

Portrush Primary School



Safeguarding and Child Protection Policy

Reviewed September 2018

Issued September 2017

School Motto "Together we shape our future"

School Mission Statement

Portrush Primary School recognises the unique and distinctive character of each individual pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to the economy and environment. The school will strive to equip pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

School Ethos Statement

In Portrush Primary School the welfare of every child is of paramount consideration and we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically at their own rate.

1. Child Protection Ethos

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

2. Principles

The general principles, which underpin our work, are those set out in the United Nations Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Area Child Protection Committees' Regional Policy and Procedures (2005) and the Department of Education (DE) guidance 'Safeguarding and Child Protection - A Guide for Schools' (DE Circular 2017/04).

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.

3. Other Relevant Policies

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

- Pastoral Care Policy
- Discipline Policy
- Anti-Bullying Policy
- Drugs Education Policy
- Special Educational Needs
- Administration of Medication in School Policy
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education
- Acceptable Use of the Internet and Digital Technologies
- Social Networking Policy
- Code of Conduct (Staff)

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at www.portrushps.com

4. School Safeguarding Team

The following are members of the school's Safeguarding Team

- | | |
|--|-----------------|
| ▪ Designated Teacher | Mrs J McNeill |
| ▪ Deputy Designated Teacher | Mrs M Cameron |
| ▪ Principal | Mr C Guy |
| ▪ Designated Governor for Child Protection | Mr S Mulholland |
| ▪ Chair of the Board of Governors | Mr A Irwin |

5. Roles and Responsibilities

5.1 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
- Make referrals to Social Services Gateway team or Police Service Northern Ireland 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 principal informed
- Provide written termly/annual reports to the Board of Governors regarding child protection

5.2 The Principal

The Principal must ensure that:

- Department Education 2017/14 guidance is implemented within the school
- He 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.

5.3 The Designated Governor for Child Protection

The Designated Governor for Child Protection should avail of child protection awareness training delivered by Child Protection Support Service for Schools and take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of a Child Protection Policy
- 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

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors 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 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

5.5 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.*

Members 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 teachers 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 and 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.

5.6 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, Discipline, 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

5.7 The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and Department of Education 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

6. What Is Child Abuse?

6.1 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'.

6.2 Types of Abuse

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

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 persistent 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 suffer from other types of abuse.

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.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking.

6.3 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.

6.4 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 indicators only 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

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 to Social Services

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

6.5 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>unexplained bruises - in various stages of healing - grip marks on arms; slap marks;</p> <p>human bite marks;</p> <p>welts;</p> <p>bald spots;</p> <p>unexplained/untreated burns; especially cigarette burns (glove like);</p> <p>unexplained fractures; lacerations; or abrasions;</p> <p>untreated injuries;</p> <p>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;</p> <p>aggressive to other children;</p> <p>behavioural extremes (withdrawn or aggressive);</p> <p>appears frightened or cowed in presence of adults;</p> <p>improbable excuses to explain injuries; chronic runaway;</p> <p>uncomfortable with physical contact;</p> <p>come to school early or stays last as if afraid to be at home;</p> <p>clothing inappropriate to weather - to hide part of body;</p> <p>violent themes in art work or stories</p>

Emotional Abuse

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

Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
<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 identify 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>

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

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

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 Police Service Northern Ireland Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff 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 Police Service Northern Ireland. 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 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 the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the Education Authority'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 Education

Authority 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**.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (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 4** will be followed in keeping with current Department of Education guidance.

8. 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.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. 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.

10. 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.

An up-to-date record of potential breaches of online safety will also be recorded in an Online Safety Risk Register. This record will be a hard-backed book that will be kept in the locked filing cabinet.

11. 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.

12. Code of Conduct For all Staff Paid Or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

The school's Code of Conduct is available on request.

13. Staff Training

Portrush PS 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. 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.

14. The Preventative Curriculum

Throughout the school year child protection issues are addressed through the PD&MU Scheme of Work which includes lessons on Internet Safety. A flow diagram of how a parent may make a complaint is on display throughout the school. Other initiatives which

address child protection and safety issues will also be included e.g. Streetwise, Radar, Helping Hands Programme etc.

15. Guidance on the Use of Reasonable Force to Restrain or Control Pupils

These guidelines do not relate to the normal physical contact which may be made between pupil and adult e.g. helping the child change for PE or demonstrating techniques, helping with music or science activities, comforting a sick or distressed pupil, or giving first aid.

Rather these guidelines cover the eventuality of an adult having to use physical force to control or restrain a pupil. It is anticipated that it will be very rare for such restraint to be exercised.

These guidelines set out the occasions when such restraint may take place and they refer to any adult in lawful charge of pupils during, or after the school day, on or off the school premises e.g. school outings or sports' visits.

Physical restraint or force will only be used in self-defence or when:

A pupil is in danger e.g.	Near a roadside or other hazard Misusing equipment in a dangerous manner
A pupil is at risk of injury e.g.	Fighting Trying to leave school unofficially Causing criminal damage
A pupil refuses to cooperate e.g.	Refuses to obey an order from an adult thus putting themselves and others in danger Disrupts good order

Any force which is used will be the minimum required and will be dependent upon the age, sex, size and physical attributes of the pupil. This force may involve blocking a pupil's path, holding back or leading by the arm. This force will not include holding by the hair or ear, slapping or kicking. In the event of any physical force being used by an adult then a detailed written report (**Appendix 5**) will be completed and given to the Pastoral Care teacher. These reports will be kept in an Incident File and this will be reviewed annually by the Board of Governors. Records will be kept for 35 years.

16. Intimate Care

Staff may find, especially with younger children or those with special educational needs, that certain levels of intimate care are required e.g. changing, toileting etc. If this is the case then where possible another adult should be present and the child encouraged to be as independent as possible. If a child requires intimate care then the child's parent or guardian will be notified. If a child has special needs then details of particular care required may need to be explained on the child's education or care plan. This will be done in consultation with the parents and any medical agencies that may be involved with a child's care plan. Written permission for intimate care will be requested when children start school (**Appendix**

6) and a record of this kept in the school office. When intimate care is given a record will be made in a book which again will be kept in the school office.

17. Use of Images

Photographs and videos of children may be taken by staff in school for display purposes. If images are to be used externally then permission will be sought from parents and guardians for such use. This will be done on an annual basis.

18. Mobile Phones/Electronic Devices

According to a number of sources, mobile phone & cyber bullying is on the increase. Text bullying involves a number of behaviours including:

- sending anonymous texts, making threats of violence
- name-calling
- giving out personal information that children and young people feel embarrassed about
- sending frightening or obscene images with a threat.

As the number of children who own a mobile phone/electronic device continues to rise, the problem is likely to increase further. Young people become very attached to their devices and take them everywhere. This means that the perpetrator can bully at any time of the day. Incidents of bullying using these devices can become very intense and the victim can feel that there is no let up.

Due to the misuse of such devices it has been decided to ban them in Portrush Primary School. There may be special occasions where such devices are permitted. If a child brings a mobile phone to school then it must be kept in the school office and collected at the end of the day.

If children disclose that they are being subjected to mobile phone bullying, staff may need to help them to contact the appropriate help numbers. All the main mobile phone providers have a telephone number to ring to complain about bullying or the misuse of a mobile.

19. Monitoring and Evaluation

The Safeguarding Team in Portrush PS 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.

NSPCC Child Protection Helpline - 0808 800 5000

Childline NI - 0844 892 0245

Appendix 1

Portrush PS

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

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

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher:

Yes:

No:

If 'No' state reason:

Date and time of report to the Designated Teacher:

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

If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____

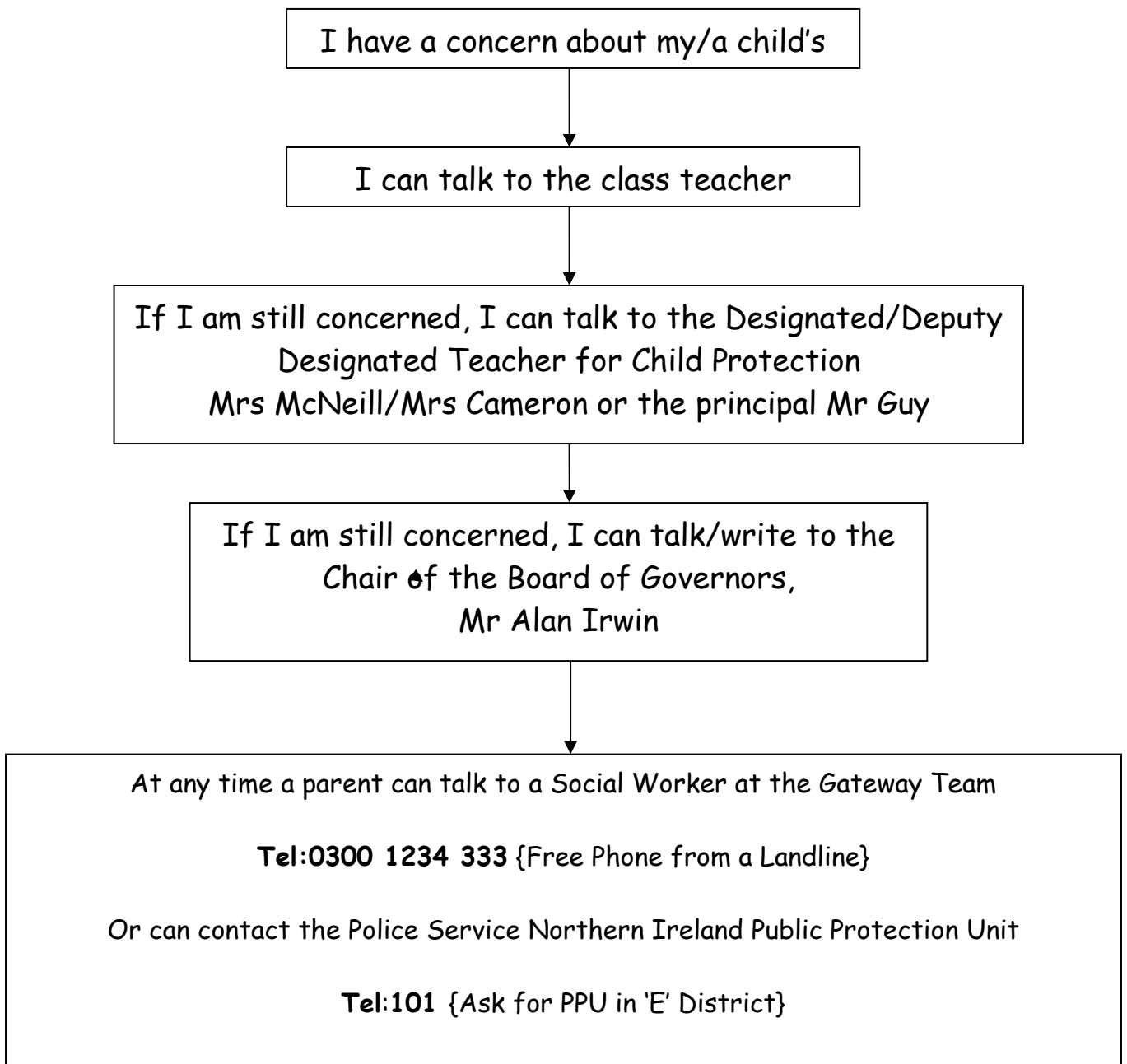
Date: _____

Signature of Designated Teacher: _____

Date: _____

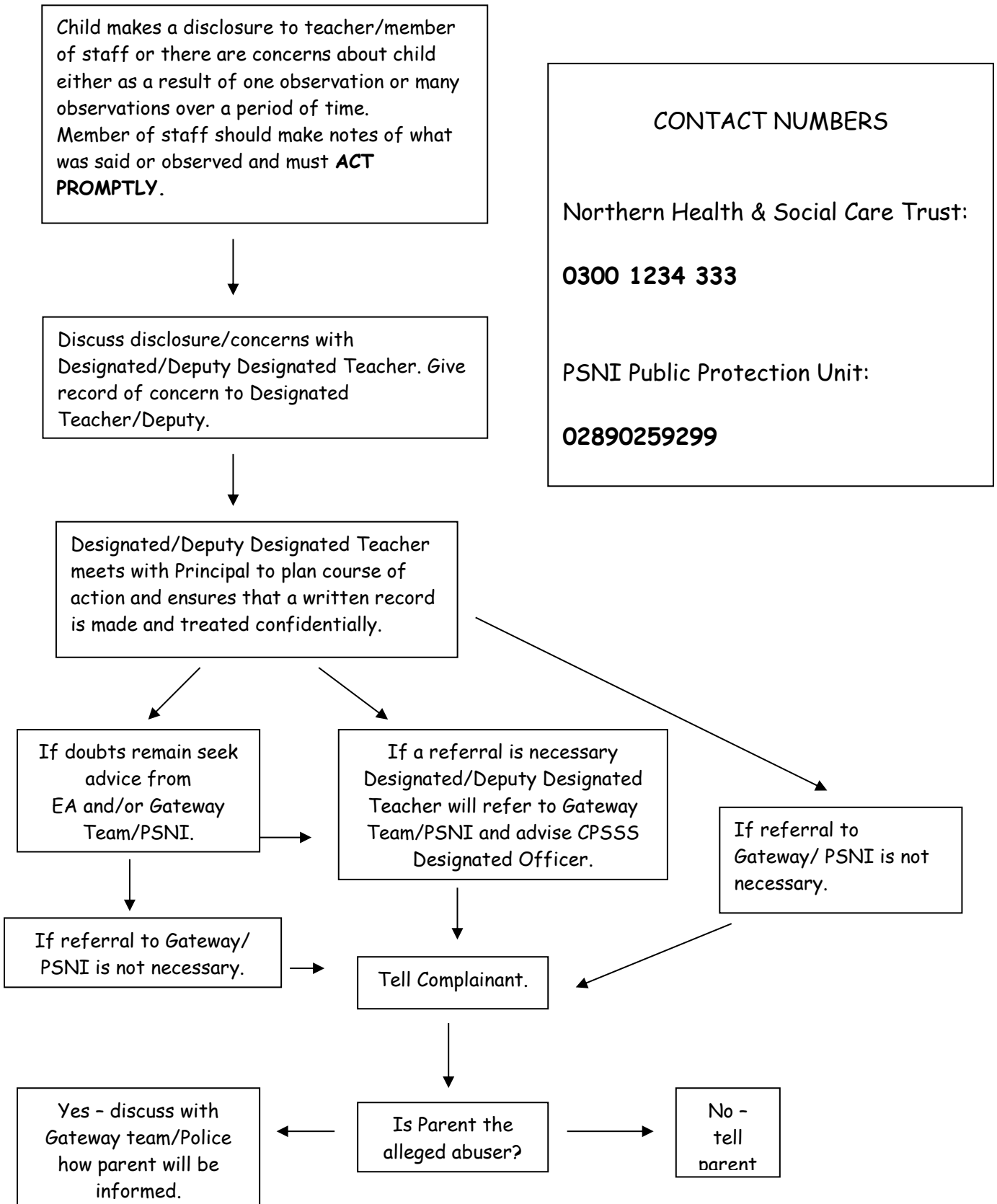
Appendix 2

How a Parent can Make a Complaint



Appendix 3

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



Dealing With Allegations of Abuse against a Member of Staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of Board of Governors (Circular 2017/04) as appropriate

Guidance on next steps

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

Possible Outcomes

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

Precautionary suspension is not appropriate and the matter is concluded.

Allegation addressed through relevant Disciplinary Procedures.

Precautionary suspension under Child Protection Procedures imposed.

Alternatives to Precautionary Suspension imposed.

Appendix 5

REPORT ON THE USE OF PHYSICAL FORCE

Name of Child: _____

Class: _____

Where and when the incident took place:

Witnesses:

The manner of the force used:

How the incident began and progressed:

Details of apparent injury suffered by the pupil, or any other person and of any damage to property:

Outcome of the incident:

Signed: _____

Date: _____

Appendix 6

Intimate Care Permission Letter

Portrush Primary School

Dear Parent /Guardian,

The school's Child Protection Policy states that:

'Staff may find, especially with younger children or those with special educational needs, that certain levels of intimate care are required e.g. changing, toileting etc. If this is the case then where possible another adult should be present and the child encouraged to be as independent as possible. If a child requires intimate care then the child's parent or guardian will be notified. If a child has special needs then details of particular care required may need to be explained on the child's education or care plan. This will be done in consultation with the parents and any medical agencies that may be involved with a child's care plan. Written permission for intimate care will be requested when children start school and a record of this kept in the school office. When intimate care is given a record will be made in a book which again will be kept in the school office.'

Please complete the slip below giving permission for 'intimate care' if the need arises for your child. This permission will only be requested once in your child's school career.

Yours faithfully,

Designated Teacher for Child Protection

Name of Child _____

I give permission for 'intimate care' to be given to my child if the need arises.

Signed _____ (Parent/Guardian)