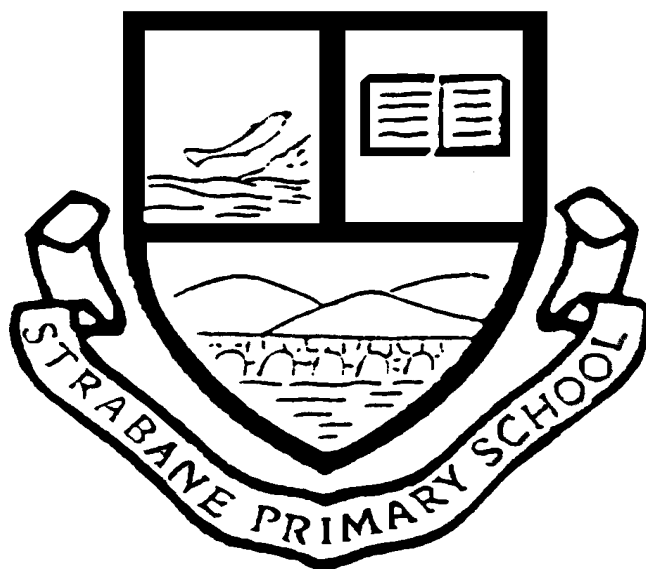


Strabane Controlled Primary School



PASTORAL CARE

CHILD PROTECTION POLICY

Date approved by
Board of Governors:

Reviewed: May 2024

Next Review Due: May 2025

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1. Child Protection Ethos

It is our desire at Strabane Controlled Primary School to see children happy and able to achieve and develop to their full potential, in a 'Safe, Secure and Successful' working environment. Consequently, we will take all reasonable steps to ensure their welfare is safeguarded and their safety preserved. To this end we need to understand:

- a) What child abuse is
- b) What the school's role is in identifying and dealing with it
- c) How can the school put preventative measures in place?
- d) How to support children who have been abused after the event

To achieve these ends the following policy statement, guidance notes and procedures have been drawn up. They will be reviewed regularly to ensure legality, comprehensiveness and effectiveness. **It must be emphasised at the outset that the safety and wellbeing of every child is of paramount importance to us, and no form of abuse is acceptable. Staff will always act in the best interests of the child.**

2. 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 Education and Libraries (NI) Order 2003 the Department of Education (Northern Ireland) guidance Safeguarding and Child Protection: a guide for schools Circular 2017/04, the Area Child Protection Committees' Regional Policy and Procedures (2005), Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Safeguarding Board Act Northern Ireland (2011), Children & Young People's Strategy (2020-30)

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. The child protection policy therefore complements and supports a range of other school policies including:

- Positive Behaviour and Discipline
- Anti-Bullying Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy

- Intimate Care Policy
- E-Safety Policy
- Attendance Policy
- Complaints Policy

These policies are available on request from the school office and this policy can also be accessed via the school website at www.strabaneps.co.uk

4. Roles and Responsibilities

4.1 The School Safeguarding Team

The following are members of the school's Safeguarding Team

- Chair of the Board of Governors Mr. Norman Darragh
- Designated Governor for Child Protection Mrs Anne Smith
- Principal Mrs Cherith Thompson
- Designated Teacher Miss Lynsey Finlay
- Deputy Designated Teacher(s) Mrs Caroline McDonnell & Mrs Cherith Thompson

The main role of the team is to:

- Monitor and periodically review the safeguarding and child protection arrangements in the school
- Identify any actions required to address review findings or ETI inspection of its safeguarding/child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.

The roles and responsibilities of individual members of the Safeguarding team are summarised in **Appendix 1**.

The designated teacher for child protection is Miss L Finlay. In her absence Mrs McDonnell and/or Mrs Thompson will assume responsibility for child protection matters. Mrs McDonnell is responsible for child protection in the nursery. If no member of the safeguarding team is available staff should contact EA directly or go straight to Social Services.

4.2 The Board of Governors

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

- ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings
- approving the school's child protection policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- receiving annual child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school

- attending relevant child protection/safeguarding training for Governors
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19

4.3 School Staff

Safeguarding is everyone's business.

Teachers, Classroom Assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

In response to such observations, staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- 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
- avail of whole school training and other relevant training regarding safeguarding children

In response to a disclosure, staff must:

- 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 3)
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

If a member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

4.4 Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. Parents can play their part in safeguarding by:

- informing the school if the child has a medical condition or educational need
- 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 well-being.
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child

- informing the school of any changes to arrangements regarding who brings their child to and from school. Including letting the school know in advance if their child is going home to an address other than their own home
- informing the school if there are any Court Orders relating to the safety or wellbeing of a parent or child
- familiarising themselves with the schools safeguarding policies e.g., Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies
- reporting to the school office when they visit the school
- sharing any concerns, they may have in relation to their child with the school
- informing the school of any change in the child's circumstances for example, change of address, contact details, name or parental responsibility.

It is essential that the school has up to date contact details for all parents/carers.

5. Definitions and Indicators

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals. *(Co-operating to Safeguard Children and Young People in Northern Ireland 2016)*

Harm may be as a result of

- a) a direct act
- b) failure to provide proper care
- c) both of the above

Harm can take a number of forms including:

- **Physical abuse** *(deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.) (Co-operating to Safeguard Children and Young People in Northern Ireland 2016)*

Physical Indicators	Behavioural Indicators
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);	Self-destructive tendencies; aggression 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;

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	coming to school early or staying last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories
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- Sexual abuse** (*occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.*) (Co-operating to Safeguard Children and Young People in Northern Ireland 2016)

Physical Indicators	Behavioural Indicators
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.	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

- **Emotional abuse** *(the 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. (Co-operating to Safeguard Children and Young People in Northern Ireland 2016)*

Physical Indicators	Behavioural Indicators
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** *(the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.) (Co-operating to Safeguard Children and Young People in Northern Ireland 2016)*

Physical Indicators	Behavioural Indicators
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 there is no carer at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

- **Exploitation** *(the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.)*

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (*Co- operating To Safeguard Children and Young People in Northern Ireland 2016*)

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.

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. Child Abuse in Other Specific Circumstances

In addition to the types of abuse described above, there are also some specific circumstances which we at Strabane Controlled PS acknowledge may too result in safeguarding concerns, these have been included in **Appendix 2**.

7. Adult Safeguarding

At Strabane Controlled PS we acknowledge that in addition to safeguarding our pupils, we too have a responsibility towards specific adults within our school environment, namely adults at risk of harm and adults in need of protection.

An '**Adult at risk of harm**' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

a) Personal characteristics and/or

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.

b) Life circumstances

Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

An '**Adult in need of protection**' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

a) Personal characteristics and/or

b) Life circumstances and

c) Who is unable to protect their own well-being, property, assets, rights or other interests; and

d) Where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

8. Dealing with Disclosures of Abuse

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

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

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

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

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

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

9. Procedures for Reporting Suspected or Disclosed Child Abuse.

9.1 How a Parent can make a Complaint

At Strabane Controlled PS 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, the Designated or Deputy Designated Teacher for child protection or the Principal. If they are still concerned, they may talk to the Chair of the Board of Governors. If they still have concerns, they can contact the NI Public Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 5**.

9.2 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

In Strabane Controlled PS, if a child makes a disclosure to a teacher or other member of staff (including EWO, Support Service Teachers, Educational Psychologists) which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly and complete a Record of Concern (**Appendix 3**). They should not investigate- this is a matter for Social Services- but should discuss and share this record of concern with

the Designated Teacher or with the Deputy Designated Teacher if he/she is not available.

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 consult with the Principal and may also seek advice and clarification from other relevant professionals (including EA Designated Officer for Child Protection or Social Services Gateway Team) to decide whether in the best interest of the child the matter needs to be referred to Social Services. Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation. In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will continue to make the referral in cases where consent is withheld if we believe, on the basis of the information available, that it is in the best interests of the child/young person to do so. **At all times the safety of the child will be our first priority.**

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. A copy of the UNOCINI form will be placed in the school's child protection files.

If a child protection referral is not required, other options may be considered including monitoring, signposting or referring to other support agencies e.g., Family Support Hub following consent from the child/young person's parents/carers.

This procedure with names and contact numbers is shown in **Appendix 6.**

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

When a complaint about possible child abuse is made against a member of staff the Principal, Mrs Thompson (or the Designated Teacher, Miss Finlay if Mrs Thompson is not available) must be informed immediately.

It is then the Principal's duty to inform the designated teacher and the Chairman of the Board of Governors. Together they will decide if the allegation:

- a) is without substance
- b) requires consideration under disciplinary procedures

If the complaint is against the Principal, then the Designated Teacher should be informed and she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 7** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

A record will be kept in the school's 'Record of Child Abuse Complaints' form which will be made available to the Board of Governors on an annual basis, and a copy will too be placed in the child's personal folder.

10. Child Protection Case Conferences and Other Social Service Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend initial and/or review Child Protection Case conferences, core group or family support planning meetings convened by the Health & Social Care Trust, where possible a school representative will be in attendance. They will provide a written or verbal report which will be compiled following consultation with relevant staff. At all times the report will be based on evidence and be objective. 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 their child protection plan.

11. 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. 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 while there are current child protection concerns, we will inform the Designated Teacher in the receiving school of these concerns.

Where it is necessary to safeguard children, information should be shared with other agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

12. Record Keeping

In Strabane Controlled PS child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. Likewise, information held electronically, whether on a PC, laptop or portable memory device, are all encrypted and password protected. All such records are kept separately from the child's personal folder.

In accordance with DE policy on the disposal of child protection records these records will be stored from child's date of birth plus 30 years as per (DE Circular 2016/20 Child Protection: Record Keeping in Schools).

Also, as per the aforementioned circular, child protection records will not be removed from the school premises, except when taken to a case planning meeting or on foot of a court order.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints Notebook, which will be made available to Governors on at least one occasion each year. The Record of Child Abuse Complaints is stored in the locked Safeguarding Drawer, within the Principal's Office.

In addition to the above, our school specifically recognises the need to protect children when on school trips; using the internet; administering medication; changing wet or soiled clothes. For this reason, the school will request parental consent on: Photographic Consent Form (GDPR) (Appendix 8); Parental Consent including trips, internet use and changing procedures (Appendix 9); Medical Information (Appendix 10) and the Administration of Medication (Appendix 11).

13. Safeguarding and the Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04).

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development and mutual understanding programme and is also addressed where it arises within the context of subjects, through school assemblies and by outside agencies.

Furthermore, pupils are provided with information on how to seek help, advice and support within the school and from external agencies and professionals, by means of school and classroom displays.

14. Recruitment and Vetting Procedures

Schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All paid staff have been subject to appropriate background checks, in accordance with relevant legislation and Departmental guidance.

Unsupervised volunteers are required to have an Enhanced Disclosure Check, following DE Circular 2012/19 and 2013/01. A risk assessment will be conducted for supervised volunteers, naming the supervisor responsible for overseeing the volunteer.

At Strabane Controlled PS all staff teaching and non-teaching, including students on work experience, external coaches and music tutors, will be subject to vetting procedures through Access NI before permission is granted to work in the school, either on a paid or voluntary basis. Records of vetting are maintained by the Principal.

Visitors are required to use the buzzer at the main entrance to gain access to the school building. Upon entry they should report to the secretary's office, complete the visitor's logbook and receive a visitor's lanyard.

15. 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 will always listen to children and respond to their concerns. They will also 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.

All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which is included as **Appendix 4** to this policy. It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interact with children and young people or when opportunities for their conduct to be misconstrued might occur.

In all circumstances employees' professional judgement will be exercised. This Code of Conduct only serves to confirm what has always been our practice. It is however prudent for all staff from time to time to reappraise their teaching styles, relationships with children and their manner and approach to individual children to ensure they give no grounds for doubt about their intentions to other staff, the children nor their parents.

16. Staff Training

Strabane Controlled PS is committed to in-service training for all staff. All staff will receive basic child protection awareness training and biannual refresher training. When new staff or volunteers start at the school, they are provided with an information leaflet, are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

When substitute teachers and volunteers start at our school, they will be provided with information outlining key safeguarding and child protection procedures.

17. Monitoring and Evaluation

This policy will be reviewed annually by the Safeguarding Team and approved by the Board of Governors for dissemination to parents, pupils and staff. All parents will receive a summary (in the form of a tri-fold pamphlet) once every year.

It will be implemented through the school's staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team.

Date of Next Review: March 2025

SIGNED:	Designated Teacher
SIGNED:	Principal
SIGNED:	Chair of Board of Governors
DATE:	

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed and a Deputy Designated Governor is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular “*Pastoral Care in Schools – Child Protection*” (1999) is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing induction and child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection
- Making referrals to other agencies, with the Principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Maintaining a current awareness of early intervention supports and other local services
- Providing an annual report to the Governors on child protection activity

The Deputy Designated Teacher will deputise for them in their absence.

Appendix 2

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self-harm). The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7** of this policy will be followed.

At Strabane Controlled PS we support children and young people through the Personal Development element of the curriculum, to develop their understanding of healthy relationships and responsibilities (refer to RSE Policy). Learning about sexual behaviour is part of a child's development. Teachers are often in a good position to consider if behaviour is within the normal continuum or otherwise. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. 'Healthy' sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within the setting.

'Harmful' sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. In other instances, including cases of problematic sexual behaviour, advice and support will be sought from the Education Authority CPSS and where appropriate a referral made to the statutory agencies.

Allegations of abusive and/or violent sexual behaviour will always require advice from the Education Authority CPSS, who will decide if additional advice from PSNI or Social Services is required. There may also be a need to complete a Risk Assessment Management Plan (RAMP) for Education Settings where there are concerns about a child displaying these types of sexual behaviours.

In all cases the needs of the child who has alleged to have been harmed will be given priority. The needs of children and young people who engage in harmful sexual behaviour towards others will be considered separately from the needs of the child who has alleged to have been harmed. In cases of abusive and/or violent behaviour, a clear safety and support plan will be put in place in school which considers the physical and emotional safety of the child who has alleged to have been harmed.

The above guidance follows DE Circular 2022/02 subject Children Who Display Harmful Sexualized Behaviour.

Child Sexual Exploitation

The Department of Health wrote to the SBNI to confirm that it has now amended section 7.2.7 of *Co-operating to Safeguard Children and Young People in Northern Ireland* to take account of a revised definition of Child Sexual Exploitation.

The revised definition, now adopted for use in Northern Ireland, is in line with that consulted on and agreed by the Department for Education in England and is as follows; *Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ OR ‘benefits’ such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older ‘boyfriend’ or ‘girlfriend’;
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);

- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Self-Harm

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours. Concerns should also be shared with parents if deemed appropriate.

Suicidal Ideation

Staff must act without delay if they have concerns about a child who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

Domestic Violence and Abuse

Domestic Violence and Abuse is defined as threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland a Seven Year Strategy: March 2016)

Strabane Controlled Primary School is an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation

Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Sexual Violence and Abuse

Sexual Violence and Abuse is defined as ‘any behaviour (physical, psychological, verbal, virtual /online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent. (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland a Seven Year Strategy: March 2016)

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this information will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team. In high-risk cases involving domestic abuse Social Services and/or the Education Authority’s Designated Officer for Child Protection will contact the school in order to help assess the child/young person’s needs and to ensure that he/she receives appropriate support.

Appendix 3

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

Yes No

If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 4

Code of Conduct for Staff and Volunteers in Schools

Date Ratified by BOG: APRIL 2024

Review Date: APRIL 2025

Objective, Scope and Principles

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school.

It does not form part of any employees' contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on: setting an example, relationships and attitudes, private meetings with pupils, physical contact with pupils, honesty and integrity, conduct outside of work, e-safety and internet use and confidentiality

1. Setting an Example

1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.

1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school: perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- respect for the rights and opinions of others.

3. Private Meetings with Pupils

3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

4. Physical Contact with Pupils

4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidelines issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force').

5. Honesty and Integrity

5.1 All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school (e.g., a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to 'one off' token gifts from pupils or parents e.g., at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6. Conduct Outside of Work

- 6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.
- 6.2 Staff and volunteers may undertake work outside school, either paid or voluntary, and should ensure it does not affect their work performance in school. Advice should be sought from the principal when considering work outside the school.

7. E-Safety and Internet Use

- 7.1 A Staff member or volunteers off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety and Social Media Policies.
- 7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email or telephone equipment when necessary.

8. Confidentiality

- 8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
- 8.2 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.
- 8.3 If a staff member or volunteer is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
- 8.4 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.
- 8.5 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

All staff and volunteers must complete the form in Appendix 4ii to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

APPENDIX 4ii

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name _____

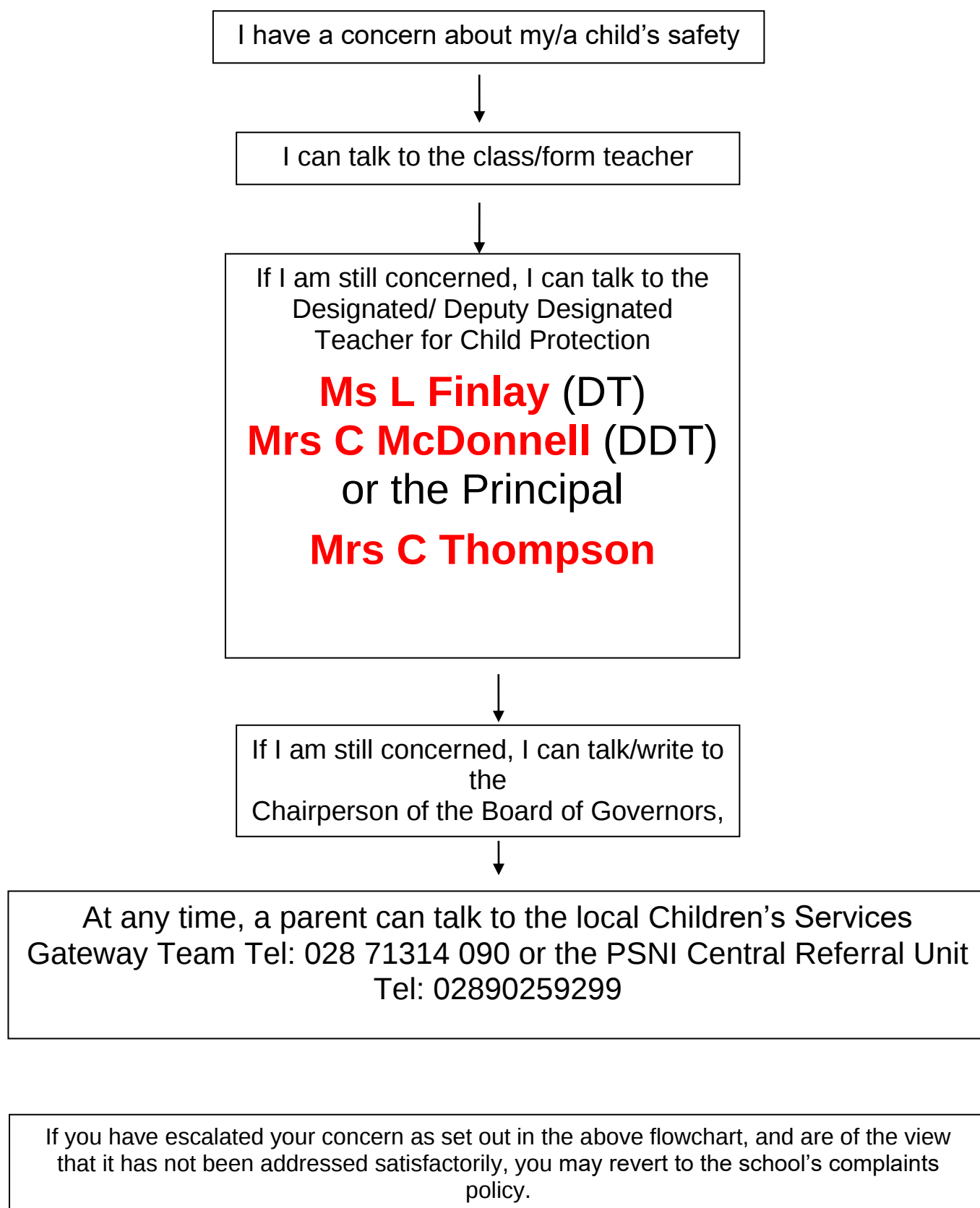
Position/Post Held _____

Signed _____ Date _____

Once completed, signed and dated, please return this form to the Principal.

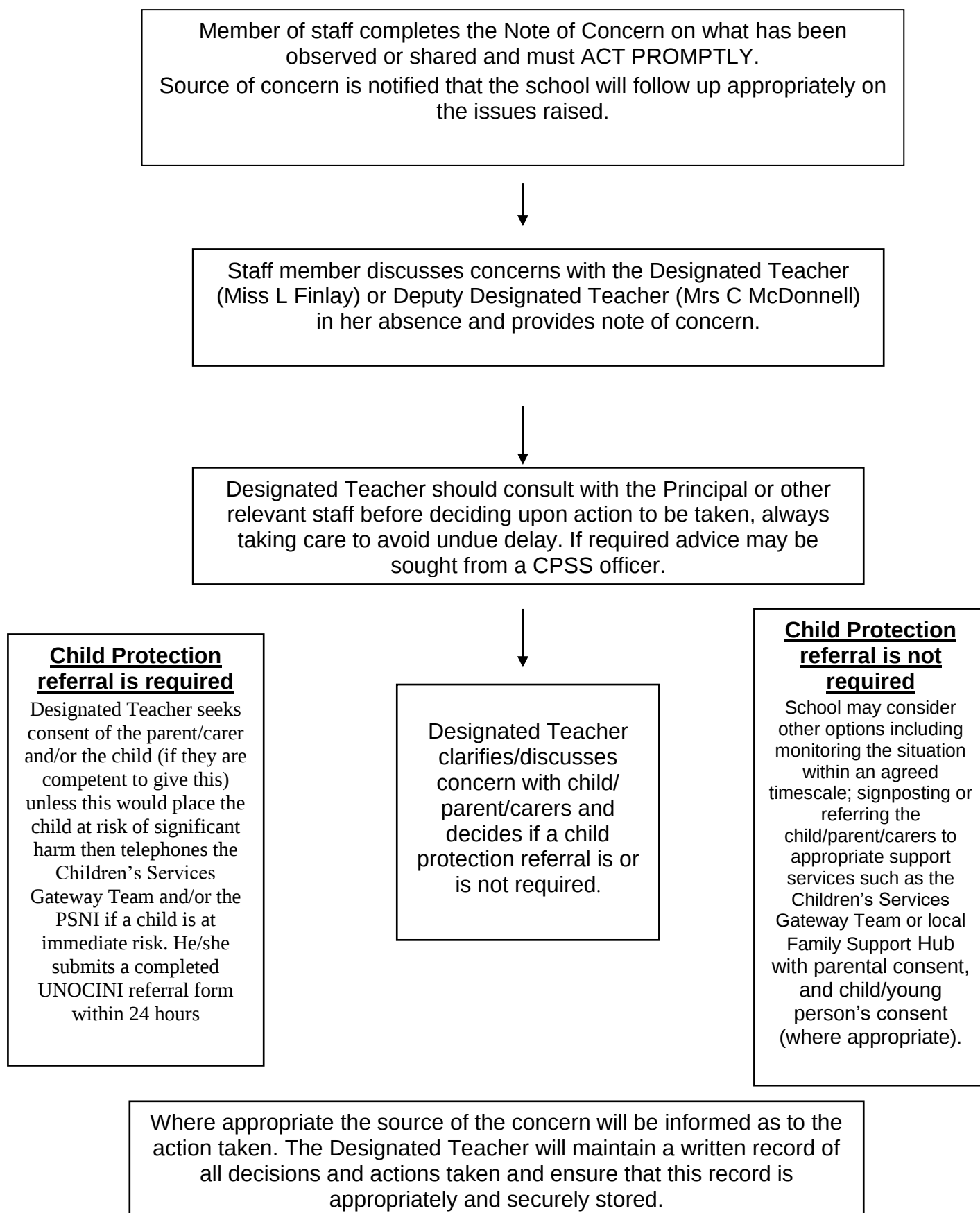
Appendix 5

Procedure for Parents who wish to raise a Child Protection Concern



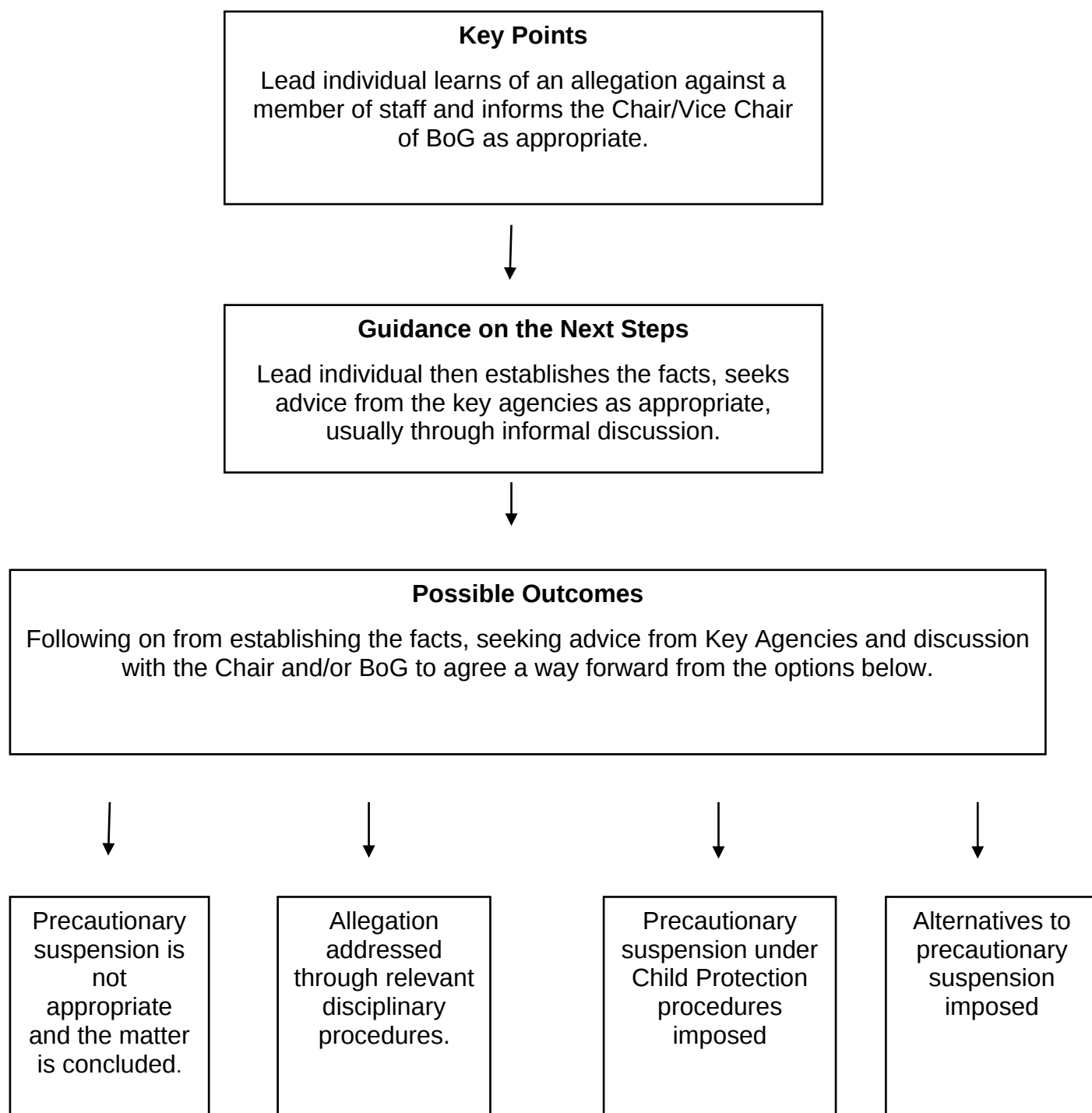
Appendix 6

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



Appendix 7

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



Appendix 8

STRABANE CONTROLLED PRIMARY SCHOOL CONSENT FORM FOR PHOTOGRAPHS AND FOOTAGE

43 Derry Road, Strabane, BT82 8DX.

Principal: Mrs C Thompson

Website: www.strabaneps.co.uk

Email: info@strabaneps.strabane.ni.sch.uk

Consent Form for Date of Birth

Photographs and recordings of pupils for School, family and press are a source of pride to both the pupils and their families//legal guardians. Taking, keeping and publishing photographs and video footage involves processing personal data under data protection laws.

To enable us to comply with our obligations under the General Data Protection Regulation, we are required to obtain express consent to the use of a pupil's image for example in school displays, performances, newsletters, prospectus and our social media platforms.

In all instances below, the image or footage may be of an individual, small group, class or classes. Where pupils are named, we will use first names only unless we have sought prior permission from you to publish full names (***newspaper and media companies will often use a full name and we will not seek further permission for this**). We will only use photographs and footage where pupils are appropriately dressed to reduce the risk of inappropriate use of the images or footage.

Parents//legal guardians of pupils under the age of 13 should complete this form on behalf of the pupil.

This consent form will be valid until your child completes their education at Strabane Primary school.

I give permission for photographs, voice recordings or videos of my child to be taken and used, displayed and printed in school articles using their Christian name such as wall displays, prospectus, pantomime and general school DVDs which will then go on sale etc.	Yes/No
I give permission for photographs, school work, voice recordings or videos of my child to be used on the School's website	Yes/No
I give permission for photographs, school work, voice recordings or videos of my child to be used on the PTA Facebook page	Yes/No
I give permission for visiting media organisations to take photographs or video footage of my child and use them in local or national publications, on websites and on radio or television programmes. My child's name* may be used in connection with this material. (*In these instances full names are often used).	Yes/No

- Our current social media accounts are:

www.strabaneps.co.uk

Strabane Primary School PTA Facebook page

- We may continue to use your child's image or footage after they have left the School in promotional materials or on our social media or website accounts.
- We will not include personal e-mail or postal addresses, telephone or fax numbers on video, on our website or in any printed materials.
- We may include a pupil's written work, projects and artwork including portraits of other pupils on our website and in promotional materials.

Consent can be withdrawn at any time by notifying the Principal and completing a new copy of this form. If you do not consent to a particular use of your child's information, you/your child will not suffer any detrimental effect as a result.

Where you would like to amend the provisions for which consent has been provided, you must submit your request in writing to the Principal. A new form will be supplied to you to amend your consent accordingly and provide a signature.

Signed by parent/legal guardian

Print name

Relationship to child Date

Appendix 9

Strabane Controlled Primary School Parental Consent

Name of Child: _____

Consent: Use of internet

The C2k computer system managed by Capita in our school has a filter system in place to allow pupils and staff alike to access suitable material and to create a firewall against any unwanted material. Please sign below to indicate that you give consent for your child to use the C2k internet provider to complete ICT tasks.

I give permission for my child to use the internet provider in school under adult supervision:

YES/NO: Signed _____(Parent/Guardian)

Date _____

Consent: Data Exchange

I give my permission for the school to exchange information about my child with appropriate outside agencies, including Public Health Authority, examination boards, assessment providers and feeder schools.

YES/NO: Signed _____(Parent/Guardian)

Date _____

Consent: Change of clothes and toileting (Younger pupils)

I give consent for a member of staff to assist my child at the toilet and/or changing his/her clothes if necessary. I am also aware of the School's Intimate Care policy.

YES/NO: Signed _____(Parent/Guardian)

Date _____

Consent: Change of circumstances

I agree to keep the school informed of any changes in circumstances which may affect my child. This includes medical updates, change of address and/or telephone numbers. I will make contact with the school if I have any concerns regarding school.

YES/NO: Signed _____(Parent/Guardian)

Date _____

(PTO)

Consent: Text Service

I give permission to the school to contact the named person below via text message using the school texting service provider.

YES/NO: Signed _____(Parent/Guardian)

Date _____

Texting Service Contact name: _____

Telephone No. _____

Relationship to pupil: _____

Consent: Use of Face Paints

I give permission for Strabane Primary School to use face paints on my child

YES/NO: Signed _____(Parent/Guardian)

Date _____

School Trips

During the year classes get opportunities to go out of school to visit places of educational worth e.g. Ulster American Folk Park, Alley Theatre, Gortin Glen, Library etc. In the past we have always informed parents about each activity and all the details associated with it. We have also placed a permission slip at the bottom of each letter and requested parents to return it. Sometimes parents would have received a number of these during the year and had to respond individually to everyone.

In recent years we simplified the system by asking parents to return only one permission slip for all trips during the year. This worked very well so we propose to continue the practice.

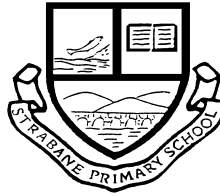
Parents will still receive a letter giving the detailed information about every trip proposed for their child/children and can contact us if there is anything they are unsure about or if they do not wish their child to participate in a particular activity. The school will then make appropriate arrangements immediately.

If you are satisfied with this, please sign below.

I give permission for _____ to go on educational visits during the school year.

Signed _____

Date _____



Appendix 10

STRABANE CONTROLLED PRIMARY SCHOOL MEDICAL INFORMATION (Confidential)

CHILD'S NAME _____

CLASS _____

Please tick

1. Does your child have a major illness ? e.g. heart condition
- Yes ☐
- No ☐

If yes please give details

2. Does your child have a medical condition? e.g. asthma, epilepsy, diabetes?
- Yes ☐
- No ☐

If yes please give details

3. Does your child have a sight or hearing problem?
- Yes ☐
- No ☐

If yes please give details

Please turn over

4. Does your child have a bladder / kidney / bowel problem?

Yes

☐

No

☐

If yes please give details

5. Is your child allergic to anything? Eg. Pollen or peanuts.

Yes

☐

No

☐

If yes please give details

6. Does your child attend any therapists? Eg. Occupational, speech or physiotherapy.

Yes

☐

No

☐

If yes please give details

7. Are there any other issues of a medical nature that you would like to draw to the attention of the school?

Yes

☐

No

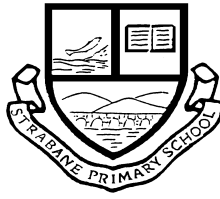
☐

Please give details

If your child's medical circumstances changes please inform the class teacher immediately. Thank you.

Signed _____

Date _____



NAME OF SCHOOL: Strabane Controlled PS

FORM AM1: MEDICATION PLAN FOR A PUPIL WITH MEDICAL NEEDS

Date:

Review Date:

Name of Pupil:

Date of Birth:

Class Year

National Health Number

Medical Diagnosis:

CONTACT INFORMATION

1 Family contact 1

Name:

Phone No (mobile)

home:

(work)

Relationship:

2 Family contact 2

Name:

Phone No (mobile)

home:

(work)

Relationship:

3 GP

Name:

Phone No:

Plan prepared by:

Name:

Designation:

Date:

Describe condition and give details of pupil's individual symptoms

Daily care requirements (e.g. before sport, dietary, therapy, nursing needs)

Close observation, especially at meal times

All staff to be aware of _____ and their allergy

Rescue medication to accompany _____ when out on school trips

Members of staff trained to administer medication for this child

All teaching staff received training on _____

Describe what constitutes an emergency for the child, and the action to take if this occurs

If child displays any of the symptoms stated on the care plan then observe closely for difficulty in breathing / collapse

Follow careplan for follow on action

Follow up care

For parents to take child home if reaction remains controlled

If Epipen has been administered then an ambulance will follow up care

I agree that the medical information contained in this form may be shared with individuals involved with the care and education of _____

Signed:

Parent/carer

Date:

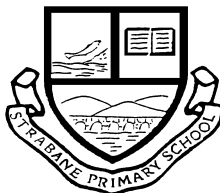
Distribution

G.P:

Parent

School Nurse :

Other School Staff



NAME OF SCHOOL: Strabane Controlled PS

**FORM AM2: REQUEST FOR A SCHOOL TO ADMINISTER
MEDICATION**

The school will not give your child medicine unless you complete and sign this form, and the Principal has agreed that school staff can administer the medicine

Details of Pupil

Surname Forename(s)

Address:

Date of Birth M F

Class Year

Condition or illness : Allergy to _____

Medication

Parents must ensure that in date properly labelled medication is supplied.

Name/Type of Medication (as described on the container)

Epipen

Date dispensed _____

Expiry Date _____

Full Directions for use:

Dosage and method:

Automated pre loaded injector pen.

Parents and school aware of how to administer same

NB Dosage can only be changed on a Doctor's instructions

Timing: 2nd dose may be given 5 minutes after 1st if no improvement in condition

Special precautions: make a note of time when giving 1st injection

Are there any side effects that the School needs to know about?

Self-Administration:

Procedures to take in an Emergency

Call 999

Call Parents

Administer Epipen if required – follow care plan

Contact Details

Name:

Phone No (home/mobile)

(work)

Relationship to Pupil:

Address:

I understand that I must deliver the medicine personally to School and accept that this is a service, which the school is not obliged to undertake. I understand that I must notify the school of any changes in writing.

Signature(s) _____ Date:

Agreement of Principal

I agree that _____ will receive Epipen____ mgs to be administered in an emergency situation

Signed _____ Date_____

(The Principal/authorised member of staff)

Appendix 13

USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

Principal: cthompson738@c2ken.net

Designated Teacher: lfinlay843@c2ken.net

School Telephone Number: 02871382510

Education Authority Western Region,
Designated Officer for Child Protection: 028828411480

Western Health & Social Care Trust,
Gateway Team: 02871314090

PSNI,
Public Protection Unit: 999 (Emergency)
101 (non-Urgent)

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