

# St. Jarlath's Primary School Blackwatertown

## Safeguarding and Child Protection Policy



St. Jarlath's PS  
89, Charlemont Road  
Blackwatertown

(Ratified by Board of Governors – September 2018  
Signed: \_\_\_\_\_ Chairperson)

School Vision

In St. Jarlath's P.S. we aim to give all the children in our care wide experiences appropriate to their age and ability. We try to develop in our pupils a pride in their own self worth and recognition of the value of other people, regardless of social, religious, academic or cultural background. As a Catholic school we aim to promote the dignity, self-esteem and full development of each pupil in an environment which promotes inclusion and is welcoming to all faiths. We expect our pupils to work hard to achieve our aims and for parents to assist us in carrying out our responsibilities in a mutually supportive, respectful and caring environment.

Our school mission statement , "Finding success in every child" is something which everyone who works in our school strives for each day. As a Catholic school we seek to find the good in each child. We aim to provide high quality teaching and learning experiences for our pupils. This is brought about by effective leadership on behalf of all staff members. As a school we seek to make links with our school community at every level possible in order to widen pupil experiences.

#### **Mission statement:**

*Finding success in every child*

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

#### **Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children

(Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Safeguarding and Child protection - A Guide for Schools" (April 2017) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

Effective safeguarding activity will:

- Promote the welfare for the child and young person
- Prevent harm occurring through early identification of risk and appropriate, timely intervention: and
- Protect children and young people from harm when this is required

The welfare of children and young people must be promoted and they must be given every opportunity to develop to their full potential, free from harm through abuse, exploitation, and neglect. (Co-operating to Safeguard children and young people in NI, 2016:5-6)

## Other Relevant Policies

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

- Positive Behaviour Policy
- *Anti-Bullying*
- *Safe Handling and Use of Reasonable Force*
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Policy (RSE)
- *ICT and E Safety*
- *Intimate Care*
- Drugs and Substance Misuse Policy
- Pastoral care
- *Staff Code of Conduct*

**These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.stjarlathsps.com](http://www.stjarlathsps.com)**

### Anti-Bullying

Bullying is not tolerated in St Jarlath's Primary School. The DE publication Pastoral Care in Schools: Child Protection (1999) defines bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself".

Our Anti-Bullying Policy is set out as a separate Policy and we acknowledge that to allow or condone bullying may lead to consideration under Child Protection procedures.

### **The Addressing Bullying in Schools Act (NI) 2016**

The new provisions introduced by this Act have not yet been brought into operation.

Section 2 of the Act will require that the BoG of the school determine the anti-bullying measures pursued at the school, ensure these are properly implemented and are reviewed at intervals of no more than four years.

Section 3 of the Act will place a statutory duty on Boards of Governors of a grant-aided school to ensure that a record is kept of all incidents of bullying behaviours or alleged bullying behaviours involving a registered pupil at the school that occur:

(a) on the premises of the school during the school day;

(b) while travelling to or from the school during the school term;

(c) while the pupil is in the lawful control or charge of a member of the staff of the school; or

(d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

Staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response, outlining the investigation and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

### Use of reasonable force policy

Staff guidelines on use of reasonable force by staff are set out in a separate Policy, in accordance with guidelines from DE. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child, to another person or to school property.

### On Line safety

Our ICT Policy is set out in a separate document. It includes acceptable use of the Internet and is informed by DE guidance (DE Circular 2007/01,

2011/22 and 2016/27). It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies.

In school, we take the following precautions:

- all computer systems are protected by username and password
- access to the Internet is passed through a filtering system that blocks inappropriate websites
- e-safety education is provided to pupils across the curriculum to help them understand what safe and responsible online behaviour means and how to report any concerns they may have.
- All pupils and staff have signed acceptable use of the internet, school based technology and personal mobile technology as appropriate.

### Cyberbullying

Cyberbullying can be defined as using IT, particularly mobile phones and the Internet, to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.

Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff, will be dealt with through appropriate disciplinary and, where appropriate, external agency action.

### Grooming and images of child abuse

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts, the matter must be reported to the Designated Teacher immediately:

- a child enticed or coerced to engage in sexually explicit conduct on-line
- importing or transporting obscenity using telecommunications public networks
- knowingly receiving images of child abuse whether via the Internet or other digital device (such as mobile phone); these include images which appear to be photographs, whether made by computer graphics or otherwise.

### Educational Visits

Our Policy on Educational Visits is informed by the Interim Guidance, Educational Visits Best Practice 2017 document which provides guidance in planning and carrying out educational visits in accordance with Health and Safety and Child Protection requirements.

### Intimate Care

Our Policy on Intimate Care is adapted from the regional Intimate Care Policy and Guidelines Regarding Children (ACPC).

### Code of Conduct

Our Policy on Conduct of staff outlines the guidelines for employees in relation to child protection and their position as role models. (Safeguarding and Child Protection in Schools, 2017)

## **School Safeguarding Team**

The following are members of the schools Safeguarding Team

- Principal - Mrs. J Loughran
- Designated Teacher - Mrs. J Campbell
- Deputy Designated Teacher - Ms. M Smyth
- Designated Governor for Child Protection - Mrs. L Webb
- Chair of the Board of Governors - Mr. B Kelly

## **Roles And Responsibilities**

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

The designated teacher and deputy designated teacher 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 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**

The Principal must ensure that:-

- DENI 2017/04 guidance is implemented within the school
- He/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 will take the 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 Designated Governor for Child Protection should avail of child protection awareness training delivered by CPSS.

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

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate EA 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 EA's Child Protection Support Service for Schools, the EA's 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.

They should remember the 5 Rs: *Receive, Reassure, Respond, Record* and *Refer*

**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 (**Appendix 1**)
- 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.

## **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.

### **The Board of Governors**

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

### **What Is Child Abuse?**

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).  
of abuse or neglect by a parent, carer or other with a duty of care towards a child.

### **Definition of Child Abuse**

The following definition of Child Abuse is taken from "Safeguarding and Child protection - A Guide for Schools" (April 2017)

Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. "Harm" means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

## **Types of Abuse**

**Physical Abuse** is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional 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 (faltering growth)

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce,

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

(Co-operating to Safeguard chn & Young people in NI. DHSSPS (revised MAY 2017)

When we become aware of young people below the age of consent engaging in sexual activity the Designated Teacher has a duty to share this information with Social Services.

### **Domestic Violence**

Domestic Violence 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) by a current or former intimate partner or family member'

It is now recognised that children who live in an atmosphere of domestic violence may be at risk.

Symptoms which young people may display and which are indicators may 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
- Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services.

**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

**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.**

### Signs and symptoms of abuse ~ Possible Indicators

#### Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Unexplained bruises - in various stages of healing - grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear - symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in art work or stories

## Emotional Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

## Neglect

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable DVDs.

## Signs and symptoms of abuse ~ Possible Indicators

### Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</p> <p>bruises or bleeding in genital or anal areas;</p> <p>torn, stained or bloody underclothes;</p> <p>chronic ailments such as recurrent abdominal pains or headaches;</p> <p>difficulty in walking or sitting;</p> <p>frequent urinary infections;</p> <p>avoidance of lessons especially PE, games;</p> <p>anorexia/gross over-eating.</p>	<p>What the child tells you;</p> <p>withdrawn; chronic depression;</p> <p>excessive sexual precociousness;</p> <p>seductiveness;</p> <p>children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality;</p> <p>parent/child role reversal;</p> <p>over concerned for siblings;</p> <p>poor self-esteem; self-devaluation;</p> <p>lack of confidence; peer problems;</p> <p>lack of involvement;</p> <p>massive weight change;</p> <p>hysterical/angry outbursts;</p> <p>lack of emotional control;</p> <p>sudden school difficulties e.g. deterioration in school work or behaviour;</p> <p>inappropriate sex play;</p> <p>repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories;</p> <p>vulnerability to sexual and emotional exploitation;</p> <p>promiscuity;</p> <p>exposure to pornographic material.</p>

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

Do:	Do not:
<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>

## Procedures for making complaints in relation to child abuse

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

At St. Jarlath's Primary School, 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 Principal, the Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

### **Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff 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 the Designated/Deputy Teacher 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 the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher 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.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection (Clare Mangan) or Social Services Gateway Team before a referral is made. During consultation with the EA'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 the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed, if requested by Social Services, and forwarded to the Gateway team with a copy sent to the EA's 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 3**.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

If a complaint is made against the Principal the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors 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. The Chair of the Board of Governors will be informed immediately.

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

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

### **Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

### **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 information with school staff will be on a 'need to know' basis. 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 filing cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.

## Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity in our school.

In order for all reasonable steps to be taken to employ and engage suitable staff to work with the children in our care, we follow the following guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or volunteering within the school:

- *DE Circular 2006/06: Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings*
- *DE Circular 2006/07: Child Protection: Employment of Substitute Teachers*
- *DE Circular 2006/08: Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels*
- *DE Circular 2006/09: Child Protection: Criminal Background Checking of Staff in Schools - Programme to Extend Coverage*
- *DE Circular 2006/25: Child Protection: Vetting of School Governors*
- *DE Circular 2008/03: Pre-Employment Checking of Persons to Work in Schools - New Arrangements*
- *DE Circular 2008/10: Employment of Substitute Teachers.*
- *DE Circular 2012/19: Disclosure and Barring Arrangements.*
- *DE Circular 2013/01: Disclosure and Barring Arrangements.*
- *DE Circular 2017/04: Child Protection/Pastoral Care*

Copies of these circulars are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk) and click on 'Circulars'.

All staff - whether paid or unpaid - are inducted in our Safeguarding and Child Protection Policy and are vetted / supervised in accordance with relevant legislation and Departmental guidance.

### **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.

### **Staff Training**

St. Jarlath's Primary School 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 every two years. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

### **The Preventative Curriculum**

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of

how a parent may make a complaint is also on display. A flow diagram for a teacher allegation is in the staff room.

Other initiatives which address child protection and safety issues: Grow in Love Series, The PATHS Programme, Childnet E-Safety Programme (P.1 -P.7) P.D (Personal Development), Circle Time, Internet Safety Information Events, Bee Safe programme - (P.7) provided by P.S.N.I. and HPA; School Council Initiatives, Anti-Bullying Week Activities, Cycling Proficiency Scheme, Fire Service Visit, Healthy Eating Schemes provided by Tesco's and the Dairy Council.

### **Monitoring And Evaluation**

The Safeguarding Team in St. Jarlath's Primary School 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 Designated Teacher.

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

Date Policy Reviewed: October 2018

Signed:

\_\_\_\_\_ (Designated Teacher)

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Chair of Board of Governors)

**St. Jarlath's Primary School**

**Child Protection Incident Report**

**Child's Name:** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Class** \_\_\_\_\_

Details of Incident/Disclosure\*

Name of Person completing the report: \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\* Record actual words used by the child/young person**

## 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/deputy designated teacher for child protection  
(*Mrs. J Campbell/Ms. M Smyth*) or the Principal (*Mrs. J Loughran*)



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



If I am still concerned, I can contact the NI Public Services Ombudsman

Tel: 0800 343 424

At any time a parent can talk to a social worker at the Gateway Team

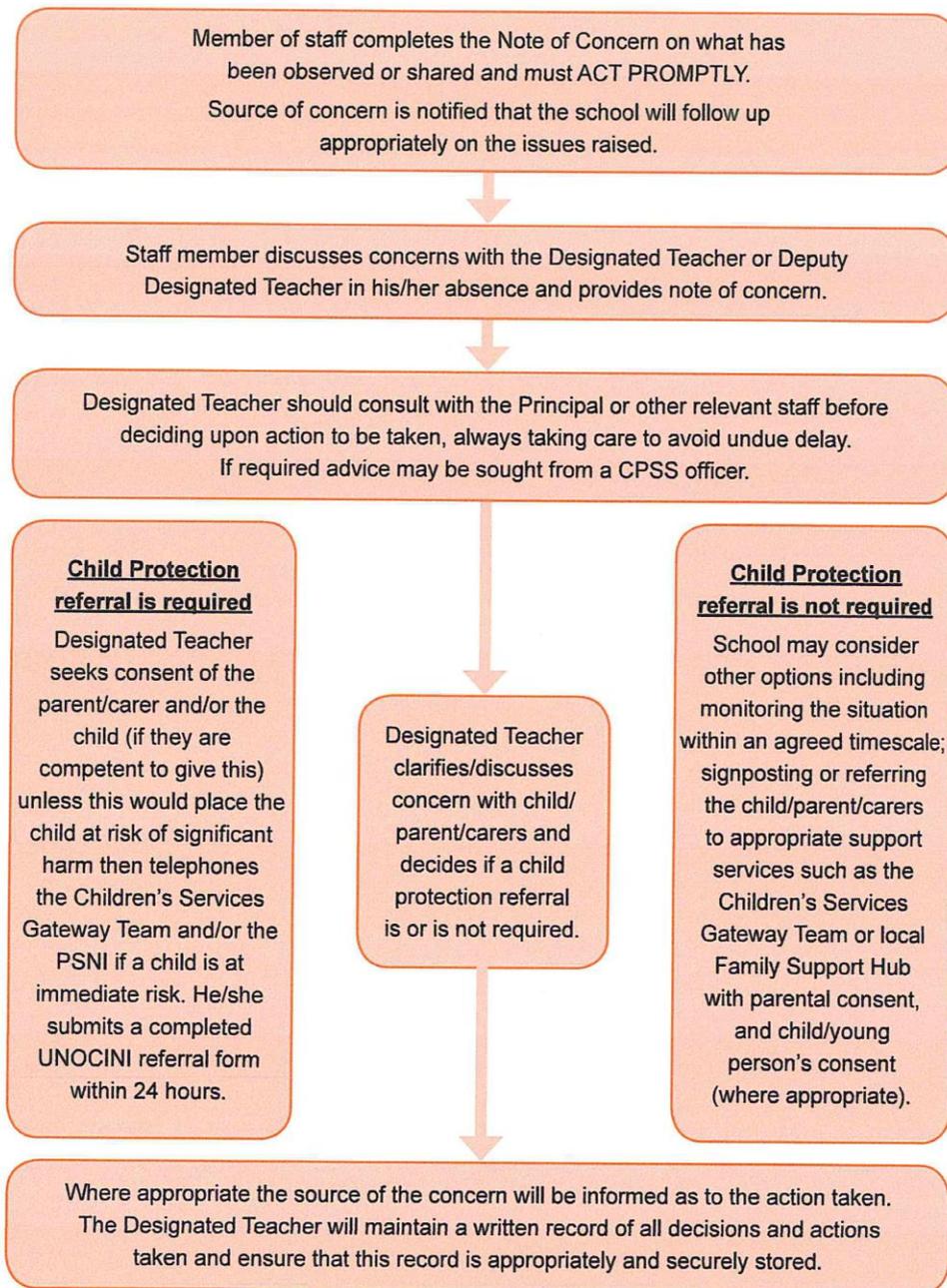
**Tel: 028 37415285**  
**0800 7837745** (freephone from a landline )

Or can contact the PSNI Public Protection Unit

**Tel : 101** (ask for 'E' District)

### 5.7 Processes for Referral are set out in the Flowcharts below:

#### Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff<sup>7,8</sup>



7 It is imperative that any disclosure by a child, or concern that 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 if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2016/20 Child Protection Record Keeping in Schools.

## Appendix 4

### Dealing With Allegations of Abuse against a Member of Staff

