

# Child Protection Policy

## Moneynick Primary School

September 2021

Updated November 2024



Signed: \_\_\_\_\_ (Principal)

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

Signed: \_\_\_\_\_ (Chair)

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



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## **INTRODUCTION**

### **Mission Statement**

*We believe that each child is unique with individual talents, abilities and needs. We at Moneynick Primary School strive to ensure that each child develops to the very best of their ability in a caring Catholic environment producing responsible young people prepared for life in society.*

It is the purpose of our school to provide an educational environment suited to all of the pupils entrusted to our care and we will seek to promote a caring supportive and safe environment whereby staff and pupils can work in an atmosphere of mutual respect; where pupils can enjoy their learning within a secure and stimulating environment, so that each individual should achieve the highest level of spiritual, moral, cultural, intellectual, personal, physical and social development of which he/she is capable.

We adhere and agree to the following statement:

*'Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child Protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.'* (Safeguarding and Child Protection in Schools Updated September 2019)

One way we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in the school, teachers, non-teaching staff and all volunteers, have clear guidance on the action which is required where abuse or neglect of a child is suspected.

The principles and procedures within the policy will be upheld by all staff during our Wraparound Care (Breakfast club and After School Club). The policy will also protect our children during trips and visits and when members of the community are present in school.

Circular 1999/10 D.E.N.I Pastoral Care in Schools: CHILD PROTECTION provides advice to schools on child protection. A copy of the complete document may be obtained from either school.

## **KEY PRINCIPLES OF SAFEGUARDING AND CHILD PROTECTION**

This policy takes into account:

- the rights of children under the Children (NI) Order 1995
- the United Nations Convention on the Rights of the Child (1991)
- The Education and Libraries (Northern Ireland) Order 2003
- Area Child Protection Committees- Regional Policy and Procedures (2005) and Amendments (2008)
- Safeguarding vulnerable groups (Northern Ireland) Order 2007
- Sexual Offences (Northern Ireland) 2008
- 'Pastoral Care in Schools. Child Protection' (DENI 1999)
- The Safeguarding Board (Northern Ireland) Act 2011
- 'Co-operating to Safeguard Children' (DHSSPS 2016)
- The Public Service Ombudsman Act (NI) 2016
- The Addressing Bullying in Schools Act (NI) 2016
- The Domestic Abuse Information -sharing with Schools etc. Regulations (Northern Ireland) 2022
- Justice (Sexual Offences and trafficking Victims) Act (Northern Ireland) 2022
- DE Circulars 99/10, 03/13, 2012/19, 2013/01, 2014/27, 2015/13
- Safeguarding and Child Protection in Schools 2016 updated September 2024
- Children and Young peoples Strategy 2020-2030
- Co-operating to Safeguard Children and Young People in Northern Ireland (August 2017)
- Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans
- Adult Safeguarding: Prevention and Protection in Partnership

The following principles underpin all strategies, policies, procedures, practice and services relating to the safeguarding of children and young people in line with the guidance issued by the four Area Child Protection Committees and the Education Authority.

- **The child or young person's welfare is paramount.**
- **The voice of the young person should be heard** - Children and young people have the right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. Where appropriate they should be included to achieve preferred outcome.
- **Parents are supported to exercise parental responsibility and families helped to stay together** - Actions taken should have the child's best interest , provide appropriate support to help families stay together and provide best outcomes for their future.

- **Partnership** - At all times, there must be a multi-disciplinary and multi-agency approach and commitment to the protection, support and safeguarding of children from harm. Each agency involved must have an understanding of each other's professional values and accept each other's role, powers and responsibilities. Any actions taken by agencies must be considered and well informed so that they are sensitive to and take account of the child's sex, age, stage of development, religious culture and race.
- **Prevention** – The importance of preventing problems occurring or worsening through the introduction of timely and supportive measures.
- **Response should be appropriate to the circumstances** - Where a child's needs can be met through provision of support services, these should be provided.
- **Protection** - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.
- **Evidence based and informed decision making** – Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.
- The right of confidentiality for parents, carers, teachers and children must be respected and information will only be shared in the interests of the child's welfare

The Designated Teacher with responsibility for child protection is Mrs Orla Mallon and the Deputy Designated Teacher is Mrs Fiona McConway. Any case of suspected abuse should be, in the first instance reported to either the Designated or Deputy Designated and the proper procedures applied.

## **AIMS**

By following child protection procedures, we:

- establish a safe environment in which children can learn and develop
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with skills needed to keep themselves safe
- support pupils who have been abused in accordance with their care plan

## **Safer Schools App**

Moneynick Primary School promotes the use of the Safer Schools Northern Ireland App. The app provides safeguarding and child protection support for staff, parents and pupils. Resources are available for all stakeholders to access.

## **OTHER RELEVANT POLICIES**

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

- Pastoral Care
- Positive Behaviour
- Anti-Bullying
- Safe-Handling
- Special Educational Needs
- Drugs Awareness
- Educational and Residential Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality
- ICT and E-Safety
- Intimate Care

## **CHILD ABUSE**

We in Moneynick have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our Pastoral Care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school has adopted a Code of Conduct for our behaviour towards pupils. This code is set out in the **Appendix 1** to this policy statement.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers have clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also criminal offences.

## Definition of a Child

For the purpose of these procedures an abused child is a person under the age of 18 years as defined in the Children (NI) Order 1995. (ACPC Regional Policy and Procedures, 2005.)

## Definition of Abuse

We use the following definition taken from ACPC Regional Child Protection Policy and Procedures (2005):

*'Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.'*

## WHAT IS CHILD ABUSE?

We use the following definitions taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016):

**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.

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

**Sexual:** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**Emotional:** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying behaviours – including online bullying behaviours through social networks, online games or mobile phones – by a child's peers.



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

**Domestic Violence:** ‘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’ (*DHSSPS/NDOJNI ‘Stopping Domestic and Sexual Violence and Abuse in Northern Ireland – A Seven Year Strategy 2016*)

### **Grooming**

Grooming of a young person is always abusive and/or exploitative, It often involves perpetrator(s) gaining the trust of a child or young person or, in some cases, the trust of the family, friends or community and/or making an emotional connection in order to facilitate abuse.

### **Child Sexual Exploitation**

A form of abuse which 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 child wants or (b) the financial advantage or increased status of the perpetrator or facilitator.

### **Bullying** (*see also anti-bullying policy*)

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying behaviours occurring and will take immediate steps to stop it happening, to protect and reassure the person experiencing bullying behaviour and to discipline the person displaying the bullying behaviour.

Any complaint by a parent that their child is, or may be, experiencing bullying behaviours will be fully investigated by the Designated Teacher for Child Protection and team action will be taken to protect the pupil experiencing bullying behaviour. This will usually include ensuring that another child or small group of children befriends and supports the child experiencing bullying behaviour during the school day. A parent making a complaint about bullying behaviour will have a personal response from the Designated Teacher within one week of making the complaint, indicating the clarification which has been carried out and the action being taken.

The sanctions taken against a pupil who displays bullying behaviour will depend on the seriousness of the case but will include the loss of any privileges or position of responsibilities he/she holds in the school.

If a pupil's bullying behaviour persists, parents will again be contacted, and suspension considered (*see anti bullying policy*) if the bullying behaviour continues the next stage will be to instigate the Child Protection procedures.

Cyber bullying behaviour will also be treated in the same manner and will not be tolerated. (*Please refer to ICT Policy*)

## **SIGNS AND SYMPTOMS OF CHILD ABUSE**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

### **PHYSICAL ABUSE**

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to “make him study”)
- Fear of suspected abuser being contacted

### **SEXUAL ABUSE**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking, bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder

- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be “ultra-good” or perfect; overreacting to criticism

### **EMOTIONAL ABUSE**

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless etc”)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self mutilation)
- Extreme of passivity or aggression

### **NEGLECT**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

### **SEXUAL EXPLOITATION**

- may go missing from home, care or education.
- involved in abusive relationships, intimidated and fearful of certain people or situations
- chooses to socialise with groups of older people and/or antisocial groups and/or with other vulnerable peers
- may associate with other young people involved in sexual exploitation
- could get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight
- They may also show signs of sexual abuse or grooming

## Specific Types of Sexual Abuse

### **GROOMING**

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

### **CHILD SEXUAL EXPLOITATION**

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always include physical contact; it can also occur through the use of technology.

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

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.

#### **Note:**

- ❖ **A child may be subjected to a combination of different kinds of abuse**
  
- ❖ **It is also possible that a child may show no outward signs and hide what is happening from everyone**

## **PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE**

### **SAFEGUARDING TEAM**

The school has in place a safeguarding team. The team is comprised of persons with specific responsibility for safeguarding within Moneynick Primary School.

	<b>TEAM MEMBERS</b>
<b>Chair of the Board of Governors</b>	Mr Kevin Traynor
<b>Designated Governor for Child Protection</b>	Mrs Martina Gribbin
<b>Principal</b>	Mrs Fiona McConway
<b>Designated Teacher</b>	Mrs Orla Mallon
<b>Deputy Designated Teacher</b>	Mrs Fiona McConway

### **ROLES AND RESPONSIBILITIES**

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

The Chair of the Board of Governors should:

- Ensure that a safeguarding ethos is maintained across the Partnership and within the individual school environment
- Ensure that the Partnership has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource Departments
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the school principal
- Ensure that their Board of Governors receive termly updates and a full written annual report in relation to child protection activity
- Ensure Child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually

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

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the Designated teacher
- The content of the school's Child Protection policy
- The content of a Code of Conduct for adults
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff
- The Designated Governor for Child Protection should avail of child protection awareness training delivered by CPSS

### **The Principal**

The Principal must ensure that:-

- DENI 1999 / 10 is implemented within school
- That a Designated teacher and Deputy are appointed
- That all staff receive annual child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That their Chairman of the Board of Governors (and, when appropriate, their Board of Governors) is kept informed
- That child protection activities feature on the agenda of their Board of Governors meetings and termly updates & annual report are provided
- Ensure that the school's Child Protection policy is reviewed annually, and that parents and pupils receive a copy of this policy at least once every 2 years
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis

### **The Designated Teacher**

The Designated Teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Ensure that all staff are aware of the procedures, including internal school arrangements
- Jointly lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all child protection concerns for their individual school

- Keep the school principal informed
- Promote a child protection ethos within the school
- Provide written reports to their Board of Governors regarding child protection
- Attend Case Conferences when required (**Appendix 2**)
- Co-ordinate action by teachers in cases of suspected child abuse and reporting to the appropriate agencies and the Senior Management Officer (Schools) using the appropriate formats
- Ensure that the teaching staff and the school's Education Welfare Officer are aware of children in care or on the Child Protection Register

### **The Deputy Designated Teacher**

- The Deputy Designated teacher must actively support the Designated Teacher in fulfilling their responsibilities. The Deputy works in partnership with the Designated teacher so as to develop their knowledge and expertise to undertake their duties when required

### **Other Members of School Staff**

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

Remember the 5 Rs: **Receive, Reassure, Respond, Record and Refer.**

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

- refer concerns to the Designated/Deputy Teacher for Child Protection
- 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**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

### **It is our aim through in-service training that all staff know:**

- How to identify the signs and symptoms of abuse and when to make referral
- The E.A. Child Protection policies and procedures and the Designated Teacher's role within them
- The contact details for Care Call: 028 9024 5821
- The role and responsibilities of the investigating agencies, who to contact and how to liaise with them

- The requirements on record-keeping
- The conduct of a Child Protection conference and how the Designated Teacher or another member of staff can make an appropriate contribution.

### **Parents**

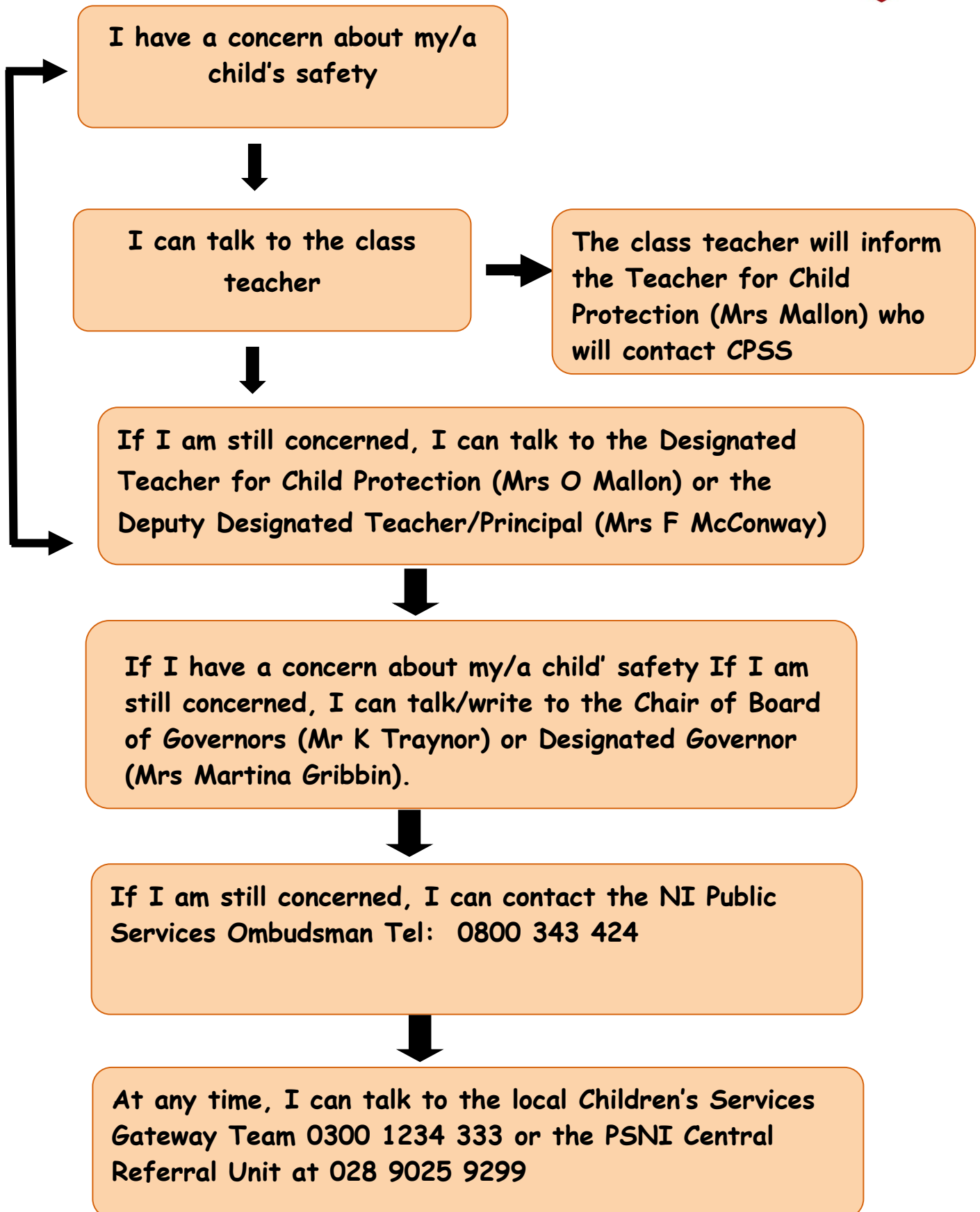
Parents should play their part in Child Protection by:

- Informing the school if the child has a medical condition or educational need
- Informing if there are any court orders relating to the safety and well-being of a parent or child
- If there are any changes in the child's circumstances e.g. change of address, contact details, name or parental responsibility, it is essential to have up to date information for parent/carer
- telephoning their school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation
- informing their school whenever anyone, other than themselves, intends to pick up the child after school
- letting their school know in advance if their child is going home to an address other than their own home
- familiarising themselves with the school's Pastoral Care, Anti-Bullying, Positive Behaviour, e-Safety and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child or any other within the school in line with the policy **(Appendix 4)**

**The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, the DT for Child Protection, or the Principal if they are worried about a safeguarding or child protection concern. The process for a parent who has a potential safeguarding or child protection concern is set out below and is framed and positioned the school foyer.**



# Moneynick Primary School



## **Child Protection Support Services for Schools (CPSS)**

The CPSS primary role is to provide:

Daily helpline to advise, guide and support DTs/DDTs/Principals in relation to concerns about individual children with safeguarding/child protection concerns and on wider policy and training matters.

Initial, refresher and cluster group training on child protection issues.

Support visits to schools where required.

Advice and guidance on assessing and managing children who pose a significant risk of harm to themselves, other pupils and staff.

Dissemination of new information on training, DE Circulars and guidance.

Support in developing or reviewing the school's child protection policy.

Follow up to ETI inspections where safeguarding/child protection is identified as an area for improvement.

The CPSS will also:

Offer training to the Chairperson and Designated Governor for Child Protection in relation to their statutory safeguarding/child protection responsibilities.

Offer support, advice and training to other services within the EA.

Assist EA Human Resource Managers in dealing with allegations of abuse against teachers and other EA officers/employees.

Liaise with Social Services and PSNI where appropriate.

Represent the education sector at multi-agency meetings including Multi Agency Risk Assessment Conferences (MARAC) meetings which are a co-ordinated inter-agency response to domestic violence and abuse.

## **Recruitment and Vetting of Staff and Volunteers**

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are supervised and vetted as appropriate.

It is the responsibility of the BoG to ensure that there is an official record kept of when vetting checks are successfully completed for all staff.

## **Access NI Clearance**

DE Circular 2013/01 (updated September 2015) sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from Access NI before taking up post:

- All new paid teaching and non-teaching staff.
- Examination Invigilators.
- Private contracted transport providers - named drivers.

## **Volunteers**

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to

obtain an EDC, however, schools/ organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19.

Schools must ensure that volunteers, e.g. coaches, music tutors, school photographers etc, who are employed by others, have the necessary changes in place.

### **Visitors to Schools**

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

- Met/directed by school staff/representatives
- Signed in and out of the school by school staff
- If appropriate, be given restricted access to only specific areas of the school.
- Where appropriate, escorted by a member of staff/representative
- Clearly identified with visitor/contractor passes
- Access to pupils restricted to the purpose of their visit
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reason

### **Pupils on Work Experience**

Health and Social Care Programmes will require an EDC for pupils on long term placement and may be required for pupils on work experience/shadowing placements. Schools should apply through their Access NI Registered Body in advance (See DE Circular 2013/01 for more information).

Pupils coming into the school on work experience do not require Access NI clearance if they are fully supervised by school staff. The normal child protection induction should apply.

## **SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED ABUSE**

This Safeguarding team of our school will discuss protocol and support the school in its response to incidents of a child protection nature. The principal, in consultation with the Designated Teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent be the possible abuser, the parents will be informed immediately.

The principal will seek clarification or advice and consult the E.A.'s Designated Officer for Child Protection before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the principal will inform:

- The Social Services, (by telephone and by completion of UNOCINI)
- E.A. Designated Officer, North Eastern Division (This will be done in an envelope marked "CONFIDENTIAL – CHILD PROTECTION")

Staff should 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, and the extent of questioning should, therefore, be kept to a minimum:

Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.

Staff should not, therefore, ask questions which impose the adult's own assumptions. For example, staff should say, "Can you tell me what has happened", rather than, "Did they do X to you?"

The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (the child must not be asked to unnecessarily recount the experience of abuse) and as soon as possible afterwards to make a record of the discussion. This should be passed on to the DT, using for example, the template 'Note of Concern' from the DE 'Child Protection: Record Keeping in Schools' circular 2016/20. 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, but under no circumstances should a child's clothing be removed, or a photograph taken.

Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, 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.

Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. It should be emphasised that lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. It is therefore essential that accurate contemporaneous (i.e. recorded as soon as possible after the event) records are maintained. Staff should not ask the child to write an account of their disclosure for the record.

### **Allegation Against Staff**

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated Teacher if s/he is not available) must be informed immediately. The procedures will apply (unless the complaint is about the Designated Teacher). Where the matter is referred to Social Services or PSNI, the member of staff may be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

All allegations should be reported immediately, normally to the Principal or DT/DDT for Child Protection/Deputy Designated Teacher for Child Protection. A lead Individual should be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern the allegation should be reported immediately to the Designated Teacher, the Chair of the BoG, Deputy Chairperson, Designated Governor for Child Protection, and the person appointed to be the Lead Individual.

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. (See **Appendix 5**)

If any member of staff feels unsure about what to do if he/she has concerns about a child or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the Designated Teacher.

It should be noted that information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff may need to share information with other professional. However, only those who need to know will be told.

Principals and B.O.G have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.

Allegations should not be shared with other staff or children.

All allegations of a child abuse nature must be recorded in the hard backed and bound Record of Child Abuse Complaints book, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File.

## **Operation Encompass**

We are 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.

For Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

## PROCEDURE FOR CHILD REPORTING AN INCIDENT OF CHILD ABUSE

Child 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  
**MUST ACT PROMPTLY**

Teacher refers matters to the Designated Teacher, full notes made

Designated Teacher meets with the Deputy Designated Teacher to plan the course of action and ensure the written record is made.

Designated Teacher makes referral to:

- Northern Health and Social Care Trust  
Tel: 0300 1234 333  
(Gateway Team)

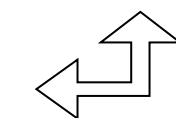
Copies of pro-forma to:

- E.A. North Eastern Designated Officers  
(Colleen Ellison, Margaret Brady, Elaine Craig and Paula McCreesh)  
Tel: 9448 2223

If there is any doubt about whether to take further action advice is available from:

- E.A. Designated Officer  
Tel: 9448 2223
- Northern Health and Social Care Trust  
Tel: 0300 1234 333

When seeking advice no names are given. You are making an inquiry.



Other Actions:

- Monitor Review
- Record advice given
- Contact Ombudsman if necessary by filling out a complaint form on:  
<https://www.lgo.org.uk/complaint-form> or phone 03000610614

## **INTEGRATING PERSONAL SAFETY PROGRAMMES INTO THE CURRICULUM**

The welfare of the pupils of our school has always been a priority. Within the curriculum children are taught on many different occasions in different subjects important lessons that relate to their welfare and the welfare of others.

From time to time outside agencies are invited to the school to promote personal welfare:

- Attendance Policy
- Behaviour Management and Discipline Policy
- Pastoral Care
- Special Needs Policy
- First Aid and Administration of Medicines
- Drug abuse
- Alcohol abuse
- Anti-smoking
- Road Safety
- Healthy Eating
- Anti-Bullying
- Health and Safety
- Intimate Care
- RSE
- Educational Visits
- Staff code of Conduct
- Relevant Risk Assessments

## **PREVENTATIVE CURRICULUM**

All staff in the school recognise the important responsibility that we share to ensure that pupils are educated in a safe and secure learning environment. Pupils are treated fairly and equally, and their concerns are listened to.

In our school the informal and formal curriculum is designed to give all pupils the important messages regarding safeguarding and child protection. The following is a summary of different approaches that are taken.

- Weekly Personal Development and Mutual Understanding (PDMU) lessons
- Circle Time discussions
- Age appropriate Love for Life Workshop (Y6&7)
- Regular training for staff
- Acceptable Use of the Internet policy and authorisation
- Information and photograph of Designated Teacher and Deputy Designated Teacher 'Helping Hands'
- Publicity of Child Protection arrangements on Newsletter



- Annual parental information leaflet
- Assemblies
- Policy on storage of photographs of pupils
- Pupil observation / incident records
- Women’s Aid ‘Helping Hands’ Programme
- Rights Respecting Schools – Silver and Gold Award Programme
- NSPCC Assemblies

### **GENDER IDENTITY**

As an all-inclusive school community, we cater for children of all genders. Being transgender is a recognised medical condition known as ‘Gender Dysphoria’. Any child who is transgender within our school will be allocated suitable bathroom and changing facilities and will be treated with respect and dignity.

### **LESBIAN, GAY, BISEXUAL, QUESTIONING/QUEER (LGBQ)**

As an all-inclusive school community, we cater for children regardless of gender. Our school is a place where the diversity and dignity of all individuals is respected. Teachers have a key role in tackling homophobia in school and in Moneynick we create a positive environment for all our pupils.

### **RECORD KEEPING**

All child protection records, information and confidential notes are kept in separate files in a locked cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher/Principal.

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

All records will be held secured for the correct retention period (see Disposal of Records Policy)

### **ATTENDANCE AT CHILD PROTECTION CASE CONFERENCES AND CORE GROUP MEETINGS**

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

An initial child protection case conference may be held as the result of a child protection referral to Social Services. The following people and agencies are usually invited to attend by Social Services who arrange the Case Conference:

- Social Services
- Senior Medical Officer
- Senior Health Visitor
- Designated Teacher/Principal
- Police

**Other agencies may be involved:**

- Clinical or Educational psychologist
- Consultant Psychiatrist (if hospital is concerned)
- Senior Educational Welfare Officer
- Designated teacher or deputy designated teacher
- Principals' from siblings' school
- Recognised voluntary organisations involved with the family
- Emergency duty team (Social Services)
- PSNI
- Operation Encompass
- NSPCC
- SBNI
- Gateway Team

Sexual abuse cases are investigated by the Police. Social Services can be present to assist the Police when interviewing a child. It is not the school's responsibility to conduct this.

**POLICY REVIEW**

This policy will be reviewed and updated annually or in the event of further recommendations from D.E.N.I. or E.A.

**A copy of the policy will be available in the Principal's office to be viewed by parents or other interested parties if they wish to do so.**

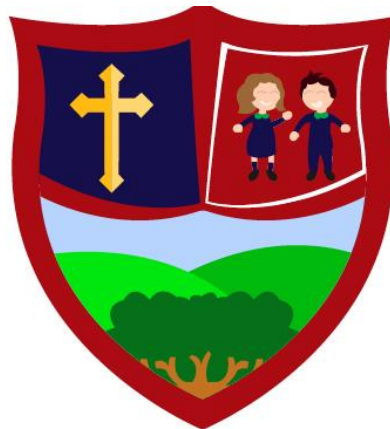
**Parents will be made aware of the procedures they can adopt should they want to make a complaint re: Child Abuse. A copy is appended to this policy.**

# Code of Conduct

for all staff when interacting with pupils in  
**Moneynick Primary School**  
**2024-2025**

**AT ALL TIMES PLEASE OBSERVE THE AGREED PRACTICE GUIDELINES**

**REMEMBER THE CODE IS THERE TO SAFEGUARD  
ALL MEMBERS OF OUR SCHOOL COMMUNITY**



*All actions concerning children must uphold the best interests of the child 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 in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within our community. 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.*

## **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.

### **The Code includes sections on:**

- Setting an Example
- Relationships and Attitudes
- Private Meetings with Pupils
- Physical Contact with Pupils
- Honesty and Integrity
- Choice and Use of Teaching Materials
- Relationships and Attitudes
- Conduct Outside of Work
- E-Safety and Internet Use
- 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, always avoid using inappropriate or offensive language, 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** 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.

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.

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.

#### **4. Physical Contact with Pupils**

**4.1** As a general principle, staff are advised not to make unnecessary physical contact with their pupils.

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.

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.

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

In particular circumstances, such as use of certain areas like the swimming pool, who have our own guidelines – Teachers should stay outside changing rooms and verbally encourage children to change quickly. Teachers should only enter changing rooms in the case of an emergency.

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.

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

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 the designated teacher or principal.

Staff should be particularly careful when supervising 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.

**4.2** Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 2021/13 Interim Guidance on the use of restraint and seclusion in educational settings) and be familiar with the school's policy on Safe Handling and 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. Choice and Use of Teaching Materials**

**6.1** Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice. 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. Parents will be advised prior to sensitive issues being addressed in Health Education or Relationship and Sexuality Education. If in doubt about the appropriateness of a teaching material, the teacher should consult with the principal before using it.

## **7. Relationships and Attitudes**

**7.1** 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.

**7.2** At all times, members of staff will exercise their professional judgement in matters concerning their conduct in relating to the pupils. At intervals, staff will reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents.

## **8. Conduct outside of School**

**8.1** 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 the school community.

**8.2** Staff and volunteers may undertake work outside of school, either paid or voluntary and should ensure it does not affect their work performance in the school.

Advice should be sought from the Principal when considering work outside the school.

## **9. Confidentiality**

**9.1** Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. Staff should ensure that information regarding pupils is only shared with the appropriate person. All staff should be aware of the confidential nature of personal information about a child or young person and maintain that confidentiality. In circumstance where the pupil's identity does not need to be disclosed the information should be used anonymously.

**9.2** Child Protection information regarding a pupil must be treated on a 'need to know' basis only and information without delay should only be shared with the relevant personnel and with those who have designated child protection responsibilities.

**9.3** If a member of staff 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. 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.

**9.4** The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

## **10. ICT.**

***In line with our school's ICT policy, the following Code of Safe Practice has been highlighted and agreed to by all staff -***

- Staff should never accept a 'friend request' from a pupil on any social networking site.
- As is normal good practice, staff should not use their mobile phones during teaching time, unless in an emergency and with permission from the principal. In addition, staff should not share their mobile number with parents.
- Pupils accessing the Internet should always be supervised by an adult.
- Staff should ensure that all pupils are aware of the rules for the safe and effective use of the Internet.
- Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the principal



- In the interests of system security, staff passwords should only be shared with the network manager.
- Teachers are aware that the C2K system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.
- Teachers should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these.
- Photographs of pupils should only be taken with a school camera/iPAD and images stored on a centralised area on the school network. An external Hard Drive is used as a 'back up' of all folders. Consequently, staff should never take a photograph of a child with their mobile phone or store any images or data regarding any child on any personal laptop etc.
- Staff iPads should be used only by the staff members. No footage, images, videos should be taken by anyone other than the staff members who are responsible for the iPad.
- School systems may not be used for any unauthorised commercial transactions i.e. permission must be sought from the principal.
- All staff will be made aware of the contact details for Care Call Phone: 028 9024 5821.
- 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 E-Safety and Acceptable Use Policy.
- 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 accounts or telephone equipment when necessary.
- Staff are encouraged not to make links to parents in online platforms. However, if they chose to do so, they must ensure that they follow policy and procedures,

## **10. Conclusion**

It would be impossible to lay down hard and fast rules to cover all the circumstances in which staff inter-relate with children or where opportunities for conduct to be misconstrued might occur.

In all circumstances the professional judgement of staff will be exercised and for everyone this Code of Conduct should serve only to confirm what has always been their practice.

## **11. Compliance**

All staff and volunteers must complete the forms in **Appendix (i) and (ii)** to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated and returned to Mrs McConway (Deputy Designated Teacher/Principal)

## Appendix (i)

### Relationships with Pupils Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to pupils outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with pupils.

Employee Name	Pupils Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with pupils in line with this policy.

If I am tutoring a pupil outside of school, I am aware that the following must be adhered to:

- I emphasise to parents that this is done completely independently of the school.
- No monies come through the school at any point, informally (e.g. via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Deputy Designated Child Protection Officer/Principal Mrs McConway.**

## **Appendix (ii)**

### **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 Deputy Designated Child Protection Officer/Principal (Mrs McConway)**

**RESTRICTED INFORMATION  
CASE CONFERENCE REPORT**

CHILD	YEAR & REG	DATE OF BIRTH	ADDRESS

*Academic Progress*

*Attendance*

*Physical Appearance*

*Behaviour*

*Integration with Peers*

*Other Comments*

**Class Teacher** \_\_\_\_\_ **Principal** \_\_\_\_\_

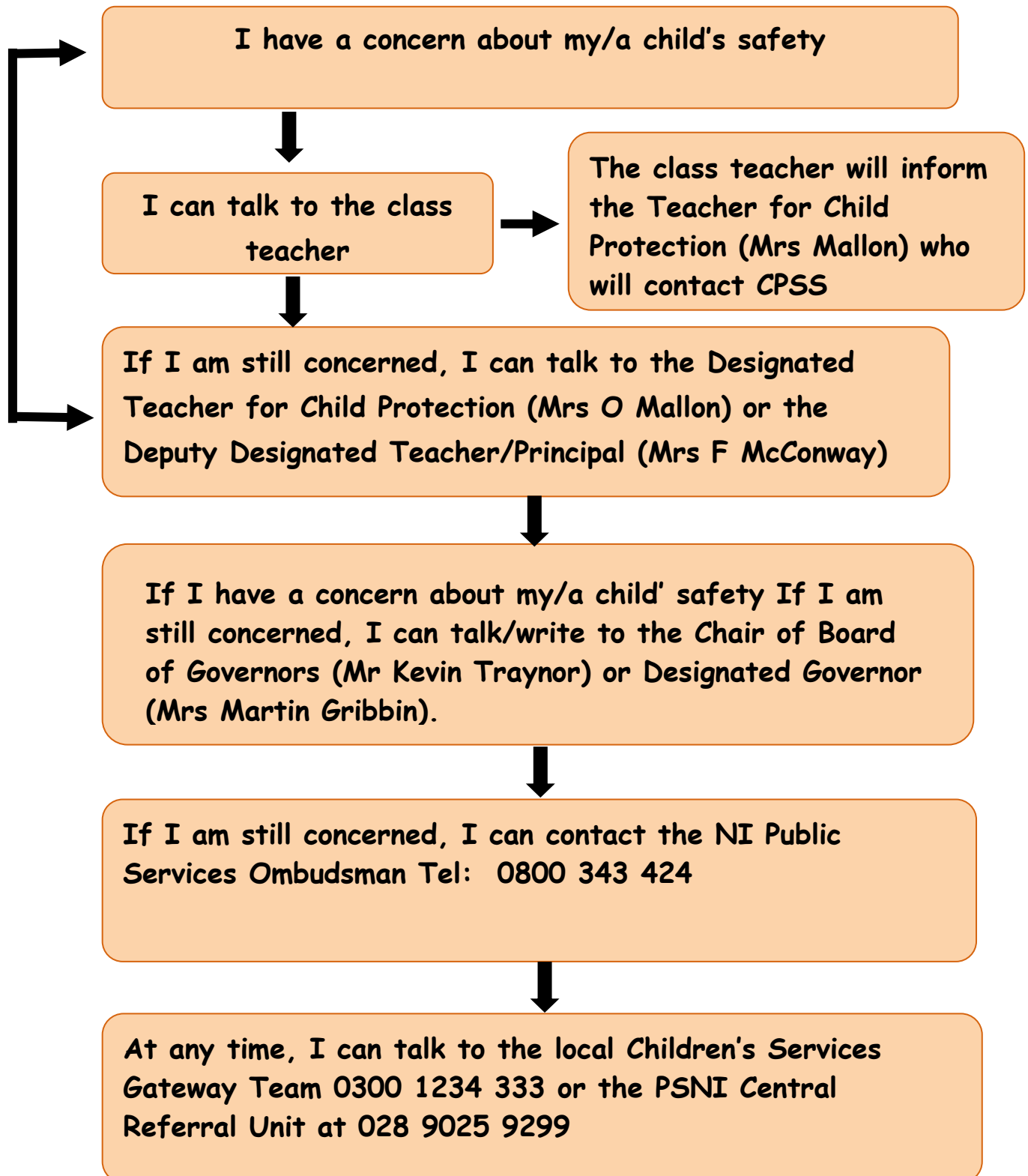
**Date:** \_\_\_\_\_

## Matter/Note of Concern

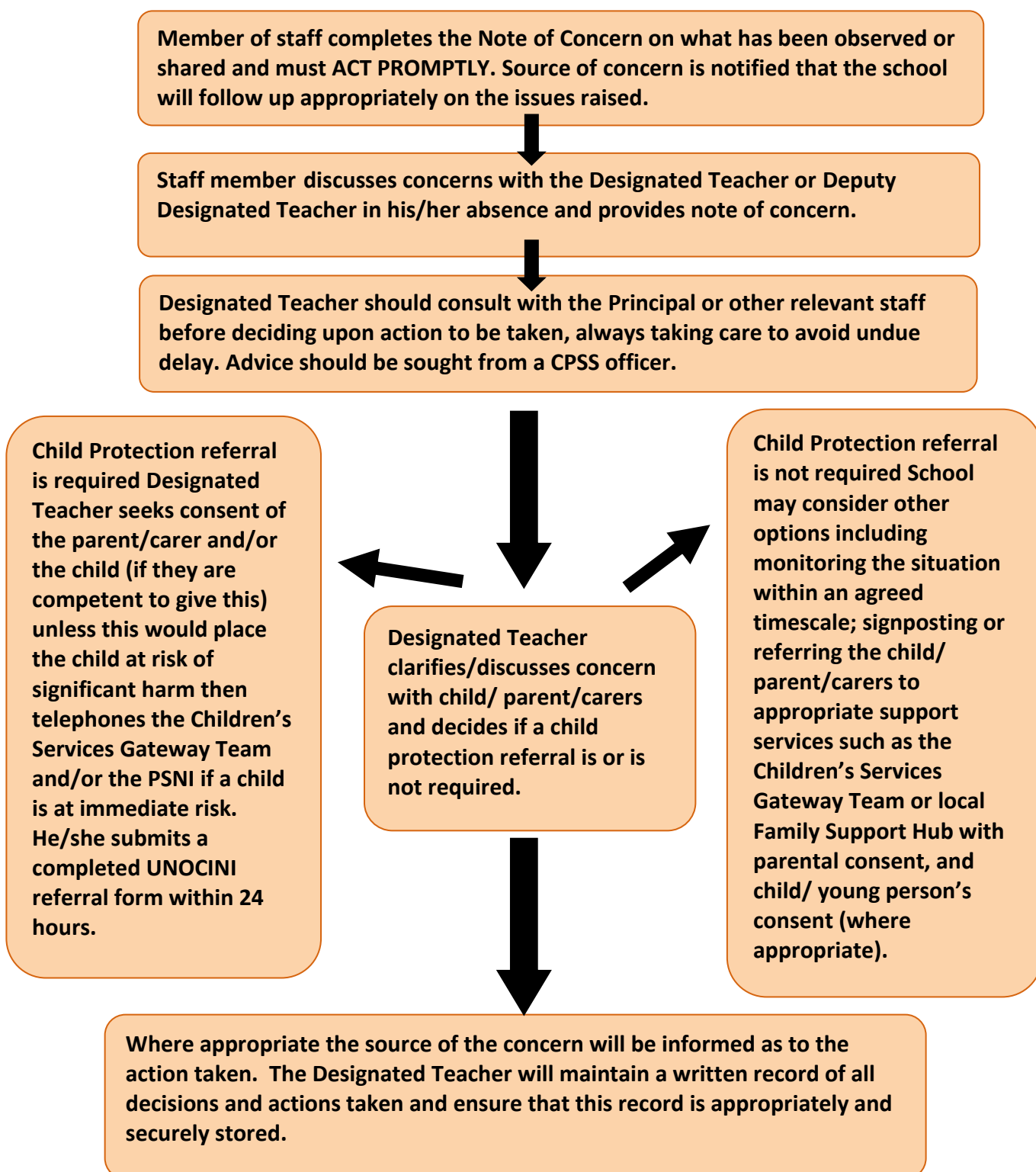
<b>Location</b>			
<b>Name of Child</b>		<b>Class</b>	
<b>Date&amp; Time</b>			
<b>Teacher/Person Recording Concern</b>			
<b>People Present</b>			
<b>Details</b> <i>Observational Facts</i> <i>Child's statements</i>			
<b>Signed</b>		<b>Date</b>	

**PARENT PROCEDURE FOR REPORTING CONCERNS OF CHILD ABUSE**

**Moneynick Primary School**



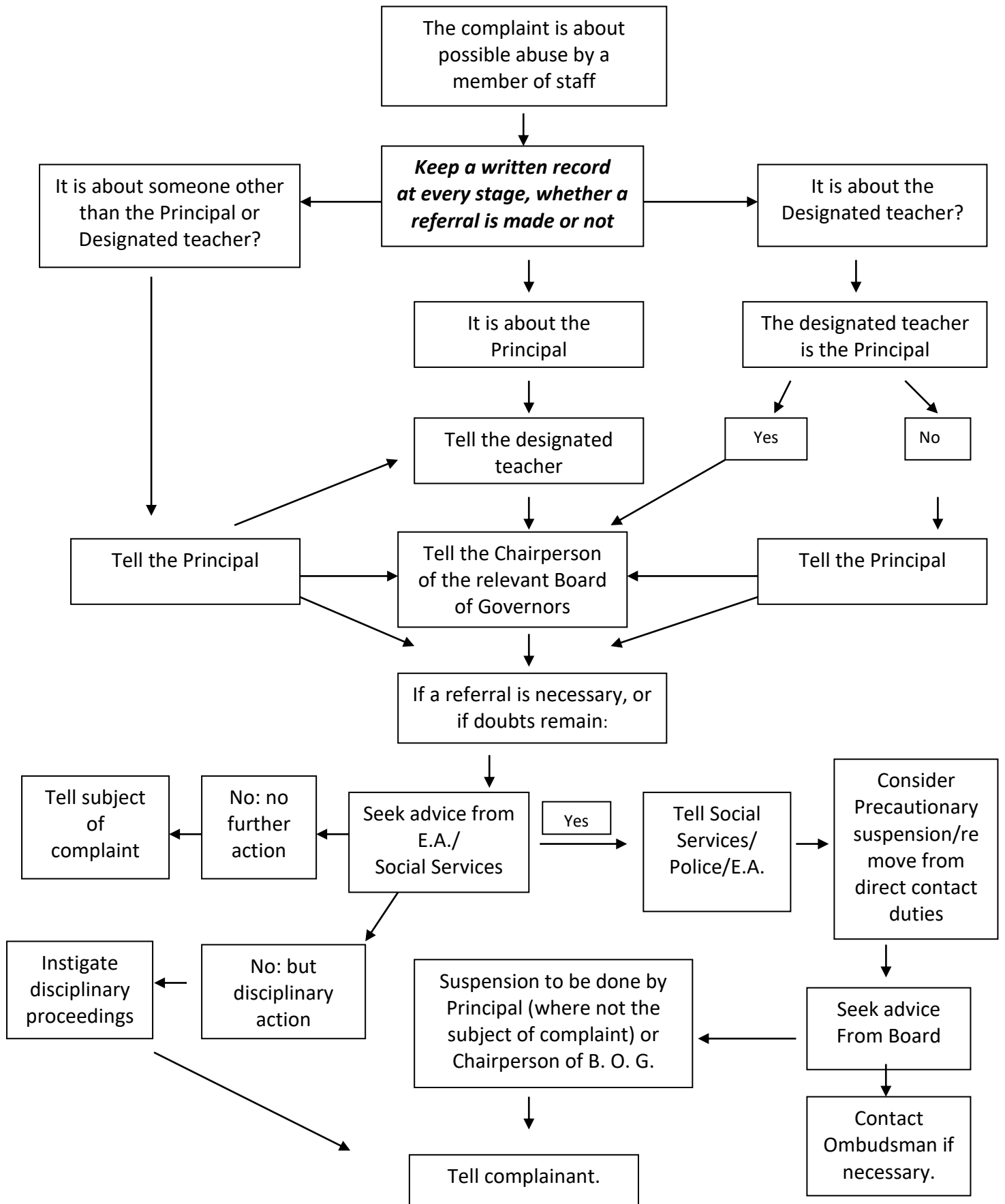
**APPENDIX 5 Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.**





APPENDIX 6

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



## Dealing with Allegations of Abuse Against a Member of Staff

