governor for Child Protection & Safeguarding; Mrs C McLaughlin
- The Designated Teacher for Child Protection & Safeguarding; Mrs C Magill
- The Deputy Designated Teacher for Child Protection & Safeguarding. Mrs H Magee

The Core Safeguarding Team will review the school's policy and procedures for child protection and report to the full Board of Governors.

## **Roles And Responsibilities**

### **The Designated Teacher and Deputy Designated Teacher**

Mrs C Magill and Mrs H Magee must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- 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 Education Authority's (EA) 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 Child Protection

## **The Principal**

Mrs H Magee must ensure that:

- DENI 2017/04 guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child Protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's Child Protection Policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

## **The Designated Governor for Child Protection:**

The Designated Governor, Mrs C McLaughlin should avail of Child Protection Awareness training delivered by CPSSS and will take the lead in Child Protection issues 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 termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

## **The Chair of the Board of Governors**

The Chair of the Board of Governors, Mr A McKillop, should:

- Ensure that he/she has received appropriate Education Authority training
- 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 Child Protection Support Service for Schools ICPSSSJ and the Governor Support 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 termly updates and a full written annual report in relation to Child Protection activity

## **Other Members of School Staff**

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

### **The member of staff must:**

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

### **In addition the Class Teacher should:**

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

## **Parents**

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising 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 concerns they have in relation to their child with the school.

## What Is Child Abuse?

### Definition of Abuse

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. There are different types of abuse and a child may suffer more than one of them. 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 following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

### **CATEGORIES OF ABUSE**

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

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect;
- Sexual Exploitation;
- Domestic Violence;
- Female Genital Mutilation

**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.

**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.

**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.

**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.

**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, or engagement in criminal activities.

### **Identifying Abuse**

All staff, both teaching and ancillary, are well placed to observe outward signs of abnormality or change in appearance, behaviour, learning pattern or development. These may sometimes be due to child abuse.

### **Use Of Reasonable Force**

As there is no precise legal definition of 'reasonable force' it is not possible to state in fully comprehensive terms when it is appropriate to use physical force to restrain or control pupils. St Mary's policy and procedures have been developed in line with guidance from DENI including Circulars 1999/9 and 2003/13.

### **Use of Mobile Phones & Digital Technology**

In order to ensure the safety of everyone, the use of mobile telephones by pupils in school is prohibited at all times. In exceptional circumstances pupils may bring mobile telephones into school for use at the end of the school day to confirm after school arrangements. In these circumstances, mobile telephones must be left in the school safe on arrival and collected from the office at the end of the school day.

The use of mobile telephones by staff during class time and periods of supervision of pupils is prohibited at all times.

The safe use of digital technology is promoted by staff and children are made aware of the dangers associated with the internet etc.

## **Procedure For Informing Parents/Carers Or Those With Parental Responsibility**

The Child Protection & Safeguarding Policy will be explained annually to all parents/carers or those with parental responsibility for new pupils at the Induction Meetings for St. Mary's Nursery Unit and Primary One Intake. All parents/carers or those with parental responsibility will receive a copy of the Child Protection & Safeguarding Policy for St. Mary's Primary School and Nursery Unit.

Parents/carers or those with parental responsibility for children who are admitted to all other classes will receive a copy of the policy at their initial meeting with the school Principal.

All parents/carers or those with parental responsibility will receive a Child Protection & Safeguarding information sheet in September and January of each school year outlining the procedure to be used when raising a concern or making a complaint.

## Signs and symptoms of Abuse - Possible Indicators

### Physical Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<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; comes 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>

### Emotional Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p>Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</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; attention seeking/needing behaviour; poor peer relationships.</p>

## Neglect

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<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>

## Sexual Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>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.</p>

## **Sexual Exploitation of Children and Young People**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Domestic Violence and Abuse**

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Virtual

Symptoms which young people may display and which are only indicators include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

## **Specific Forms of Abuse**

### **Female Genital Mutilation (FGM)**

Fabricated or Induced Illness  
Abusive Images of Children  
Risks of Misuse of Digital Technologies

### **Children / Young People with Increased Vulnerabilities**

Looked After Children  
Children / Young People Who Go Missing  
Children / Young People with Disabilities  
Lesbian, Gay, Bi-sexual or Transgender Young People

### **Children / Young People's Behaviours**

Peer Abuse  
Harmful Sexual Behaviour  
Bullying  
Self-harm

## **Working In Partnership With Parents**

Parents/carers or those with parental responsibility are advised to share relevant information with the school/nursery unit staff where there has been a significant incident at home or in the family circle which might impact on their child's psychological or social behaviour. This information will enable staff to provide gentle support for the child and also allow the school/nursery unit to respond appropriately to any change in a child's behaviour.

### **Parental Consent**

Parents/carers or those with parental responsibility are required to give written consent for the following activities:

- Photographs/videos taken for display in school or publication in newspapers or on websites and in connection with school activities;
- Records shared with the Parish Priest to allow him to confirm details of baptism prior to a child receiving a new sacrament;
- The provision of intimate care by the class teacher, nursery assistant or classroom assistant should a child have an accident at the toilet or elsewhere; (If consent is not given parents/carers or those with parental responsibility will be required to come to the school/nursery unit to provide such care should an accident occur.)
- School trips and class outings;
- The application of face paints or stage make up for school productions;
- The application of plasters on minor cuts and grazes.

Parents/carers or those with parental responsibility should make a written request to the Principal if their child is required to leave school before the end of their normal school day or if they require their child to go home for lunch. (The school will not permit any child in Primaries 1-3 to go home for lunch or to leave school unaccompanied before the end of their normal session.)

### **Collection of Children**

It is school policy that all children in the nursery unit and Primaries 1 and 2 must be collected every day at the nursery classroom/infant area door by a parent, known guardian or named collector who has previously been notified in writing to the Principal.

When a child is admitted to St. Mary's Primary School/Nursery Unit parents/carers or those with parental responsibility are required to submit the names and telephone numbers of 3 persons permitted by them to collect their child in their absence. (Named collectors must be at least 16 years old.) If a parent requires their child to leave school between 9.00a.m. and 3.00p.m. the teacher must be informed in writing and the child collected from the classroom at the appropriate time. All details for pupils in P3-7 must be entered in the 'Time Out' book in the Principal's office. All details for pupils in P1-2 must be entered in the 'Time Out' book in their own classroom.

**The school will not release a pupil into the care of anyone not appointed by a parent/carer or person with parental responsibility and never, in any circumstances, to anyone under the age of sixteen.**

### **How a Parent can report a concern.**

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team: The Designated Teacher, Mrs Magill/Mrs Parker, or the Deputy Designated Teacher, Mrs H Magee. If they are still concerned they may talk to the Chair of the Board of Governors, Mr McKillop. At anytime 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 1**

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

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to Mrs Magill/Mrs Parker or Mrs Magee and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to Mrs Magill/Mrs Parker or the Principal. The person who reports the incident must treat the matter in confidence.

Mrs Magill/Mrs Parker or Mrs Magee will decide whether in the best interest 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 parent will be informed immediately.

Mrs Magill/Mrs Parker or Mrs Magee may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. 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 then Mrs Magill/Mrs Parker or Mrs Magee will telephone Social Services Gateway Team. They 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 EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 2**

### **Child Protection Procedures**

In the event of a disclosure of Child Abuse the staff member should observe the 5 'R' principles below:

#### **(a) Receive**

- Stay calm
- Listen to what is being said, without displaying shock or disbelief
- Accept what is being said
- Be discreet

#### **(b) Reassure**

- Reassure the child, but only so far as is honest and reliable, for example, do not make promises you may not be able to keep, such as 'I'll stay with you' or 'everything will be alright now'.
- Do not promise confidentiality, you have a duty to refer. Explain that you will need some help to deal with what you have been told.
- reassure and alleviate guilt, if the child refers to it.

#### **(c) React**

- React only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details or make the child repeat the story unnecessarily.

- Do not ask leading questions for example, 'what did s/he do next?' or 'did s/he touch you?' Such questions may invalidate your evidence and the child's in any later investigation or prosecution.
- Do ask open questions like 'anything else to tell me?' 'yes?' 'and?'
- Do not criticise the perpetrator, as the child or young person may love him/her.
- Do explain what you have to do next and to whom you have to talk.

**(d) Record**

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy these original notes.
- the date, time, place, any noticeable non-verbal behaviour, and the words used. If the child uses 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises notices may be recorded on a diagram showing position and extent.
- Record statements and observable things, rather than your interpretations or assumptions.
- Note down when the suspicions were reported and to whom.

**(e) Refer**

- In all cases where abuse is suspected, or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about the welfare of a child, teachers and other members of staff should report the information to the designated teacher. The designated teacher should notify the Principal who will notify the CCMS and or EA in order to seek advice on how to proceed further if necessary.

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

<b>Do:</b>	<b>Do not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions.</li> <li>❖ Put words into the child's mouth.</li> <li>❖ Ignore the child's behaviour.</li> <li>❖ Remove any clothing.</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ <b>Do Nothing</b></li> </ul>

**Confidentiality**

Members of staff are reminded that all child protection issues are strictly confidential. Essential information will be shared on a need to know basis by the safeguarding team.

**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, Mrs Magill/Mrs Parker (or Mrs Magee if Mrs Magill/Mrs Parker is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about Mrs Magill/Mrs Parker).

If a complaint is made against Mrs Magill/Mrs Parker the Deputy Designated Teacher, Mrs Magee, will inform the Chairperson of the Board of Governors, Mr McKillop, who will ensure that necessary action is taken.

If a complaint is made against Mrs Magee, Mrs Magill/Mrs Parker, will inform the Chairperson of the Board of Governors, Mr McKillop, who 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 or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. Mr McKillop will be informed immediately.

Child protection procedures as outlined in **Appendix 3** will be followed in keeping with current Department of Education guidance.

### **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. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of essential information with school staff will be on a need to know basis by the safeguarding team.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

### **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 and are only accessible by Mrs Magill/Mrs Parker or the Principal.

A record book of Child Protection complaints against staff will be signed annually by Mr McKillop even if no complaints have been logged. The Chairperson is the only member of the Board of Governors who has access. Child Protection is now part of the agenda at every BOG meeting.

### **Staff Training**

St Mary’s Primary School 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 roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. Mrs Magill, Mrs Parker, the Principal, Mr McKillop and the Designated Governor for Child Protection & Safeguarding will also attend relevant Child Protection training courses provided by the Child Protection Support Service for Schools.

When new staff or volunteers start at the school they are given Safeguarding and Child Protection training.

## **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's code of conduct is available on request.

## **Safeguarding in the Curriculum**

Children are taught safety messages through Strand 1 of PDMU. This is incorporated into class lessons. In addition, posters in relation to children's safety are displayed in corridors and classrooms to enable children and adults to know who and where to contact to discuss problems. (eg ChildLine and Designated Teacher). Key Stage 2 children complete a RADAR workshop through PSNI every year.

## **Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the school are vetted / supervised in accordance with relevant legislation and Departmental guidance. All undergo an Access NI check prior to starting.

## **Volunteers**

Parents or any person connected to the school wishing to act as a volunteers (e.g. helping out on school trips or transporting children to and from sporting events) will be required to complete an Access NI application form annually. These forms are available in the office and should be returned to the Principal.

All adults/students completing placements within the school are vetted by their own employer or college before placement can begin.

## **Sources of Advice:**

Social Services  
EA Child Protection Support Service  
NSPCC  
Clinical Medical Officer  
School Nurse  
Diocesan Administrator  
Education Welfare Officer  
Education Psychologist

**Monitoring And Evaluation**

The Safeguarding Team in St Mary’s Primary School and Nursery Unit 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 child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Principal who is the Deputy Designated Teacher for both the Primary School and Nursery Unit.

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

Signed ..... (Chairman of the Board of Governors)

Signed ..... (Principal)

Current Review Date: 4<sup>th</sup> June at Board of Governors Meeting 2

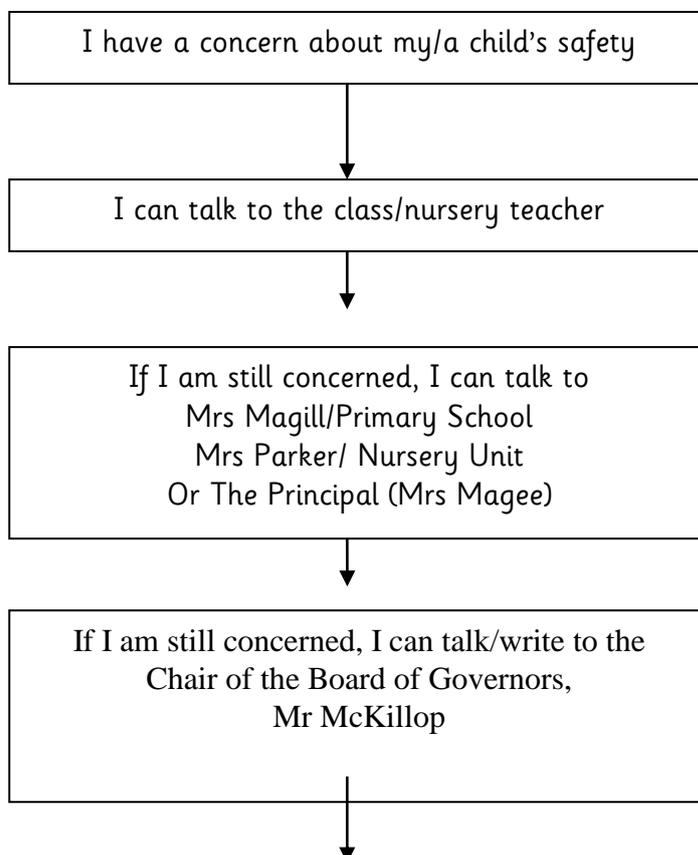
The current review has been carried out in consideration of ‘Safeguarding and Child Protection in Schools. A Guide For Schools’ issued by DE 2017

The Child Protection and Safeguarding Policy was initially Adopted : 27.01.03

Subsequent Review Dates: 04.05.04 , 07.06.06, 29.05.07, 09.06.08, 01.06.09, 14.06.10, 25.09.12, 30.04.13, 09.06.14, 26.02.15, 23.05.16. 08.05.17, 21.05.18

## Appendix 1

### How a Parent can register a concern



At any time a parent can talk to a Social Worker at the Gateway Team

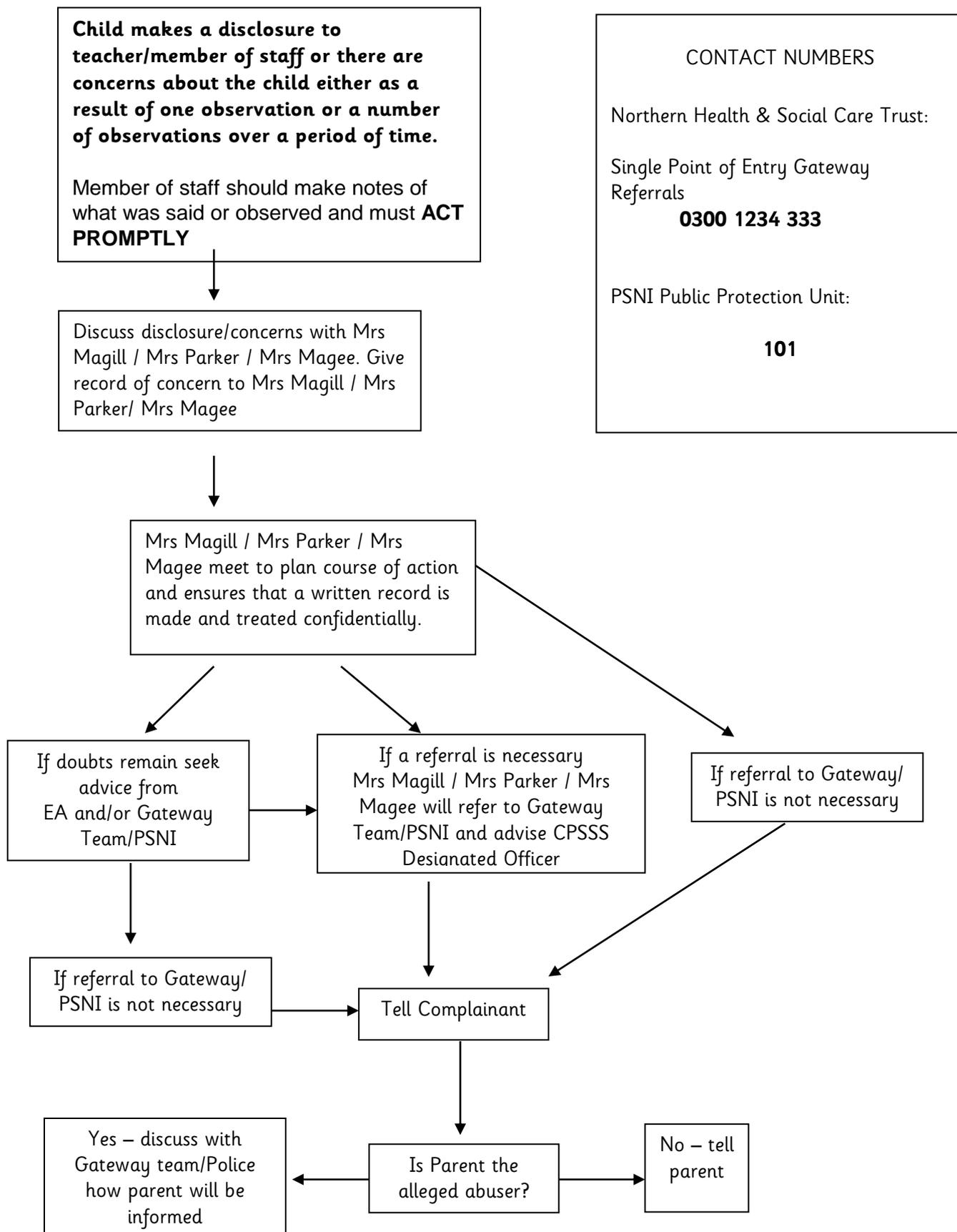
**Tel: 0800 7837745** (Free Phone from a Landline)

Or can contact the PSNI Public Protection Unit

**Tel: 101** (Ask for PPU in 'E' District)

## Appendix 2

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



**Appendix 3**

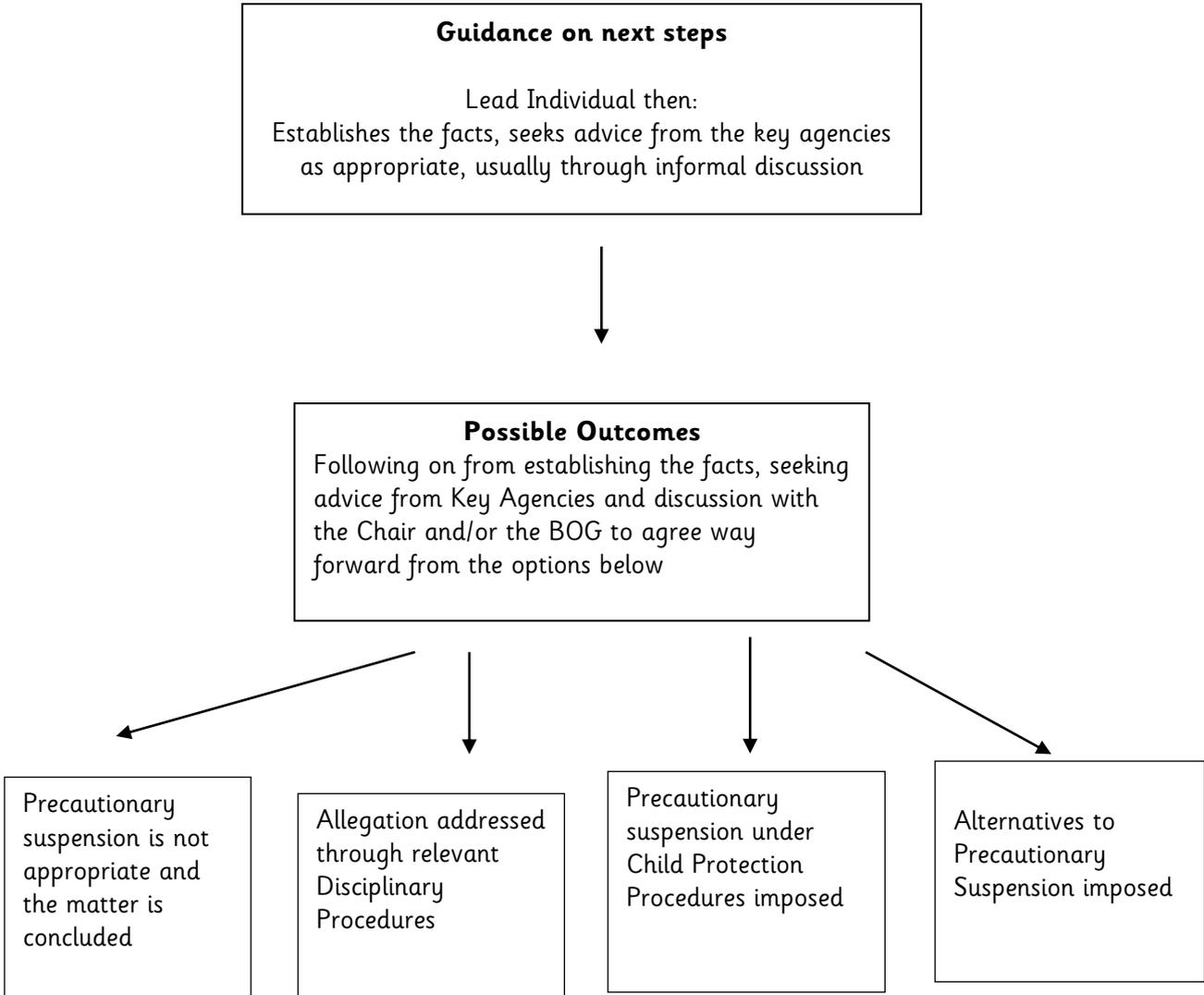
**Where a complaint has been made about possible abuse by a member of the school’s staff including volunteers. These will be addressed in accordance with DENI Circular 2015/13.**

**All allegations should be reported immediately**, normally to Mrs Magill/Mrs Parker. If the allegation is about Mrs Magill/Mrs Parker report the allegation to Mrs Magee or the Chairperson of the Board of Governors, Mr McKillop or the Designated Governor for Child Protection and Safeguarding. If the allegation is about Mrs Magee report the incident to MRs Magill/Mrs Parker or Mr McKillop.

A Lead Individual to manage the handling of an allegation should be identified from the outset. This would normally be Mrs Magee or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to Mr McKillop or the Designated Governors for Child Protection and Safeguarding and a person appointed to be the Lead Individual.

- Where the Principal is not the subject of the allegation, he/she should advise the Chair or the Vice-Chair in their absence as soon as is practicable.

Flow Chart



**Appendix 4**

**St Mary's Primary School and Nursery Unit, Cushendall**

**CONFIDENTIAL**

**NOTE OF CONCERN**

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

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

<b>Action taken at the time:</b>		
<b>Details of any advice sought, from whom and when:</b>		
<b>Any further action taken:</b>		
<b>Written report passed to Designated Teacher: If 'No' state reason:</b>	<b>Yes:</b> <input style="width: 50px; height: 20px;" type="checkbox"/>	<b>No:</b> <input style="width: 50px; height: 20px;" type="checkbox"/>
<b>Date and time of report to the Designated Teacher:</b>		
<b>Written note from staff member placed on pupil's Child Protection file: Yes/No If 'No' state reason:</b>		

Name of staff member making the report: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 5

### Local Contact numbers

#### **HELPFUL PHONE NUMBERS AND WEB ADDRESSES**

**CPSSSHelpline available 9.00am – 4.30pm**

**Tel 028 9448 2223**

#### **Single Point of Entry (SPOE) Gateway Referrals**

**Telephone 0300 1234 333 or 028 9442 4459**

**Email: [SPOE.Referrals@northerntrust.hscni.net](mailto:SPOE.Referrals@northerntrust.hscni.net)**

**Post: Northern Trust Referral Gateway Team,  
Oriol House,  
2-8 Castle Street,  
Antrim  
BT41 4JE**

#### **School Age Mothers and Looked After Children Senior EWO**

**Alison Smyth**

**Tel 028 9086 2568**

#### **Vetting and Barring Queries**

**Volunteers – Contact Claims and Legal Administration  
Karen Mawhinney –Tel 028 2566 2310**

**Paid Staff– Human Resources – Tel 028 2566 2417**

**Children’s Law Centre (including legal concerns re: childhood mental health problems)**

**Tel 0808 808 5678**

#### **Adult Safeguarding – Care and Protection Teams – Northern Trust**

<b>Learning Disability –</b>	<b>Tel 028 2766 1391</b>
<b>Mental Health –</b>	<b>Tel 028 9441 3114</b>
<b>Older People –</b>	<b>Tel 028 2563 5511</b>
<b>Physical Disability / Sensory Impairment</b>	<b>Tel 028 2563 5507</b>

**PSNI, Ballymena Public Protection Unit**

**Tel 101 and ext: 86167 or 86151**

**The Northern Gateway Team, Social Services Trust**

The Child Care Offices,  
7a Castlerock Road,  
Coleraine  
(Tel: 028 7032 5462 )  
After hours- 028 9446 8833  
5.00- 9.00pm and all weekend

**Copies of UNOCINI referrals sent to:**

The Northern Gateway Team, Social Services Trust  
Oriel House  
2-8 Castle Street  
Antrim  
BT41 4JE

**CCMS Designated Child Protection Officer, Grainne McIlwee 028 9042 6972**

CCMS  
Linen Hill House  
23 Linenhall Street  
Lisburn  
Co. Down  
BT28 1FJ

**Access NI forms to be sent to:**

The Personnel Department,  
CCMS  
Linen Hill House  
23 Linenhall Street  
Lisburn  
Co. Down  
BT28 1FJ

## Appendix 6

### Useful Web Addresses

#### Helpful Websites

[www.familysupportni.gov.uk](http://www.familysupportni.gov.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.addictionni.com](http://www.addictionni.com)

[www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)

#### UNOCINI

(Understanding the Needs of Children in Northern Ireland)

[www.dhsspsni.gov.uk/unocini\\_forms.doc](http://www.dhsspsni.gov.uk/unocini_forms.doc)

#### Independent Safeguarding Authority

[www.isa.gov.org.uk](http://www.isa.gov.org.uk)

#### Department of Education (Circulars)

[www.deni.org.uk](http://www.deni.org.uk) – click on right side for circulars

#### Education and Training Inspectorate (ETI)

[www.etini.gov.uk](http://www.etini.gov.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – Interactive safeguarding activities for children

[www.ceop.police.uk](http://www.ceop.police.uk) – Child Exploitation and Online Protection

## Look After Yourself and Others

Useful Contacts for Practical Support and Services to help improve Mental Health and Emotional Well Being within the Northern Trust Area

### **Carecall**

**Tel 0808 800 0002**

Care call provides free counselling to clients which is paid by employer. Employer is not informed of the name of clients.

[http://www.northerntrust.hscni.net/pdf/Mental\\_Health\\_useful\\_contacts.pdf](http://www.northerntrust.hscni.net/pdf/Mental_Health_useful_contacts.pdf)

### **Child Protection Support Service for Schools Designated Officers (at May 2018)**

Elaine Craig (full-time) [elaine.craig@eani.org.uk](mailto:elaine.craig@eani.org.uk)

Margaret Brady (full-time) [margaret.brady@eani.org.uk](mailto:margaret.brady@eani.org.uk)

Laura Doran (full-time) [laura.doran@eani.org.uk](mailto:laura.doran@eani.org.uk)

Colleen Ellison (Wed - Fri) [colleen.ellison@eani.org.uk](mailto:colleen.ellison@eani.org.uk)

Tel: 028 9448 2223

### **CPSSS Clerical Support Officer**

Pamela Collins [pamela.collins@eani.org.uk](mailto:pamela.collins@eani.org.uk)

## Appendix 7

### Intimate Care Policy

#### St Mary's Primary School & Nursery Unit, Cushendall

It is intended that these procedures will be followed in all those incidents where children require the assistance of an adult when going to the toilet or having their clothing changed as a result of an accident during play i.e. providing 'Intimate Care'.

#### Introduction

It is the policy of St Mary's Primary School & Nursery Unit to encourage all children to be as independent as possible when going to the toilet or changing their clothes. We recognise that some children may experience particular difficulties. Staff will offer the minimum assistance necessary to meet the needs of each child in such situations. The primary/nursery staff will work in partnership with parents/carers to develop the children's independence.

#### Procedure

In order to develop independence when going to the toilet we will ensure that:

- Children are familiar with the toilet area.
- Children have free access to the toilet at all times and are made aware that they can go to the toilet when they want.
- Children are taught correct hygiene routines at the beginning of the year and these are reinforced throughout the year.
- Children are encouraged to be as independent as possible when going to the toilet.
- If a child is anxious/unsure about going to the toilet by themselves the nursery teacher/assistant will go with the child and remain outside the toilet cubicle to offer reassurance or assist the child as necessary. *At no time will a student/trainee on work placement supervise or assist children going to the toilet.*
- If a child needs assistance at the toilet the class or nursery teacher/assistant will do whatever is necessary and record the assistance given in the 'Intimate Care Book'. All entries will be dated and signed by the class or nursery teacher/assistant. The 'Intimate Care Book' will be kept on display in the toilet area in Nursery, P1 and P.2. and in the P.3 classroom.
- If a child has an accident at the toilet, or during play, which requires intimate care or removing clothing primary or nursery staff will encourage the child to remove their own clothes, etc.
- The class or nursery teacher/assistant will provide further assistance, as necessary, to undress and redress the child. All such assistance will be recorded in the 'Intimate Care Book' setting out exactly what happened. All entries will be signed and dated by the class or nursery teacher/assistant.

## **Partnership With Parents**

Parents are made aware of the 'Intimate Care Policy' at the Induction Meeting held in June prior to children starting Primary School or Nursery in September.

Parents are asked to give written permission for the class or nursery teacher/assistant to provide intimate care for their child.

Parents are informed that they will be required to come to the Primary School/Nursery Unit to provide intimate care for their child if they do not give written permission for such care to be provided by the class or nursery teacher/assistant.

On the first day of attendance at Primary 1 / Nursery parents are asked to provide a complete change of clothing in a shoebox clearly marked with their child's name.

## **Monitoring and Evaluation**

The 'Intimate Care Policy' will be reviewed annually by the Principal in consultation with the Primary School & Nursery Unit staff and amended in accordance with guidance received from the relevant authorities.

## Appendix 8

<b>ST MARY'S PRIMARY SCHOOL, CUSHENDALL CHILD PROTECTION &amp; SAFEGUARDING PARENTAL CONSENT</b>
--

**CHILD'S NAME:** \_\_\_\_\_

**D.O.B.:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
\_\_\_\_\_

**TEL. NO.:** \_\_\_\_\_

I do / do not give permission for photographs/videos to be taken of my child in connection with school activities for display within the Primary School and Nursery setting.

I do / do not give permission for photographs/videos to be taken of my child in connection with school activities for publication in newspapers and on school website / educational / sporting / charity websites and their associated social media platforms.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child's school records to be shared with the Parish Priest to confirm baptismal details prior to receiving a new sacrament.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child's teacher or classroom assistant to provide intimate care for my child where appropriate.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child to go on school outings to local places of interest. All trips will be on foot, within school hours and with appropriate adult supervision.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child to have their face painted or stage make up applied for school productions.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**I permit the following persons to collect my child from school in my absence. (Please Print)**

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

I do / do not give permission for the school to act on my behalf in the event of an emergency should they be unable to contact any of the above.

I do / do not give permission for the school to use plasters on my child in the event of minor cuts / grazes.

**Signed:** \_\_\_\_\_ **(Parent / Guardian)** **Date:** \_\_\_\_\_

## Appendix 8

<p style="text-align: center;"><b>ST MARY'S PRIMARY SCHOOL NURSERY UNIT, CUSHENDALL</b> <b>CHILD PROTECTION &amp; SAFEGUARDING PARENTAL CONSENT</b></p>
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**CHILD'S NAME:** \_\_\_\_\_

**D.O.B.:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
\_\_\_\_\_

**TEL. NO.:** \_\_\_\_\_

I do / do not give permission for photographs/videos to be taken of my child in connection with school activities for display within the Nursery and Primary School setting.

I do / do not give permission for photographs/videos to be taken of my child in connection with school activities for publication in newspapers and on school website & educational / sporting / charity websites and their associated social media platforms.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child's teacher or nursery assistant to provide intimate care for my child where appropriate.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child to go on nursery outings to local places of interest. All trips will be on foot, within school hours and with appropriate adult supervision.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I do / do not give permission for my child to have their face painted or stage make up applied for nursery productions.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**I permit the following persons to collect my child from nursery in my absence. (Please Print)**

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **TEL NO:** \_\_\_\_\_

I do / do not give permission for the nursery to act on my behalf in the event of an emergency should they be unable to contact any of the above.

I do / do not give permission for the nursery to use plasters on my child in the event of minor cuts / grazes.

I do / do not give permission for the Nursery Teacher / Assistants to use baby-wipes when providing intimate care should my child have an 'accident'.

**Signed:** \_\_\_\_\_ **(Parent/Guardian)** **Date:** \_\_\_\_\_

## Appendix 9

### SAMPLE LETTER TO PARENTS REGARDING PARENTAL RESPONSIBILITY

St Mary's Primary School & Nursery Unit  
41 Middlepark Road  
Cushendall  
BT 44 OSQ  
Tel: 028 2177 1693  
Fax: 028 2177 2924  
Email: [info@stmarysps.cushendall.ni.sch.uk](mailto:info@stmarysps.cushendall.ni.sch.uk)

Date

Dear Parent/s,

I am sure you can appreciate that when an emergency arises we must be in a position to respond to individual child need. You will have completed a child personal data sheet at the beginning of the year detailing contact names and telephone numbers for our use. The information you provide on this data sheet is held in confidence but will guide us in relation to those who we need to contact regarding any concerns about your child.

Due to current Human Rights, Data Protection legislation and the Children (NI) Order 1995 as well as child protection requirements, it is essential that the school keep up to date information on file. I am placing the obligation upon you to provide us with whatever information is necessary to meet these expectations. I would therefore ask that you advise the school if there are any Court Orders or parental responsibility issues relating to your child – e.g. Parental Responsibility Order, Residence Order, Non-molestation Order etc.

I must emphasise that it is essential that you make us aware of any changes in contact telephone numbers, change of address, circumstances, parental access or court orders as they occur during the school year. All such information will be treated with the utmost confidence and will only be disclosed to those staff who need to know to ensure your child's safety and well-being at all times.

As the Non-Molestation Order gives legal directions regarding exclusion of a certain individual, it is useful for the school to have a copy of this order to keep on your child's file. This enables us to act quickly should such a situation arise.

Yours sincerely

Principal

## Appendix 10

### Access NI Check



#### **ENHANCED DISCLOSURE CHECK**

To apply for an enhanced disclosure check you need to complete an application form online.

Please note that CCMS still require you to send the ID Validation Form to demonstrate that your identity has been checked and verified. Only when the ID Validation Form has been received by CCMS can we process your Access NI Application.

When complete, the ID Validation Form should be sent to CCMS, 160 High Street, Holywood, Co Down, BT18 9HT.

Please find below instructions on how to apply for an enhanced disclosure check:

1. Go to [www.nidirect.gov.uk/apply-for-an-enhanced-check-through-a-registered-body](http://www.nidirect.gov.uk/apply-for-an-enhanced-check-through-a-registered-body).
2. Select the green button to **Apply for an enhanced check through a registered body**.
3. Register your account by creating a user ID and password (you should retain these details in order to track progress of your case).
4. Once you have successfully logged in, you will be taken to the on-line application.
5. Enter this PIN number at Step 1 of the form completion : **359097**
6. Complete the remainder of the form and click on confirm and proceed to finish the on-line process.
7. You should note the ten digit Access NI reference number in the boxes below

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This is the 10 digit case reference number provided on the confirmation page (Step 12)

## Appendix 11

## CODE OF CONDUCT FOR ADULTS WITHIN THE SCHOOL

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 children and young people, who are considered to be a vulnerable group, must be above reproach.

This Code of Conduct is not intended to detract from the enriching and positive experiences that children and young people gain from positive interaction with adults. It is intended to assist staff to be aware of acceptable and unacceptable behaviour in a variety of scenarios, which may create vulnerable and/or abusive situations to young people or staff, or both.

- ◆ Never interview a child without another adult being present.
  
- ◆ In the event of injury to a child, ensure that it is recorded in the Accident Report Book and in the case of serious injuries complete Accident Report Form (AR1).
  
- ◆ Keep records of any false allegations a child makes against you or other staff including – “you’re always picking on me,” to “you hit me” or comments such as “don’t touch me”. Keep record of dates and times. Get another adult to witness the allegation, if possible.
  
- ◆ If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation.
  
- ◆ Do give firm guidelines on sexually inappropriate behaviour to the child. Another adult must be present. Explain that the behaviour is unacceptable and could get the child into difficulty, but do not make the child feel guilty. The behaviour may be an imitation of abuse the child has suffered and is not the child’s fault.
  
- ◆ It is strongly recommended that staff do not, except in emergency situations:  
  
Have children/young people unaccompanied and on their own in a vehicle. Members of staff need Class 1 Business Use included in their car insurance to permit them to transport children on school business.
  
- ◆ Spend time alone with a child/young person on his/her own. If you find you are in a situation where you are alone with a child, make sure that you can be clearly observed or seen by other adults or children; make sure the door is open. Tell another member of

staff if you are going to see a child on your own. (Staff should recognise that these are vulnerable situations. A member of staff's decision to place themselves in such situations should be influenced only by what is in the best interest of the child's welfare. The staff member should make all reasonable efforts to be transparent about and accountable for his/her actions in such a scenario.) Do not spend excessive amounts of time alone with one child away from other people.

- ◆ If you take children on journeys, always have two along. If it is an overnight trip, always check the rooms in pairs.
- ◆ If you are in a holiday or residential situation never take a child or children into your own room.
- ◆ If you are in a care situation with children, try to have another person present when changing a child's clothing.
- ◆ Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms etc. or any other activity that could be misconstrued. (See Intimate Care Policy).
- ◆ Do not go into the toilet alone with children if possible.
- ◆ Touch should always be in response to the child's needs, for example responding to an accident. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting if lost, unwell, frightened, as a caring parent would provide. Staff should not feel inhibited from providing this;
- ◆ Touch should not be given when a child has clearly indicated that s/he is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. In such cases, physical restraint may be necessary. This must be reasonable and appropriate; otherwise actions can be defined as assault.
- ◆ When taking children on an outing, think of how you appear to the public – they may misunderstand your actions. It may mean that disruptive children cannot go on outings.
- ◆ If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault. 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 must be immediately submitted to the principal. This would apply especially in a case where a member of staff has been obliged to restrain a child or young person physically to prevent him/her from inflicting injury to others or self-injury.

- ◆ Do not engage in rough, physical games, including horseplay with children; make sexually suggestive comments or sexually provocative gesturing to or within earshot of a child;
- ◆ Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.
- ◆ Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.
- ◆ Do not contact children on social networking sites, by e-mail or telephone.
- ◆ Treat all children equally.
- ◆ Give all children Respect.
- ◆ All staff will adhere to Anti-Bullying Policy