

Landhead Primary School



Child Protection/ Safeguarding Policy

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LANDHEAD PRIMARY SCHOOL CHILD PROTECTION POLICY

As a pupil-centred school, our School Aims and Code of Conduct underpin the rationale expressed and enshrined in the United Nations Convention on the Rights of the Child 1991. The most important tenets of that Convention are:

“children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them. When adults or organisations make decisions which affect children, they must always think first about what would be best for the child.”

(Article 19, Article 3)

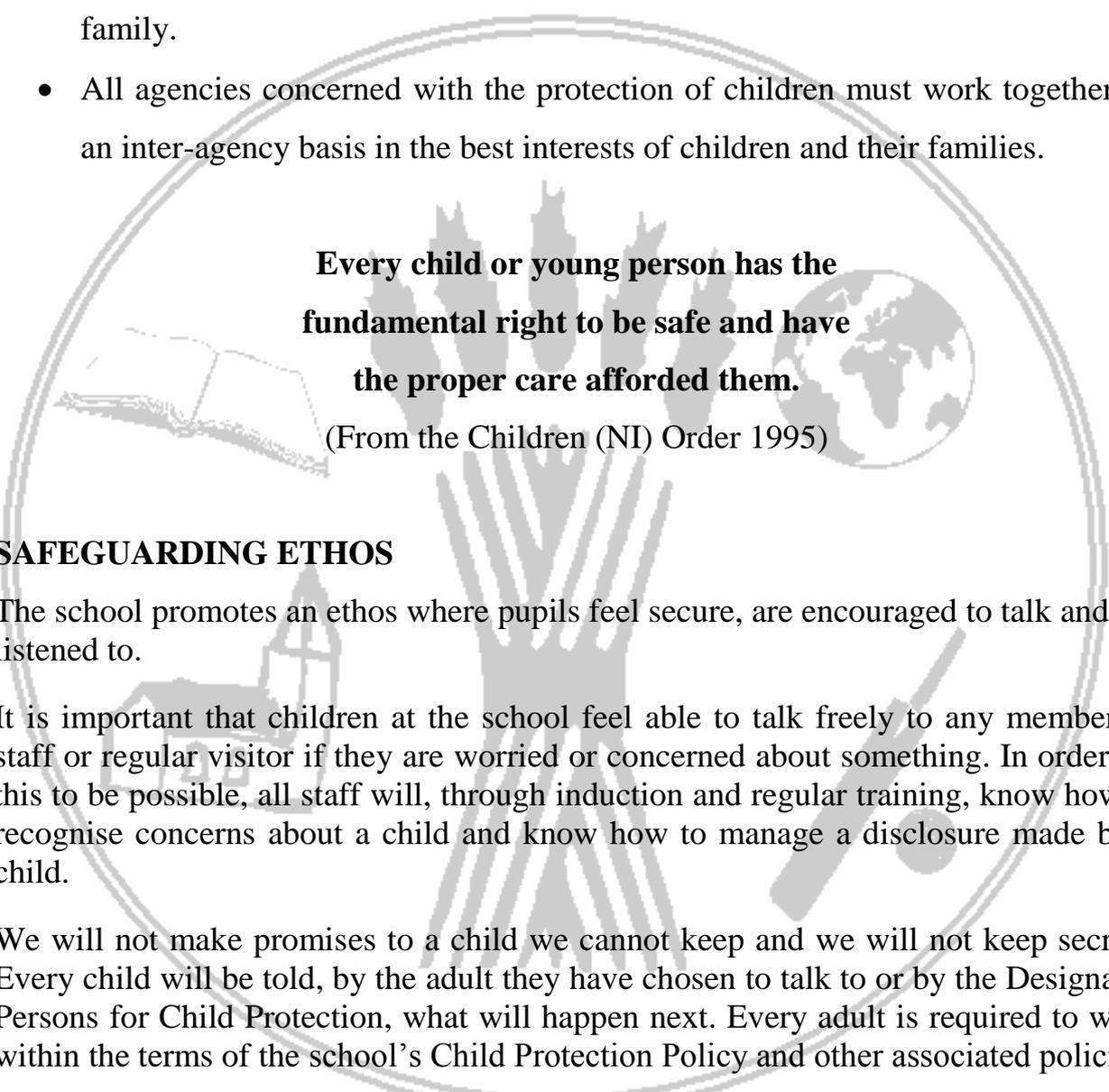
In Landhead Primary we have an excellent Pastoral Care structure in place and pride ourselves on being a ‘caring school’. As a staff we will continue to:-

- promote an atmosphere of trust and an environment in which our pupils feel safe, secure and valued;
- devise and deliver through the vehicle of PDMU, PSHE work, preventative programmes which educate about interpersonal relationships and normative behaviour, and where appropriate give information about child abuse;
- ensure that pupils are aware of the school Child Protection structure;
- recognise the rights and needs of our pupils by regularly updating our own knowledge and expertise.

PRINCIPLES ON WHICH THIS POLICY IS BASED

- The child’s welfare must always 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 remain paramount.
- Children have a right to be heard, to be listened to and to be taken seriously.

- Parents/Carers have a right to respect and should be consulted and involved in matters which concern their family.
- Actions taken to protect a child (including investigation) should not cause the child unnecessary distress or add to any damage already suffered.
- Intervention should not deal with the child in isolation but in the context of the family.
- All agencies concerned with the protection of children must work together on an inter-agency basis in the best interests of children and their families.



**Every child or young person has the
fundamental right to be safe and have
the proper care afforded them.**

(From the Children (NI) Order 1995)

SAFEGUARDING ETHOS

The school promotes an ethos where pupils feel secure, are encouraged to talk and are listened to.

It is important that children at the school feel able to talk freely to any member of staff or regular visitor if they are worried or concerned about something. In order for this to be possible, all staff will, through induction and regular training, know how to recognise concerns about a child and know how to manage a disclosure made by a child.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to or by the Designated Persons for Child Protection, what will happen next. Every adult is required to work within the terms of the school's Child Protection Policy and other associated policies.

Safeguarding, of course, extends beyond matters of protection of children from sexual, physical or emotional abuse or from neglect to include matters of anti-bullying, physical intervention, homophobia, racism, gender, intimate care and internet safety. It also extends to procedures employed in the recruitment of all staff. The staff must be fully cognisant of the school's policies in these areas, to attend relevant training and conference meetings called in school and to promote the school's policies and ethos.

Additionally safeguarding matters will be addressed in activities and opportunities in PDMU and throughout the curriculum and with teachers that will enable our children to develop the skills they need to recognise abuse, to develop essential life skills and to equip our children with the skills they need to stay safe.

At all times we will work to establish effective working relationships with parents and colleagues from other agencies.

OUTSIDE AGENCIES

As a school, we maintain a close working relationship with the various outside agencies involved in the care of children. These include the Educational Psychology Service, the EWO, Social Services, the school nurse and the PSNI. Our links with the PSNI include regular talks and discussions about bullying, talking to strangers and participating in other relevant initiatives.

PROCEDURES

Landhead Primary recognises its five main responsibilities in the areas of Child Protection, namely:

- PREVENTION
- RECOGNITION
- RESPONSE
- REFERRAL
- CONFIDENTIALITY/RECORD KEEPING

1. PREVENTION

As a 'caring' school, we in Landhead Primary offer a supportive environment through our Pastoral structure to children and young people who are being abused, have been abused and may be abused in the future.

The Board of Governors ensures that the

- Curriculum includes programme which address 'keeping safe', encourage good interpersonal skills and enhance self esteem

- School has and follows the Code of Practice for the conduct of all members of staff, towards the pupils attending the school.

2. RECOGNITION

Children may be abused by a parent, a sibling or other relative, a carer, an acquaintance or a stranger who may be an adult or a young person. The abuse may be the result of a deliberate act or of failure on the part of a parent or carer to act or to provide proper care or both (Co-operating to Protect Children)

Forms of abuse include:

- **NEGLECT** – the significant or persistent neglect of a child or young person, or the failure to protect a child from exposure to any kind of danger including cold or starvation, a persistent failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development including non-organic failure to thrive.

Possible indicators: inadequate clothing, poor growth, hunger or apparently deficient nutrition.

- **PHYSICAL ABUSE** – the actual or likely deliberate physical injury to a child, a wilful or neglectful failure to prevent physical injury or suffering to a child.

Possible indicators: bruises, lacerations, bite marks or burns.

- **SEXUAL ABUSE** – the actual or likely sexual exploitation of a child. The involvement of children in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles .

Possible indicators: physical signs, substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour.

- **EMOTIONAL ABUSE** – the actual or likely persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Possible indicators: excessive dependence, attention seeking.

3. RESPONSE

If an allegation of child abuse is made to a member of staff, that person will

- Listen to the child or young person and accept what is said.
- Record the date, time, place, statement and any noticeable non-verbal behaviour.
- Reassure the child or young person they have done the right thing to talk about it.
- Refer information to Miss M Henry (Designated Teacher for Child Protection) or in her absence Miss C Gibson (Deputy Designated Teacher for Child Protection)

4 REFERRAL

The Designated Teacher will discuss the matter with the Principal as a matter of urgency and ensure a written record is made.

The Principal/Designated Teacher may seek clarification or advice from the Education Board, or the Senior Social Worker. If there are concerns that the child may be at risk, the school will make a referral.

Unless there are concerns that a parent may be the abuser, the parents will be informed immediately.

The Designated Teacher will inform in writing and forward referral form to:

Northern Gateway Team
Coleraine Child Care Team
7A Castlerock Road
Coleraine, BT51 3HP
Tel: 028 7032 5462
Fax: 028 7035 7614

Single Point of Entry Team 03001234333

The school will contact the Education Authority (one of the Designated Officers for Child Protection/Deputy Chief Education Welfare Officers) by telephone and/or letter to inform them of a child protection concern.

The school will continue to support the child, the family and any external agencies who become involved in any way possible.

CONFIDENTIALITY AND RECORD KEEPING

In addition to the DT and DDT, it is envisaged that the child's teacher could give invaluable support and reassurance to the child and indeed to his/her parents. It is a duty of all members of staff to abide by the requirements of confidentiality when working with children and in all matters relating to the school.

- The school respects everyone's right to privacy.
- Everyone in the school is expected to work within the guidelines of the Child Protection Policy.
- Care and due consideration is taken over decisions to break confidentiality.

Any disclosures of sexual activity at primary school are automatically a child protection issue and CP procedures need to be followed.

Any action that is taken as a result of a disclosure will always have considered the best interests of the child first and foremost.

Upon a child disclosing information, Landhead Primary School will:

- Not pass the information on to anyone if the child or anyone else is clearly not at risk from harm
- Discuss the information with the school's DT or DDT if there is any doubt as to whether or not it is a child protection issue and CP procedures need to be initiated
- Inform and discuss the disclosure with the Principal and decide if further action is needed
- Inform the police of any illegal activity

Complete confidentiality cannot be offered if there is a risk that a child is at risk from harm.

When confidentiality has to be broken because someone may be at risk from harm:

- Children are told **when** the information has been passed on.
- Children are kept informed about **what** will be done with the information.
- Children are told **who** the information is given to, to alleviate their fears about everyone knowing.

All staff are aware that they should not pass on information about children or their parents/carers indiscriminately. Provision has been made for keeping information held in the school office confidential. Records are kept in a secure cabinet with limited access. Staff should consider the suitability of the surroundings and the presence of other people when they have conversations with children, parents or carers that may need to be kept confidential.

The school keeps a record of each pupil's academic progress and achievements. In addition, we keep a record of things to do with a child's welfare including:

- child protection concerns about abuse, neglect or sexual exploitation
- concerns about a child's physical or mental health
- concerns about a child's home circumstances
- concerns about parental difficulties, including physical and mental health issues; drug or alcohol related issues or other family problems
- changes in home circumstances
- concerns about a child's behaviour

There is a Child Protection book, an allegations against staff record book and a 'Caring Hands' Book. These are all kept within the office in a safe location accessed by the Principal, DT and DDT.

PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN LANDHEAD PRIMARY SCHOOL

Pupil makes a disclosure to teacher
or teacher has concerns about child
either as a result of one observation
or many observations over a period
of time. Teacher does not investigate but
MUST ACT PROMPTLY

Teacher refers matter to one of the
Designated
Teachers, discusses with Designated
Teacher, makes full notes.

Designated Teacher meets with Principal
(in case of Principal's absence Senior
Teacher) to plan course of action and
ensures that a written record is made.

Principal/Designated Teacher makes
referral (UNOCINI Form) to:

- Social Services and Care Unit, Coleraine
for Northern Gateway Team

Written communication also to:

- ◆ ELB Designated Officers

Indicate that it is a Child Protection
issue in an envelope marked
'CONFIDENTIAL'

Other Action:

- Record Advice given
- Monitor
- Review

The procedures to be followed are those specified in 'Pastoral Care in
Schools: CHILD PROTECTION (DENI 1997/4)

Clarification of the Role of the Teacher when they have a concern about possible child abuse, or when a concern is brought to their attention

(Extract from Pastoral Care in Schools, Child Protection Circular 1997/4)

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's ancillary or auxiliary staff sees such signs, he or she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher. Such clarification may reassure staff that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his or her family is in need of social services intervention.

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some cases, talking to the child will crystallise initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should therefore be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings:

- they should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind;
- they should, therefore, not ask questions which encourage the child to change his or her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened," rather than, "Did they do X to you?"
- the chief task at this stage is to *listen* to the child, and not to interrupt if he or she is freely recalling significant events, and to make a note of the discussion to pass on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, or sketched, *but under no circumstances should a child's clothing be removed*;
- any comment by the child, or subsequently by a parent or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used;
- staff should *not* give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know;

- they should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

While discreet preliminary clarification from the child or his parent or carer will often help to confirm or allay concerns, **it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.** They should not take action beyond that recommended in the procedures established by their Education and Library Board (ESA when functioning), and ACPC to be followed in handling suspected cases of abuse, including where a teacher or other member of staff is accused of abuse. These procedures should be familiar to all staff, and easily accessible for reference.

Guidelines for the appropriate behaviour of staff

The entire staff of Landhead Primary accepts that they have a serious responsibility for the protection of all pupils and for promoting pupils' welfare. As a school community we are committed to both recognising rights and identifying needs.

The following constitute school policy and will be followed by all members of staff:-

- No member of staff ever arranges to meet a pupil alone in a totally private room or place. The environment should be kept semi-public, by leaving the door ajar or by notifying a colleague that the meeting is taking place.
- Staff are careful not to give undue time or attention to any one young person.
- In extra-curricular activities, staff become involved with groups rather than exclusively with individuals.
- Staff are respectful of the privacy of pupils changing and toilets and intimate care.
- Body searching never happens as it is legally considered to constitute an assault.
- Staff are aware that even in the administration of first-aid, care is taken to avoid anything which might be misconstrued as inappropriate behaviour.

Children will be given opportunities, through the curriculum, to formulate ideas on self-preservation and how to get help, if they have a problem. This will include:

- Strangers
- Inappropriate touching

- Bullying
- Talks by Childline and the NSPCC
- Cyber safety and Cyber bullying and online safety

STAFF

The school must safeguard and promote the welfare of the pupils. The conduct of all staff must be above reproach. Any abuse of a position of trust will be regarded with the utmost gravity. The Board of Governors will ensure that all staff are clear about the standards of acceptable behaviour expected of them. Staff should be clear that there are acceptable boundaries of physical contact with pupils. In extreme cases where the child has been physically restrained a minimum of force will be used.

When an allegation is made against a member of staff the complaint will be investigated thoroughly.



PROCEDURES WHERE A COMPLAINT HAS BEEN MADE AGAINST A MEMBER OF STAFF

Tell the Principal/Designated Teacher

(If complaint is about Principal, tell Chairperson of the Board of Governors)

(If complaint is about Designated Teacher, tell Principal)

Seek advice from EA/Social Services

No
further action
necessary

Tell subject of
complaint,
ESA and
Complainant

No
but disciplinary
action

Instigate
Disciplinary
Action

Yes
Social Services/Police
investigate
Member of staff
removed from direct
contact with pupils
Possible Suspension
pending investigation

Tell Complainant

HOW A PARENT CAN RAISE A CONCERN

I have a concern about my child's safety



I can talk to the class teacher



If I am still concerned, I can talk to the Designated Teacher for Child Protection*



If I am still concerned, I can talk to the Principal



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

***CHILD PROTECTION DESIGNATED TEACHER:**

Miss M Henry

***DEPUTY DESIGNATED TEACHER:**

Miss C Gibson

THE USE OF REASONABLE FORCE

We feel that the need to use reasonable force to restrain or control a pupil in Landhead Primary will be very rare.

The application of reasonable force to restrain or control a pupil is to be used as a last resort, only when other behavioural management strategies have failed, and when the pupil, other pupils, members of staff, or property are at risk, or the pupil is seriously compromising good order and discipline.

Who may use reasonable force?

Article 4 of the Education (NI) Order 1998 authorises TEACHERS to use such force as is reasonable in the circumstances to prevent a pupil from

- Committing an offence
- Causing personal injury to any person (including him/herself) or damage to property
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.

Non teaching staff are also authorised to use reasonable force, provided they have been authorised by the Principal to have lawful control or charge of pupils (e.g. classroom assistants, lunch-time supervisors etc.)

What is meant by reasonable force?

Reasonable force is regarded as ‘enough force to stop whatever was about to happen from happening’.

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it.
- Any force used should always be kept to a minimum.

- The degree of force might depend on the age, level of understanding and any physical disability the student may have.

The following physical interventions might be regarded as constituting reasonable force:

- Physically imposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back or
- (In extreme circumstances) using more restrictive holds

REASONABLE FORCE SHOULD ONLY BE USED WHEN OTHER BEHAVIOUR MANAGEMENT STRATEGIES HAVE FAILED.

Recording Incidents Where Reasonable Force Is Used

An up-to-date record of all such incidents should be recorded in an incident report book. Immediately following any such incident the member of staff involved should

- Tell the Principal
- Provide a short written report to include
 - Name(s) of pupil(s), time and date of incident
 - Names of any witnesses
 - Reason that force was necessary
 - How incident began and progressed – what was said, steps taken to defuse situation, degree of force used, how that force was applied and for how long
 - The pupil's response and outcomes

- Details of any injury sustained to any person and of any damage to property

Parents should be advised of any such incident. The Principal will need to consider whether this should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.

STAFF TRAINING – CHILD PROTECTION

The school is committed to in-service training for all staff. Each member of staff will be provided with retraining and/or induction training in Child Protection. The Designated Teacher and Deputy Designated Teacher have received more specialist training in line with their roles and responsibilities. All new members of staff in Landhead Primary will receive Child Protection Training (including School Procedures) from the Designated Teacher.

MONITORING AND EVALUATION

The School will update this Policy and Procedures in the light of any further guidance and legislation as necessary. On-going monitoring and evaluation will ensure the effectiveness of the Policy.

ROLE OF THE DESIGNATED TEACHER FOR CHILD PROTECTION

Designated Teacher: Miss M Henry

In the event of Miss Henry's absence, Miss C Gibson will assume responsibility for Child Protection.

The Designated Teacher has responsibility for liaising with Social Services, the PSNI and other agencies, over cases of abuse. The Designated Teacher will ensure that proper procedures are followed.

Procedures to be followed where child abuse is suspected for alleged:

- A verbal / written report will be made to the Designated Teacher;
- An interview *may* take place with the child, in the presence of at least one other adult;
- The Designated Teacher may consult with the School Nurse / Health Visitor or Clinical Medical Officer to obtain a professional opinion;
- The appropriate Social Services will be informed immediately and a confirmation in writing will be sent;
- In the case where physical or sexual abuse is alleged the matter will be referred to the PSNI;
- At the same time the designated officer of the Education Authority will be forwarded a copy;
- The Principal will be informed;
- The Designated Teacher will ensure that she is informed of the timing of the strategy discussion between the statutory agencies that will decide whether or how to investigate.

The Designated Teacher will ensure that all staff know:

1. How to identify signs and symptoms of possible abuse;
2. What the relevant child protection procedures are and how to make a referral if necessary;
3. How to talk to children about whom there are concerns;
4. Who the Designated Teacher is and who deputises in the case of absence;
5. How to prepare if they have to contribute to Social Services.

The Designated Teacher will know:

- Sources of advice and guidance;
- Whom to consult and when to make a referral;
- The Education Authority's child protection procedures and the Designated Teacher's role within them;

- The role and responsibilities of the investigating agencies, whom to contact and how to liaise with them;
- The requirements of record keeping;
- The conduct of a child protection conference and how the Designated Teacher or another member of staff can make an appropriate contribution to it;
- What support will be provided through the local child protection procedures and how to access it.

The Designated Teacher and Deputy Designated Teacher will attend training on Child Protection and keep up to date with current legislation.

REPORTS FOR CHILD PROTECTION CONFERENCES

Reports should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and, where appropriate, the child's appearance. It may include what is known about the child's relations with his or her family and the family structure.

- Reports should be objective and based on evidence.
- They should therefore contain only fact, observations and reasons for concern.

Reports will be made available to the child's parents and may be used in court. All reports should be checked and signed by the Designated Teacher.

The school will be informed by Social Services if any child has or is placed on the Child Protection Register and will monitor the child accordingly.

BULLYING

Bullying constitutes a form of child abuse although it does not normally trigger the child protection procedures. The school will act promptly and firmly in all cases to combat bullying whenever and wherever it occurs, in line with the Anti-Bullying Policy, the Pastoral Care Policy and the Discipline Policy.

PARTNERSHIPS WITH PARENTS

Parents will be made aware of the child protection arrangements within the Pastoral Care Policy and the fact that this may require cases to be referred to the investigating agencies in the interests of the child. An abridged version of the Child Protection Policy will be sent to parents every two years.

Vetting and Barring Scheme

The Vetting and Barring Scheme Guidance, October 2009

It is a scheme that has been created to help prevent unsuitable people from working with children and vulnerable adults and it runs alongside the Criminal Records Bureau.

The new Vetting and Barring Scheme (VBS) for England, Wales and Northern Ireland was created as a response to the murders of two schoolgirls by school caretaker Ian Huntley in Soham, Cambridgeshire, in 2002. It is designed to close loopholes that allowed inappropriate people to work with children.

The scheme bars unsuitable people from working with children or vulnerable adults, by making it a criminal offence for them to do so, and it vets those that apply.

The Independent Safeguarding Authority – AccessNI

www.isa.gov.org.uk

Safeguarding Vulnerable Groups (NI) Order 2007

- Defines 2 categories of work – ‘Regulated’ and ‘Controlled’ activities
- Creation of the ISA
- Creates 2 barring lists
- AccessNI

All staff and volunteers will undertake an AccessNI check before commencing work with children in the school. Substitute teachers will be employed through NISTR and have already undergone a check. New Governors will be asked to complete an AccessNI form in line with Board Policy and good practice.

At all time guidance will be sought for safer recruitment practice and the procedures of the Vetting and Barring Scheme will be adhered to.

FGM

Female genital mutilation (FGM), also known as **female genital cutting** and **female circumcision**, is the ritual removal of some or all of the external female genitalia. Typically carried out by a traditional circumciser using a blade, with or without anesthesia, FGM is concentrated in 27 African countries, Indonesia, Iraqi Kurdistan and Yemen, and found elsewhere in Asia, the Middle East and among diaspora communities around the world. It is conducted from days after birth to puberty and beyond. In half the countries for which national figures are available, most girls are cut before the age of five.

Health effects depend on the procedure, but can include recurrent infections, chronic pain, cysts, an inability to get pregnant, complications during childbirth, and fatal bleeding. There are no known health benefits.

The practice is rooted in gender inequality, attempts to control women's sexuality, and ideas about purity, modesty and aesthetics. It is usually initiated and carried out by women, who see it as a source of honour and fear that failing to have their daughters and granddaughters cut will expose the girls to social exclusion. At least 200 million women and girls in the key 30 countries have experienced FGM as of 2016. The United Nations Population Fund estimated in 2010 that 20 percent of affected women had been infibulated, a practice found largely in northeast Africa, particularly Djibouti, Eritrea, Ethiopia, Somalia and northern Sudan.

FGM has been outlawed or restricted in most of the countries in which it occurs, but the laws are poorly enforced. There have been international efforts since the 1970s to persuade practitioners to abandon it, and in 2012 the United Nations General Assembly, recognizing FGM as a human-rights violation, voted unanimously to intensify those efforts. The opposition is not without its critics, particularly among anthropologists.

Landhead Primary School is opposed to such practices and in the event of concerns regarding FGM will report the matter to the relevant authorities.

PREVENTION OF RADICALISATION

Landhead Primary School recognises that schools play a major part in the prevention of vulnerable groups being radicalised. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. ICT will be carefully monitored to ensure that only 'safe' websites are used and advice will be sought in the event of concerns regarding potential radicalisation.

CONTACT ADDRESSES AND TELEPHONE NUMBERS

Designated Officer for Child Protection/ Deputy Chief EWO
Antrim Board Centre
Antrim
BT41 4DH
Tel: 028 9448 2200

Northern Gateway Team
Coleraine Child Care Team
7A Castlerock Road
Coleraine, BT51 3HP
Tel: 028 7032 5462
Fax: 028 7035 7614

NI Childline
PO Box 1111
Belfast
BT1 7DZ
Tel (028) 92327772

NSPCC Child Protection Helpline
24 Hours Call Free
Tel 0800 800 500



POLICE SERVICE OF NORTHERN IRELAND**TELEPHONE NUMBER: Main Exchange - 028 9065 0222**

From the 31st March 2008 the following arrangements replace the C.A.R.E. Teams.
Each **Public Protection Unit (PPU)** is led by a Detective Inspector.

Public Protection Units (PPUs) consist of 4 teams:

- Child Abuse Investigation Unit
- Domestic Abuse Unit
- Sex Offender Management Unit
- Missing and Vulnerable Person Unit

Child Abuse Investigation Unit

District (Ballymena, Coleraine)

Public Protection Unit (PPU)

Telephone Number : 028 9065 0222

Ballymena Ext: 51211 / 86167 / 86151

Coleraine Ext: 83133



Northern HSC Trust			
Telephone (for referral)	03001234333		
Areas	Antrim, Carrickfergus, Newtownabbey, Larne, Ballymena, Cookstown, Magherafelt, Ballycastle, Ballymoney, Portrush and Coleraine		
Further Contact Details (for ongoing professional liaison)	Central Gateway Team Unit 5A, Toome Business Park Hillhead Road Toomebridge, BT41 3SF Tel: 028 7965 1020 Fax: 028 7965 1036	South Eastern Gateway Team The Beeches 76 Avondale Drive Ballyclare, BT39 9DB Tel: 028 93340165 Fax: 028 9334 2531	Northern Gateway Team Coleraine Child Care Team 7A Castlerock Road Coleraine, BT51 3HP Tel: 028 7032 5462 Fax: 028 7035 7614
			
Website	http://www.northerntrust.hscni.net/		
Out of Hours Emergency Service (after 5pm each evening at weekends, and public/bank holidays)	028 94468833		

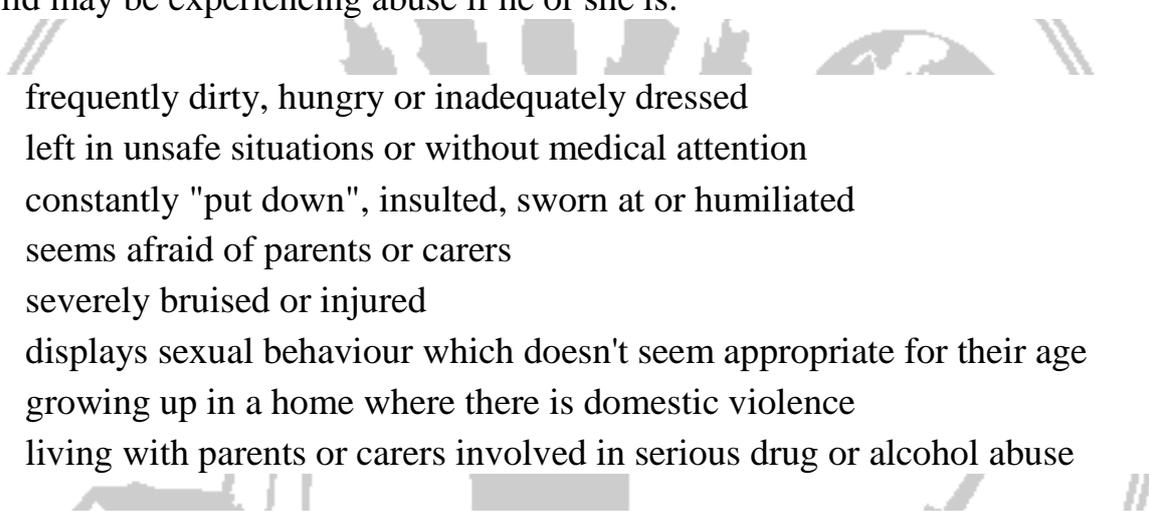
WHAT IS CHILD ABUSE?

Child abuse is the term used when an adult harms a child or a young person under the age of 18.

If you are a child or a young person, you can read more about **what is child abuse** on the ChildLine website.

Child abuse can take four forms, all of which can cause long term damage to a child: **physical abuse, emotional abuse, neglect** and child **sexual abuse**. **Bullying** and **domestic violence** are also forms of child abuse.

A child may be experiencing abuse if he or she is:

- 
- frequently dirty, hungry or inadequately dressed
 - left in unsafe situations or without medical attention
 - constantly "put down", insulted, sworn at or humiliated
 - seems afraid of parents or carers
 - severely bruised or injured
 - displays sexual behaviour which doesn't seem appropriate for their age
 - growing up in a home where there is domestic violence
 - living with parents or carers involved in serious drug or alcohol abuse

Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

Abuse is always wrong and it is never the young person's fault.

Adults

If in doubt, contact the NSPCC Helpline on 0808 800 5000. Our counsellors are all trained child protection officers and can discuss child sexual abuse issues with you. They can give you expert advice and will take action to protect the child if necessary.

Children and young people

ChildLine is the free confidential helpline for children and young people in the UK. You can call us on **0800 1111** to talk about any problem - our counsellors are always here to help you sort it out.

THINGS CHILDREN SHOULD KNOW IF THEY ARE WORRIED ABOUT CHILD ABUSE

- Children have a right to be safe
- Children are not to blame for being abused – the person hurting them is the one who has done wrong
- Children shouldn't feel they have to deal with abuse on their own
- Children should tell a person they can trust, such as a parent, teacher, relative or friend, if they are being abused in any way, even if they are worried about what might happen next
- It is OK for children not to keep secrets about being abused
- Children may not be believed when they talk about abuse. This does not mean they are lying. They should try to find someone who will believe them, or phone Childline.

HOW DOES CHILDLINE HELP?

Children who have been abused can feel confused about what has happened and unsure about the right thing to do. They can call Childline free at any time on 08001111 or they can write to Childline, Freepost 1111, London N1 0BR. Childline is confidential; children can talk about what is happening to them, what they want to do next and how they can feel safe.

It takes a lot of courage to start talking about abuse, but talking to Childline can help children feel less lonely and isolated, feel better about themselves, feel more confident and able to think about ways of seeking help.

FORMS

AccessNi form

<http://www.accessni.gov.uk/application-form.pdf>

UNOCINI form

http://www.dhsspsni.gov.uk/unocini_forms.doc

REFERENCE DOCUMENTS

Pastoral Care in Schools CHILD PROTECTION (DENI 1999/10)

Co-operating to Safeguard (DHSSPS 2003)

Area Child Protection Committees' - Regional Policy and Procedures (2005)

Safeguarding Vulnerable Groups (NI) Order 2007

The Vetting and Barring Scheme Guidance, October 2009

Relevant copies of DE circulars – printed and filed with CP documentation

CHILD PROTECTION LEGISLATION

Human Rights Act 1998

United Nations Convention on the Rights of the Child 1991

The Children (NI) Order 1995

The Sexual offences Order 2008

Education and Libraries Order 2003 – Welfare and Protection of pupils

DE Circulars

Safeguarding Vulnerable Groups (NI) Order 2007

RELATED POLICIES

Anti-Bullying

Pastoral care

Intimate Care Policy

Discipline

Mobile Phone and Digital Devises Policy

Social Media Policy

IDENTIFYING ABUSE

All school staff are well placed to observe the outward symptoms of abuse through their daily contact with the children. Children can be observed discreetly in the play corner e.g. how they react with peers, dolls, etc. Play is facing and working through anxieties in a symbolic way and can therefore indicate a great deal about children. This includes the outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. The symptoms may be signs of bereavement or other disruption of family circumstances, drugs, alcohol or solvent misuse. However, they may be due to child abuse.

Possible indicators of abuse:-

Neglect	Unkempt appearance, smell, dirt, poor hygiene. Inadequate clothing, poor growth, hunger or apparent deficient nutrition. Lack of knowledge of basic personal hygiene. 'Home alone' children. Little or no parental involvement in child's education.
Physical	Bruises (which may indicate strap marks or hand marks), lacerations, bite marks, burns, etc. Persistent / ongoing marking. Unexplained bruising, hiding bruising, etc. Violence towards peers. Allow themselves to be bullied or bullies others.
Sexual	Substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour, etc. Self-harm. Low self-esteem. Eating disorders. Panic attacks. Depression. Inappropriate use of language (sexually explicit). Inappropriate touching.
Emotional	Excessive dependence or attention seeking, etc. Emotional disturbance e.g. Reflex vomiting, fears of change, inability to face new situations. Nervousness. Temper displays. Inability to control bodily functions e.g. Wetting or soiling. Mechanical reactions – fear of showing emotion.
Other	Restlessness and inability to concentrate. Stealing, bizarre behaviour. Learning difficulties and unfulfilled potential.

	<p>Strikingly unhappy, cut off from others, in a dream world, cannot relate to peers, no friends.</p> <p>Abnormal patterns of relationships – defiant, aggressive, disruptive behaviour, withdrawn or over anxious.</p> <p>Temper tantrums – biting, kicking, scratching, spitting, anti-authoritarian, destructive behaviour.</p> <p>Rocking, retreating to a ‘safe’ place e.g. Under tables.</p> <p>Complaints of genital pain.</p> <p>Reverting to thumb sucking, etc.</p> <p>Secret keeping.</p> <p>Holding tight to security objects.</p> <p>Complaining of stomach pain, etc.</p>
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No list of symptoms can be exhaustive and any list can include indicators of other forms of abuse and / or medical, psychological or social explanations.

Pupils who are victims of abuse often display emotional or behavioural difficulties. They may be unwilling to remove clothing in front of other pupils at the swimming pool or changing for Physical Education.

Signs should **not** be considered proof of abuse.

All staff should recognise that ‘in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others, in the child’s best interests.

No promise of confidentiality can or should ever be given where abuse is alleged.’

NSPCC Media centre

Facts and figures about child abuse

Facts and figures about child abuse

NSPCC research shows that a significant minority of children suffer serious abuse or neglect:

7% of children experienced serious physical abuse at the hands of their parents or carers during childhood.

1% of children experienced sexual abuse by a parent or carer and another 3% by another relative during childhood.

11% of children experienced sexual abuse by people known but unrelated to them. 5% of children experienced sexual abuse by an adult stranger or someone they had just met'.

6% of children experienced serious absence of care at home during childhood.

6% of children experienced frequent and severe emotional maltreatment during childhood.¹

16% of children experienced serious maltreatment by parents, of whom one third experienced more than one type of maltreatment.²

Latest available figures show that there are 32,700 children on child protection registers in the UK as at 31 March 2003.³

Nearly 79,000 children are currently looked after by local authorities in the UK.⁵

Every week in England and Wales one to two children will die following cruelty.⁶

There are on average 80 child homicides recorded in England and Wales each year.⁷

Every ten days in England and Wales, on average, one child is killed at the hands of their parent. An average of 35 a year over the past five years.

The people most likely to die a violent death are babies under 1 year old, who are four times more likely to be killed than the average person in England and Wales.⁹

Three-quarters of sexually abused children did not tell anyone about the abuse at the time, and around a third still had not told anyone about their experience(s) by early adulthood.¹⁰

Over a quarter of all rapes recorded by the police are committed against children under 16 years of age.¹¹

31% of children experienced bullying during childhood, a further 7% were discriminated against and 14% were made to feel different/an outsider. 43% experienced at least one of these things during childhood.¹²

NSPCC teams and Helplines accepted over 24,000 requests for help in 2003-4.¹³

The National Commission of Inquiry into the Prevention of Child Abuse estimated that the cost of child abuse to statutory and voluntary agencies is £1 billion per year in the UK.¹⁴

1 Cawson et al., 2000, Child Maltreatment in the UK: A Study of the Prevalence of Child Abuse and Neglect, NSPCC.

2 Cawson, 2002, Child Maltreatment in the Family: The Experience of a National Sample of Young People, NSPCC.

3 DfES, 2004, Statistics of Education: Children looked after by Local Authorities, Year Ending 31 March 2003 Volume 1: Commentary and National Tables, National Assembly for Wales, 2003, Adoptions, Outcomes and Placements for Children Looked After by Local Authorities: Year ending 31 March 2002, Department of Health, Social Services and Public Safety (N.I.), 2003, Community Statistics 1 April 2002 - 31 March 2003, Scottish Executive, 2002, Children Looked After Statistics 2001-2002.

4 DfES, 2004, Statistics of Education: Referrals, Assessments and Children and Young People on Child Protection Registers: Year Ending 31 March 2003.

5 DfES, 2004, Statistics of Education: Children looked after by Local Authorities, Year Ending 31 March 2003 Volume 1: Commentary and National Tables, National Assembly for Wales, 2003, Adoptions, Outcomes and Placements for Children Looked After by Local Authorities: Year ending 31 March 2002, Department of Health, Social Services and Public Safety (N.I.), 2003, Community Statistics 1 April 2002 - 31 March 2003, Scottish Executive, 2002, Children Looked After Statistics 2001-2002.

6 Office of National Statistics, Mortality Statistics.

7 Home Office (2004) Crime in England and Wales 2002-3: Supplementary Volume 1, Homicide and Gun Crime.

9 Home Office (2004) Crime in England and Wales 2002-3: Supplementary Volume 1, Homicide and Gun Crime.

10 Cawson et al., 2000, Child Maltreatment in the UK: A Study of the Prevalence of Child Abuse and Neglect, NSPCC.

11 Harris and Grace, 1999, A question of evidence? Investigating and prosecuting rape in the 1990s, Home Office.

12 Cawson et al., 2000, Child Maltreatment in the UK: A Study of the Prevalence of Child Abuse and Neglect, NSPCC.

13 NSPCC Services for Children and Young People Annual Statistics 2003-4.

14 National Commission of Inquiry into the Prevention of Child Abuse, 1996, Childhood Matters: Report of the National Commission of Enquiry into the prevention of Child Abuse

Office of the First Minister and Deputy First Minister Northern Ireland

10 year strategy

Our Children and Young people – Our Pledge

- Be healthy
- Enjoy, learn and achieve
- Live in safety and with stability
- Experience economic and environmental well-being
- Contribute positively to community and society
- Live in a society which respects their rights



Who can you talk to in Landhead?

Miss Henry
Designated Teacher
Child Protection

Mrs Parke
Deputy Designated Teacher
Child Protection

**You can talk to anyone if you have a problem
you are facing at home or in school.**

Miss Brolly
Teacher

Mrs McKinney
Teacher

Any other identified
staff



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

Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

1. Private Meetings with Pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she

is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*)).

d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

e. Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.

f. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*

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

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

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

3. Choice and Use of Teaching Materials

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

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

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

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that

their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Conclusion

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

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



Safeguarding and Child Protection: DE Circulars

- **Circular 99/10**
Guidance for schools on child protection policy and procedures
- **Circular 03/13**
Guidance for schools on the Welfare and Protection of Pupils
Education and Libraries (NI) Order 2003
- **Circular 06/06**
Guidance on safer recruitment practices for education authorities
- **Circular 06/07**
Guidance for schools on the employment of substitute teachers
- **Circular 06/08**
Guidance for schools on the requirement for child protection
training in relation to interviewing and selection panels
- **Circular 06/09**
Guidance on the vetting of paid and unpaid staff
- **Circular 06/25**
Guidance on the requirement for vetting of school governors
- **Circular 07/01**
Acceptable use of the internet and digital technologies in schools
- **Circular 08/03**
Pre-employment checking of persons to work in schools – new
arrangements
- **Circular 08/10**
From 1st August 2008 substitute teachers must be booked on line
via NISTR
- **Circular 2010/01**
Guidance on Relationships and Sexuality Education
- **Circular 2011/22**
Internet Safety (addendum to 2007/01). Advice and guidance on
arrangements for preventing the accessing of inappropriate
material on the internet, the use of materials from blocked sites,
and the provision of information to parents.

- **September 2012**
Guidance for schools and employing authorities on changes to pre-employment checking and safer recruitment practices
- **Circular 2012/18**
Replaces Circular 2010/07. New aspect: guidance on study leave
- **Circular 2013/16**
Relationship and Sexuality, Education Policy in school

Letters from DE

February 2009

Child Protection: Legislation Changes to Age of Consent

June 2009

Letter from DE regarding provision of free school meals on humanitarian grounds

May 2012

Letter from DE regarding revised criterion for the provision of free school meals on humanitarian grounds

