

# **KILLYLEA PRIMARY SCHOOL**

*"Small School...BIG Opportunities"*



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

**MAY 2018**

**[Phone Numbers Updated Sept 2018]**

**“The welfare of children and young people  
must be promoted and they must be given every opportunity  
to develop to their full potential, free from harm  
through abuse, exploitation and neglect”  
Co-operating to Safeguard Children and Young People in NI, 2017.**

**“All children have the right as individuals to  
knowledge that will help them to be safe,  
independent and to be able to express their own feelings and concerns.”  
Kidscape**

**“All adults have the responsibility to keep children  
safe, to listen to their feelings and take them seriously.”  
Kidscape**

**“Children have the right to be protected from all forms  
of violence”  
U N Convention 1991**

**“When adults or organisations make decisions which  
affect children, they must always think first about what  
would be the best for the child.”  
U N Convention 1991**

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## Introduction and Ethos

Our Safeguarding and Child Protection Policy aims to set out the framework, which underpins the practices and procedures within Killylea Primary School in relation to safeguarding our pupils.

In keeping with the aims of our school ethos and in line with the “Co-operating to Safeguard Children and Young People Policy, 2017”, we endeavour to take all reasonable steps to ensure effective safeguarding of our pupils by:

- **Promoting** the welfare of our pupils;
- **Preventing** harm occurring through early identification of risk and appropriate, timely intervention; and
- **Protecting** our pupils from harm when this is required.

The welfare of our pupils will be promoted and they will be given every opportunity to develop to their full potential, free from harm through abuse, exploitation and neglect.

## Safeguarding and Child Protection Definitions

**Safeguarding is more than child protection.** 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. [From “Co-operating to Safeguard Children and Young People in Northern Ireland, 2017]

## Key Principles of Safeguarding and Child Protection

The following principles underline our safeguarding policies and procedures:

- The child’s welfare is paramount.
- The voice of the child is listened to.
- Parents are supported to exercise parental responsibility to help families stay together.
- We work in partnership with parents, agencies and other professionals.
- Early identification and intervention to prevent problems occurring or worsening.
- Children should be protected from harm.
- Decision making should be evidenced based and focussed on the needs of the child.

## Aims and Objectives

- ❖ We will promote a culture which recognises our pupils' fundamental right to be safe and promote their general welfare and wellbeing.
- ❖ We aim to take all reasonable steps to ensure that the welfare of all children is paramount and that they are given every opportunity to develop to their full potential.
- ❖ We will seek to ensure a **child centred approach**, which is based on obtaining the views of our pupils and an understanding of their needs and rights.
- ❖ We aim to provide all staff, teaching and non-teaching, governors, parents and pupils, with appropriate knowledge so that they will be alert to possible signs of abuse/ harm and the reporting procedures to follow.
- ❖ We seek to set out clear expectations of key stakeholders' roles and responsibilities
- ❖ We aim to promote safe practices and challenge unsafe practices through shared responsibility
- ❖ Where abuse is suspected, we aim to make an immediate referral to the appropriate bodies and carry out enquiries carefully and sensitively.
- ❖ If abuse is suspected staff will deal with it instantly. Staff will continue to implement a personal and social educational programme which will include self- protection programmes to help children recognise and deal with potentially dangerous situations.
- ❖ Staff will implement an effective record keeping system to include dates, events and action taken and will liaise with other agencies where appropriate.
- ❖ Staff will commit to attendance at Child Protection case conferences and reviews and Looked After Children meetings and reviews whenever practically possible.
- ❖ Killylea Primary School will also seek to equip pupils with Personal Safety Strategies through e-safety, PDMU, WAU, RE and RSE.

## Roles and Responsibilities

At **Killylea Primary School**, we have a vital role to play in safeguarding by:

- educating our pupils about risks of harm and how to prevent harm occurring
- being alert to and responding appropriately to concerns.

Age-appropriate education programmes are incorporated into our school curriculum to:

- make our pupils aware of risk factors
- signpost where support can be obtained
- empower pupils to seek assistance when they are at risk of harm or being harmed.

### KILLYLEA PRIMARY SCHOOL'S SAFEGUARDING TEAM:

- **Designated Teacher:** Mrs Pam Lowry
- **Deputy Designated Teacher:** Mrs Lynda Kerr
- **The Child Protection Governor:** Mrs Jane Kennedy
- **Chairperson of Board of Governors:** Rev W Atkins
- **Looked After Children Named Contact:** Mrs P Lowry

The **Board of Governors** is responsible for:

- **promoting and safeguarding** the welfare of their pupils, including protecting them from abuse when required.
- **reviewing and updating** relevant safeguarding policies including bullying
- **robust recruitment, selection and training procedures** for staff and volunteers, including early induction in safeguarding training prior to contact with children;
- **effective management** of staff/volunteers, including effective support arrangements for staff who identify concerns from within the organisation;
- a **code of behaviour** for all staff, volunteers and service users; and
- **effective information recording, sharing and management** arrangements.

The **Safeguarding Team** is responsible for:

- Ensuring effective co-ordination and co-operation between key individuals responsible for safeguarding.
- The monitoring and periodic review of Safeguarding and child protection arrangements in the school
- Support for the Designated/Deputy Designated teacher in the exercise of their child protection responsibilities
- Ensuring Governors and staff are up-to-date in terms of training and best practice using ETI pro-forma "Guidance for the evaluation of child protection/safeguarding".

The **Chair of the Board of Governors** is responsible for:

- Assuming **lead responsibility** in the event of a child protection complaint about the principal
- Ensuring **compliance** with legislation and policy
- Undertaking **Child Protection Training** every term of office [4 years]

The **Designated Governor for Child Protection** is responsible for:

- Taking the lead in child protection **governance** arrangements e.g. role of DT/DDT, content of child protection policies, content of code of conduct, content of termly updates and annual DT report, recruitment and selection
- Meeting with the Designated Teacher re governance issues
- **Keeping the governors informed** of child protection issues
- Undertaking **Child Protection Training** every term of office [4 years]

The **Principal** is responsible for:

- Assisting the Board of Governors to fulfil its child protection and safeguarding duties
- Keep governors informed of changes in guidance, legislation or procedures relating to safeguarding/CP.
- Inclusion of CP as a standing item on BOG agenda
- Lead in managing CP concerns relating to staff
- Delegated responsibility for establishing and maintaining safeguarding and CP systems within the school including management of DT and DDT and staff training.
- Ensure parents receive a copy or summary of the Safeguarding and Child Protection Policy at intake and at a minimum every two years.

The **Designated Teacher** is responsible for:

- The **day-to-day operation** of the Safeguarding and Child Protection Policy
- Ensuring safeguarding is a **priority** across all the curriculum
- **To raise awareness** of child protection with all school staff including new staff and volunteers
- Discussing **Child protection concerns** of any member of the school and keeping records
- Making **referrals** to Social Services or PSNI [PPU]
- Notifying EA Southern Region's Designated Officer for Child Protection
- Keeping the Principal informed
- Notifying the Chair of the Board of Governors if there is a complaint against the Principal
- Taking a lead in the development of the school's Safeguarding and Child Protection **policy** and ensuring that parents/carers receive a copy every two years
- Ensuring that the Safeguarding Team has identified **key safeguarding lessons** from the PDMU curriculum to be delivered at each Key Stage
- Promoting a **child protection/safeguarding ethos** within the school
- Providing the Board of Governors with a **written report** on child protection issues [standing item on agenda]
- **Keeping a record** of all risk assessments
- Undertaking **refresher child protection training** every three years.
- **Maintaining an awareness** of early intervention supports and other local services

The **Deputy Designated Teacher** is responsible for:

- **Work co-operatively** with the DT
- **Deputising for the Designated Teacher** when she is not available.
- Undertaking **refresher child protection** training every three years.

The **LAC Named Contact** is responsible for:

- Raising awareness of the needs of Looked After Children with staff and Governors.
- Improving educational outcomes for LAC pupils through tracking and monitoring of pupil's progress and targeting support appropriately
- Monitoring LAC attendance
- Acting as an advocate for the child's views

- Prioritising and co-ordinating support to meet the personal, emotional and academic needs of the LAC through a Personal Educational Plan [PEP] including periods of transition
- Developing adaptive homework strategies to accommodate contact or living arrangements.
- Reviewing school policies to ensure inclusion of LAC

## Safe Recruitment & Vetting Procedures

All staff, teaching and non-teaching, including parent volunteers, students on work experience, external coaches and music tutors, will be subject to vetting procedures through Access NI [Enhanced Disclosure Certificate], before permission is granted to work in the school, either on a paid or voluntary basis. Copies of Access NI certificates are kept in a locked safeguarding drawer and a copy forwarded to the Human Resources in the Education Authority [Southern Region].

All substitute teachers will be booked on line via NISTR.

All visitors are required to ring the doorbell for attention and identification and on entry are required to sign in and out, a visitors' book in the office stating their reason for being in school and wear a visitor badge while on school premises. Access and movement around the school and access to pupils is restricted as needs and purpose of visit require.

Pupils who come into school on work experience are fully supervised by school staff and undergo Child Protection induction training. Health and Social Care Programme students are required to supply an Enhanced Disclosure Certificate.

All Governors sitting on appointments panels must have undertaken Selection and Recruitment Training provided by the Education Authority.

## Child Protection Training

The Designated Teacher and Deputy Designated teacher are given refresher training every three years by Child Protection Support Service [CPSS].

All staff, teaching, non-teaching and ancillary staff undertake Child Protection training every two years, facilitated by the DT.

New staff and student volunteers receive child protection training as part of their induction, from the DT.

All governors have Initial Child Protection Training as part of the induction training for new governors.

The Chairperson and Designated Governor for Child Protection attend a two day CPSS Introduction to Child Protection training within their first year in post and then refresher training every 3 years thereafter.



## A Code of Conduct for Staff and Volunteers

Our Staff Code of Conduct is intended to assist staff in respect of the complex issue of child protection by drawing attention to the areas of risk for staff and offering advice on prudent conduct. All Staff members are consulted and an updated Staff Handbook is discussed and issued each September which sets out our Staff Child Protection Code of Conduct [See Appendix 2].

## The School's Approach to the "Preventative Curriculum"

Killylea Primary School strives to offer a supportive, safe, caring, working environment in which every pupil can be encouraged to reach his or her full potential and where child protection is a shared responsibility.

Through classwork, assemblies, whole school initiatives e.g. Golden Time, visits from outside agencies, we endeavour to create a "Safeguarding Ethos" to provide a safe, secure environment for our pupils. We seek to equip pupils to safeguard themselves and others by helping them understand themselves, their strengths and limitations and how to deal with situations of potential harm.

Through the curriculum and visits from external agencies we teach pupils how to take responsibility for their own and others' safety, how to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe.

At Killylea Primary School, we strive to promote positive mental health and wellbeing for our pupils and our recent "Resilience" training for Pupils in P3-7 develops the confidence and coping skills of pupils to "bounce back" and make more positive choices when faced with situations of difficulty or stress.

We offer protection on two levels:

**Immediate protection:** creating a listening environment where children's concerns are listened to and acted upon using activities such as:

- Class and School Council
- Golden Rules
- Circle time
- Worry box
- Buddy bench
- Circle of Friends

**Long-term protection:** developing and enhancing pupils' self-esteem and social skills and the Promotion of personal safety strategies using a range of activities such as:

- PDMU/ Circle time curriculum
- Resilience programme
- Healthy Me, Mental Health Association programme
- Helping Hands programme, Women's Aid
- Drama workshops/ afterschool clubs
- E-safety awareness
- Road safety and Active Travel School Initiative

- Anti-bullying Week activities
- “Speak out, Stay Safe” workshops, NSPCC
- Bee Safe workshops
- 1 to 1 Emotional Literacy sessions
- Bikeability Training
- Attendance monitoring and certificates
- Development of a Pupil Mental Health and Wellbeing Policy [2018]

We involve parents through workshops on e-safety issues and links on our school website to Child Protection pages e.g. ThinkUknow and CEOP.

Staff will participate in Child Protection training every two years or on appointment and will be trained in:

- How to identify signs and symptoms of possible abuse
- New developments and trends in safeguarding e.g. FMG, transgender issues, exploitation
- What the Child Protection Procedures are
- What the reporting procedures are
- Who the Designated Teacher is and her substitute and their role
- How to talk to children about whom there are concerns, in an appropriate way
- How to reassure children
- The need to take immediate and confidential action if they suspect or are made aware of abuse.

Staff will also be aware of the Department of Education’s “iMatter” programme and their role in supporting the emotional health and wellbeing of the whole school community.

## Partnership with Parents

Parents/carers will be made aware in the School Prospectus of its Safeguarding/Child Protection Arrangements and a leaflet summarising Safeguarding and Child Protection Procedures will be provided for each household annually. All parents/carers are given a copy of the Safeguarding and Child Protection Policy when their child begins school and every two years thereafter. A copy of the policy can be requested at any time and is available on the school’s website [[www.killyleaps.com](http://www.killyleaps.com)].

At P1 Induction, parents will also receive copies of Pastoral Care, Anti-bullying, Positive Behaviour, E-safety and Complaints policies.

Parents/carers will be reminded annually in the Governors’ Report of the importance of notifying the school when someone other than the carer will be picking the child up from school. It is important that parents inform the school if there are changes in relation to contact numbers/addresses and who has parental responsibility.

Any parents/volunteers (having already been subject to appropriate background checks) assisting with transport will ensure that passengers under 135cm in height have a booster seat/ car seat before travelling anywhere.

Parents have a responsibility to inform the school:

- If the child has a medical condition or educational need
- If there are any court orders relating to safety or wellbeing of a child or parent

- If there is a change in the child's circumstances e.g. change of address, contact details, change of parental responsibility
- If there is a change to arrangements about who brings a child to and from school
- If their child is absent by contacting the school and sending in a note of explanation on the child's return
- Of up-to-date contact details.

## Child Protection

We recognise that parents have the primary responsibility for keeping their children safe from harm, whilst promoting their need to develop physically, socially, emotionally and intellectually. They know their children better than anyone, and so are best placed to recognise the early signs of harm or risk of harm. However, occasionally families need support to help keep their children safe by preventing a situation escalating to a point of harm.

Within schools, staff has unique opportunities to identify early signs of vulnerability, risk or harm and facilitate early support before the situation worsens with the potential for negative educational impact on the child. Sometimes families can be referred the Family Support Hub for support and advice.

As educational professionals we have a responsibility to raise concerns about a child's welfare to the relevant HSCT. While we will deal sensitively with parents / carers, the safety and welfare of a child and **the child's best interests are paramount**. Child protection is a central part of our safeguarding work. It refers to the activities undertaken to protect specific children who are suffering or likely to suffer, significant harm.

When there are concerns about the welfare of a child or young person, early intervention and appropriate parental support can prevent problems escalating to a point where harm occurs and can improve the long term outcomes for the child. There may, unfortunately, be occasions where early intervention and support is not sufficient and a child is identified as being at risk of significant harm. In such cases statutory intervention to protect the child or young person will be required. This may include the child being the subject of a child protection plan, the child's name being placed on the child protection register, or the child becoming 'Looked After' by a Health and Social Care Trust (HSCT).

## Definitions of Child Abuse

**Neglect**- is 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 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** – 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 or inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or “making fun” of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

**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, and 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.

[The above definitions are from “Co-operating to Safeguard Children and Young People in Northern Ireland”, 2016].

**Domestic Abuse** - “threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) by a current or former intimate partner or family member”.

[DHSSPS/DoJ *Stopping Domestic and Sexual Violence & Abuse Strategy, NI. 2016*]

[\*Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, it should be recognised that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.]

### **The Concepts of Harm and Significant Harm**

The Children Order defines ‘**harm**’ as ill-treatment or the impairment of health or development and states that ‘ill-treatment’ includes sexual abuse, forms of ill-treatment which are physical and forms of ill-treatment which are not physical; ‘health’ means physical and / or mental health; and ‘development’ means physical, intellectual, emotional, social or behavioural development.

There is no absolute definition of ‘**significant harm**’ and this is assessed on a case by case basis. However, [Article 50\(3\) of the Children Order](#) states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.

## **Different Types of Abuse**

### **I 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 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.

Grooming is often associated with Child Sexual Exploitation, but can be a precursor to other forms of abuse. Grooming may occur online and/or through social media, making it more difficult to detect and identify.

## **2 CHILD SEXUAL EXPLOITATION [CSE]:**

Definition – “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and /or
- (b) for the financial advantage of increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur online through the use of technology.

[Co-operating to Safeguard Children and Young People in NI, 2017]

Potential indicators of CSE include:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Truancy
- Persistently going missing or returning late
- Receiving lots of texts/phone calls before going missing
- Change in mood
- Secretive behaviour
- Low self-esteem

## **3 DOMESTIC AND SEXUAL VIOLENCE AND ABUSE:**

Domestic violence and abuse can have a profoundly negative effect on a child’s emotional, psychological and social well-being. A child does not have to directly witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children. Children can witness domestic violence and abuse directly and indirectly between their carers and/or the effects of it; this frequently constitutes emotional abuse and can have profoundly damaging effects on a child’s or young person’s well-being. Young people may experience domestic violence and abuse in their own relationships.

We will, as a matter of priority, follow up instances where a disclosure, concern or information is revealed from any source, including from a child or young person, about domestic violence and abuse which could impact children and / or young people either directly or indirectly. Where there is evidence or reasonable suspicion of domestic violence and abuse in a household where children or young people reside, this will be referred to HSCT Gateway Service. Any immediate action necessary to safeguard children and young people will be taken without delay.

## **4 FEMALE GENITAL MUTILATION [FGM]:**

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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.

## **5 FORCED MARRIAGE:**

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Distinction must be made between forced marriage and arranged marriage where the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

## **6 CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOURS:**

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when there is non-informed consent by the victim and/or the perpetrator uses threat. It can include:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others. It will always require intervention.

## **7 E-SAFETY/INTERNET ABUSE:**

### **• Abusive Images of Children**

The production of abusive images of children can involve contact sexual abuse of children and/or the manipulation of innocent images, including video, film or photographic data. Such images are often distributed for sexual gratification and sometimes for financial gain. Modern technology has become a key mechanism for distributing abusive images of children and/or young people. Where abusive images or images intended for sexual gratification are identified as that of a child or young person, this must be referred to the Gateway Service in the relevant HSCT and/or the PSNI in accordance with section 6 of this policy. It is important that appropriate action is taken to ensure a child or young person is protected and supported and is safe from further harm. The PSNI will take appropriate action to ensure that any criminal activity is investigated and prosecutions sought where necessary.

### **• Risks of Misuse of Digital Technologies**

Our pupils use e-technology from an early age, at school and at home to learn and to play. However, there are inherent risks within this virtual environment, which our e-Safety policy addresses. Our pupils are encouraged to develop safe and responsible online behaviours through "SMILE" posters and e-safety lessons/ talks/ participation in Internet Safety Day. Any e-safety incidents are recorded in an E-safety Log and parents informed.

We support parents/carers through information leaflets, workshops and online resources.

### **• Sexting**

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.

Under the Sexual Offences [NI] Order, 2008, it is illegal to take, possess or share "indecent images" of anyone under 18 even if they are the person in the picture. Care should be taken in dealing sensitively with such situations so that a young person is not discouraged from seeking help if they feel entrapped by the misuse of sexual images.

## Managing Risks

Children are exposed to many dangers in modern day life e.g. violence, racism, exploitation. Our safeguarding and Child Protection policy and procedures work to educate our pupils about how to recognise and avoid risks through programmes such as resilience training, e-safety, Helping Hands etc.

We use risk assessments to ensure we are fully aware of and can mitigate the potential risks within school e.g. supervision levels, e-safety and when outside school e.g. residential visits.

## Children with Increased Vulnerability

### **Children with a Disability:**

Staff should be aware that children with a disability e.g. physical, sensory or learning impairment or a significant health condition may be more vulnerable to abuse. Difficulties with communication may make disclosure difficult.

### **Children with Limited Fluency in English:**

Children who are not fluent in English should be enabled to express themselves with the support from a member of staff with appropriate language and communication skills especially where there are concerns that abuse may have occurred. Staff may seek support/advice from EA's Inclusion and Diversity service.

### **Gender Identity Issues/ Sexual Orientation:**

At Killylea Primary School, we strive to provide an atmosphere where all our pupils feel safe and secure. We believe that all pupils have the right to learn in a safe and secure environment and treated with respect regardless of their actual or perceived sexual orientation. Our Relationships and Sexuality policy outlines our inclusive approach in more detail.

## The Reporting Process for Child Protection Concerns

Killylea Primary School recognises their four main responsibilities in the area of Child Protection as:

- Prevention
- Recognition
- Response
- Referral

### **Guidelines Regarding Disclosure [See APPENDIX 1 – Child Protection Flowchart – Staff]**

#### **Reporting a concern**

We, in Killylea Primary School have a legal responsibility as well as a pastoral duty to protect children from harm. Therefore, anything that comes to the notice of a member of staff, which is of concern, must be reported directly to

Mrs P Lowry (Designated Teacher) or Mrs L Kerr (Deputy Designated Teacher). Failure to do so is a breach in our duty of care.

**If you suspect abuse you should:**

1. Seek clarification from the child by asking non leading questions e.g. 'Tell me what happened?' but never make a suggestion which may later be construed as the teacher or other member of school staff, putting the thought into the child's head e.g. 'Did X do this to you?'  
*Care must be taken in asking and interpreting the child's responses to, questions about indications of abuse. Often talking to a child will alleviate or clarify concerns that abuse has taken place. 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 be kept to a minimum.*
2. If a child asks you not to tell DO NOT promise confidentiality. You MUST tell the child that for their safety you will pass on the information to the relevant agencies which can protect them, but that you will not tell anyone who does not need to know.
3. Use the **NOTE of CONCERN** proforma [copies kept in class registration folder] to record the time, date, place and persons present when this conversation took place. Record the conversation and details of any injuries on the child which you saw. **N.B. These notes may be used in future court proceedings.**
4. Give all details of concerns, promptly to the designated teacher. All records should be factual and objective.
5. A Child Protection report form should be used to record your concern.
6. Always treat the matter as confidential. It should NOT be discussed with anyone else including other members of staff.

The Designated Teacher will decide whether, in the best interest of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed.

The Designated Teacher may seek clarification or advice and consult with the EA's Designated Officer or Senior Social Worker before a referral is made. No decision to refer a case to Social Services/ PSNI will be made without the **fullest consideration** and on appropriate advice. **The welfare and safety of the child is our first priority.**

If a referral has to be forwarded to Social Services a UNOCINI form will be completed to record concerns about the child. Any correspondence will be forwarded in a sealed envelope marked CONFIDENTIAL – CHILD PROTECTION.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns, about possible abuse, or if a member of staff has any concerns about a child, the member of staff **MUST** act promptly.

He/she should not investigate – this is a matter for the Social Services- but should report these concerns immediately to the Designated Teacher, discuss the matter with her and make full notes.

The Designated Teacher will plan a course of action, including the possibility of referral to Social Services, and ensure that a written record is made. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

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

- Social Services
- The Education Authority's Designated Officer for Child Protection.
- If the school receives a complaint, or if it is referred to Social Services and Social Services do not place the child on the Child Protection Register, the school should maintain the record on the child's file until his/her 21<sup>st</sup> birthday and send a confidential copy to any subsequent schools.



- The school will refer to the Education Welfare Officer, a pupil on the Register who has an attendance record of less than 85%.

**CHILD PROTECTION REGISTER:**

Schools must keep a register of any pupils who have been placed on a Child Protection Register result of a multi-disciplinary, inter-agency meeting at a Child Protection Case Conference.

## The Reporting Process for Concerns about Staff & Volunteers

If a complaint about possible child abuse is made against a member of staff, the Principal (or Deputy Designated Teacher, if she is not available) must be informed immediately. The procedures in DE Circular 2015/13 will apply (unless the complaint is about the Designated Teacher). If a complaint is made against the Designated Teacher For Child Protection the Chairperson of the Board Of Governors will investigate the complaint and if a complaint is made against the Deputy Designated Teacher For Child Protection, the Designated Teacher will investigate the complaint.

Where the matter is referred to Social Services, the member of staff will 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 Chairperson of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the Deputy Designated Teacher must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

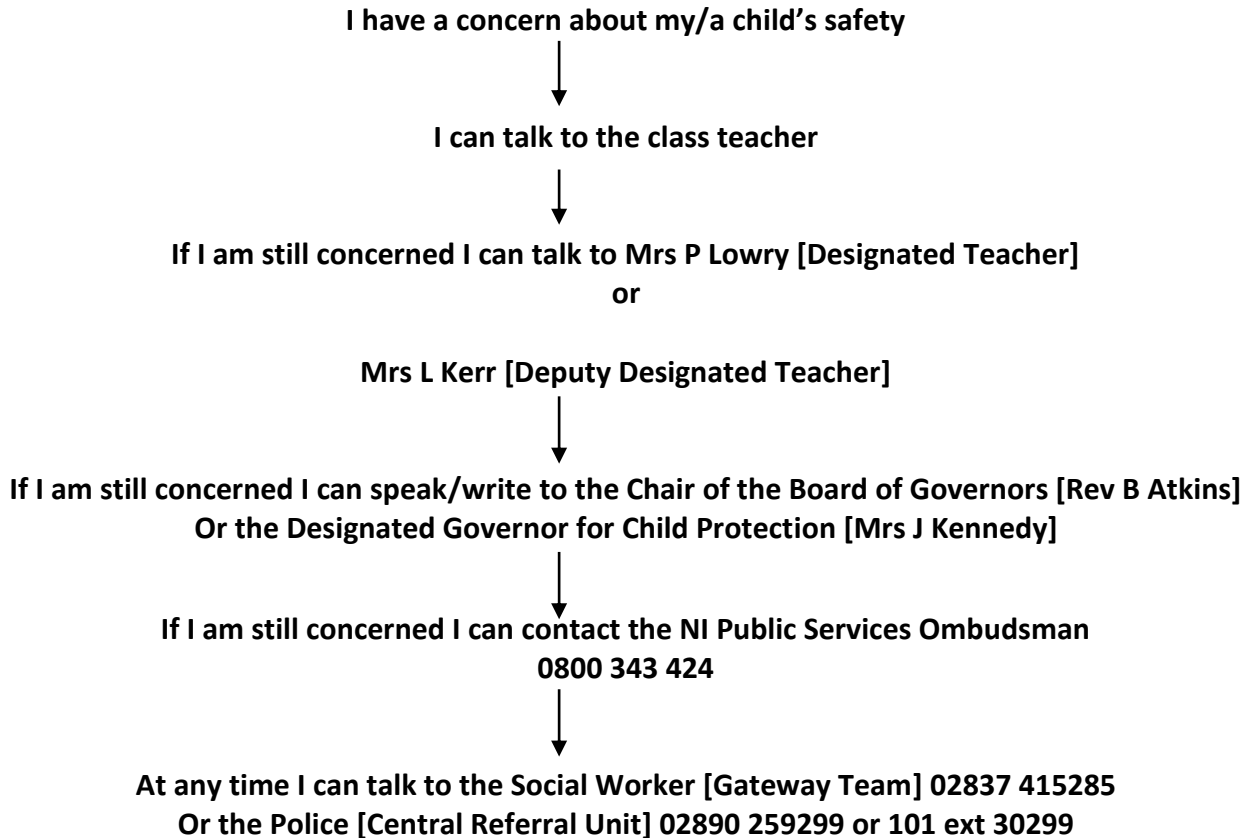
The Department must be notified of any case where a teacher is dismissed on grounds of misconduct.

The school's Records of Child Abuse Complaints Against Staff is recorded in a hardback book which is kept in the locked Safeguarding drawer and is made available to the Board of Governors annually. [See DE Circular 2016/20]

All allegations will be dealt with as a priority and unnecessary delays avoided. Allegations should not be shared with other staff or pupils.

# How Parents can Raise a Child Protection Concern

## How can a Parent make a Complaint about Possible Child Abuse?



## Record Keeping

[See Circular 2016/20 Child Protection Record Keeping for full details on Record Keeping].

We endeavour to keep accurate recording of concerns and action taken to help us identify causes for concern at an early stage and to help monitor and manage safeguarding practices. Our staff is made aware through training every other year and policy consultation, of the need to record and report any child protection concerns and the appropriate procedures to be followed.

Our Board of Governors ensure that our record keeping arrangements operated by the school for the retention, management and release of public records comply with statutory requirements. [Section 23 of the Guide for School Governors] A court may require the school to provide its full records on the child.

**NOTE OF CONCERN:**

Any member of staff who has a concern about the welfare or safety of a child should complete a **Note of Concern** [See Appendix 3]. Notes must be made as soon as possible after the incident to ensure an expedient response, and certainly within 24 hours, to maintain the accuracy and content of the report. For some children a one-off serious incident or concern may occur and staff will have no doubt that this must be immediately recorded and reported. More often, however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

The staff member will report the concern to the Designated Teacher for Child Protection (DT) at an early stage, immediately if the concern is of a serious nature, as the DT may be aware of other circumstances which would influence steps to be taken. The Note of Concern and any further details discussed or action taken should be placed on the pupil's Child Protection File and should be signed and dated by both parties to confirm the information is accurate.

**UNOCINI FORM**

The UNOCINI [Understanding the Needs of the Child in Northern Ireland] referral form will be completed by the DT whenever staff wish to refer a child or young person to children's social services for support, safeguarding or a fuller assessment of a child's needs.

The consent of the parent/carers and/or the young person (if they are competent to give this) must normally be given prior to a referral. An exception can be made when you consider that a child is in need of safeguarding and to try and gain consent may increase the risk to a child or young person. Issues of consent (including when consent is not forthcoming) will always be clearly recorded.

**Child Protection File**

The DT should store each Note of Concern and copy UNOCINI documents in the child's Child Protection File and supplement it with all other records created and acquired as the management of the concern progresses. Child Protection Files are stored separately to the School Pupil/ Educational Record and in a locked cabinet.

The Child Protection File contains:

- Chronology of events/ action taken
- All records of concern
- Any notes initially recorded, including notebooks/diaries which should be kept securely with the child protection file
- Records of discussions and telephone calls (with colleagues, parents and children/young people and other agencies or services)
- Correspondence with other organisations - sent and received
- Referral forms – both for support services and specialist services (irrespective of outcome)
- Formal plans linked to the child e.g. child protection plan, child in need plan
- Risk assessments
- Risk Management Plans/ Individual Safety and Support Plans
- Minutes of interagency meetings e.g. child in need, strategy, child protection conference
- Any other relevant notes/ papers

Relevant and accurate records are essential to inform effective decision making and assist in the sharing of appropriate information. They should contain factual information or be clearly specified as unsubstantiated and should include all relevant information even if it appears contradictory. Any significant event or change which has an impact on the child's welfare must be included in the Child Protection File, and noted on the chronology of events/ action taken, even if it seems to be contradictory. As a guideline, although not exhaustive, the following may be relevant:

- Change of circumstances: changes of carer, address, legal status, school, family circumstances and household

composition.

- Issues for the child: physical or mental health issues, incidents of abuse, losses, developmental issues, incidents of running away/going missing, incidents re bullying, offending or police involvement.
- Family issues: changes in family composition, loss and separation, domestic violence, financial or housing problems, physical or mental health, substance misuse, homelessness, imprisonment, victimisation.
- Professional involvement: referrals made, involvement of other agencies, assessments, significant decisions, interventions, social services involvement.

Any decisions made must be recorded together with reasons for the agreed action, this will be vital to any future processes, such as retrospective or historical allegations and Case Management Reviews. It is vitally important to record all relevant details, regardless of whether or not the concerns are shared with either the police or social services.

When Social Services inform the school that a child's name has been placed on the Trusts' Child Protection Register (CPR), the school must maintain a record of this fact and associated documentation from Social Services on the child's Child Protection file.

### **Complaints Against School Staff**

Where a complaint is made about possible abuse by a member of staff of the school, the procedures set out in DE Circular 2015/13 should be followed. All allegations of a child abuse nature must be recorded in the Record of Child Abuse Complaints which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File.

It is important that ALL allegations are recorded to ensure a school can monitor allegations made and identify causes or patterns of concern at an early stage. It is also important that Boards of Governors are fully informed of all complaints to ensure they are complying with their statutory responsibilities under the Education and Libraries (NI) Order 2003. These records should be signed and dated by the Principal. If the Principal is the subject of the concern, the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual, and the record retained in the school, on both the child's Child Protection File and the file of the member of staff concerned.

If, following investigation, the member of staff concerned is totally exonerated:

- the record on the staff member's file must be expunged
- the entry in the Record of Child Abuse Complaints struck through with an explanation entered
- the record on the child's file should be noted with the outcome of the investigation, and should stand until the child's D.O.B +30 years.

Given the number of recent historical allegations, unless the member of staff concerned is totally exonerated, the record should be retained indefinitely. If a closure or an amalgamation of an educational establishment(s) occurs or when a member of staff retires, leaves or changes post, advice should be sought from the relevant Employing Authority and/or the Information Commissioner's Office.

### **Storage of Child Protection Records:**

Child Protection information is confidential and should not be kept on the child's Pupil/Educational Record. Each school should have a separate secure confidential filing system for Child Protection concerns, ideally in a fireproof filing cabinet. Other child protection records including the school's confidential Record of Child Abuse Complaints should also be stored here. The filing cabinet should be accessible to only the Designated Teacher, Deputy Designated Teacher or Principal. The cabinet is not accessible to anyone else, including administrative staff, the ETI and members of the Board of Governors. The keys to the cabinet should not be removed from the premises and should be stored securely in a key safe. The ETI will seek assurance that child protection records are held securely and in a confidential manner.

Child Protection Records must not be removed from the school premises, except when taken to a case planning meeting in respect of the child, or on foot of a court order. If information needs to be taken out of the school, it must be transported securely and a record should be kept of when it was removed, by whom, for what purpose, and when it was returned.

### **Access to Data and Sharing of Information:**

The Data Protection Act 1998 establishes a framework of rights and duties which are designed to safeguard personal data. This framework balances the legitimate needs of organisations to collect and use personal data for business and other purposes against the right of individuals to respect for the privacy of their personal details.

When considering what information can be shared, including on transfer to another school, schools must ensure that they comply with the 8 principles in the Data Protection Act 1998.

In all cases the information should be adequate, relevant and not excessive.

Child Protection records may be exempt from the disclosure provisions of the Data Protection Act 1998 in cases where disclosure may cause serious physical or emotional harm to the child or any other person. This means that neither pupils nor their parents have an automatic right to access them. However, the exemption only applies to the information that may cause harm and is not a blanket exemption for the file as a whole. In addition, the exemption can only be relied upon if it is endorsed by the opinion of an appropriate health professional. (Data Protection (Subject Access Modification) (Health Order) 2000).

### **Sharing Information within the School**

Child Protection information is confidential and often highly sensitive and decisions to share, or not to share, must always be made in the interest of protecting the child if at risk of significant harm. There is also a duty to protect individuals and, as such, within a school information should only be shared with staff that require access to it, in order to work in a safe and informed way with the child and family. The DT should record who information is shared with, when, and the reasons for this. All staff should understand the importance of maintaining confidentiality and the consequences of any breach.

Staff must always consider the safety and welfare of the child when making decisions about whether to share confidential information. Subject to the provisions of the Data Protection Act 1998 the disclosure of confidential information is allowed when necessary to protect or safeguard a child.

### **Reporting to the Board of Governors**

Child Protection is a standing agenda item for our Board of Governor meetings and that the Designated Teacher prepares a report for the meeting of all child protection activities and a full annual report for the Board of Governors on all Child Protection matters.

The school's Record of Child Abuse Complaints is made available to the Board of Governors at least annually. If an allegation is recorded anonymised information will be shared with Governors including what action was taken and the outcome of the complaint. The Chair should sign and date the Record of Child Abuse Complaints annually; even if there have been no entries. The Education Training Inspectorate will ask to see the Record and Chair's signature during inspections, but not the content or detail of complaints.

### **Transfer of Records:**

Under the Education (Pupil Records and Reporting) (Transitional) Regulations (NI) 2007, Boards of Governors are required to make arrangements to transfer a formal record of a pupil's academic achievements, other skills and abilities and progress within 15 school days of a pupil transferring schools. The requirement does not include the

transfer of child protection records. However, where there have been, or are current, concerns about a pupil the school should consider what information should be shared with the new school.

## Key Contacts

PSNI Central Referral Unit                      02890 259299 [or 101 extension 30299]  
Mon- Fri 8am – 9pm  
Weekends/ public holidays 9am – 5pm.

Gateway Service [Southern]                      02837 415285  
0800 783 7745 [free from landlines only]

The Gateway Service for Children’s Social Work is the first point of contact for people who wish to share a concern about a young person who is not already known to social services. The service ensures a quick response to the needs of children and families who are referred for a Social Work Service. A Duty Social Worker is available to take calls from Monday to Friday from 9am-5pm (excluding Public Holidays).

Regional Centralised  
Out Of Hours Service                              028 9504 9999  
(To report a child protection concern 5pm – 8am Monday - Thursday,  
Friday 5pm – Monday 8am)

Child Protection Support Service              02895 985590[schools only]

Killylea Primary School                          02837 568621 [ask to speak to the Designated Teacher]

Parenting NI Helpline                              0808 8010 722

Family Support Hub                                  028 3752 2380 [familysupporthub@barnardos.org.uk](mailto:familysupporthub@barnardos.org.uk)

Family Support NI                                      0845 600 6483 [www.familysupportni.gov.uk](http://www.familysupportni.gov.uk)

Kidscape    020 7730 3300 [www.kidscape.org.uk/](http://www.kidscape.org.uk/) [anti-bullying]

## Links with Other Policies

Killylea Primary School's Safeguarding and Child Protection Policy forms part of our school's overall suite of Safeguarding Policies. It links with our **Intimate Care Policy**, **Pastoral Care Policy**, **Health and Safety Policy**, **Healthy Eating Policy** and our new **Pupil Mental Health and Wellbeing Policy** and **Looked After Children Policy** where we actively promote the development of the whole child to make good choices that will form the basis for a healthy and positive lifestyle.

It links with our **Positive Behaviour Policy** in which we outline the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process. It complements our **Anti-Bullying Policy** and also links with our **e-Safety Policy** in providing parents and pupils with guidelines for safe internet use and protection from cyber-bullying.

Governors and staff will develop a Whistleblowing Policy during 2018-19.

## Policy Review

This policy will be reviewed on an annual basis or in light of new guidance or legislation and to take account of developments and trends in safeguarding.

This policy is based on the following:

### Legislation:

- The [United Nations Convention on the Rights of the Child](#)
  - Article 3 (Best Interests of the Child)
  - Article 4 (Protection of rights).
  - Article 12 (Voice of the Child)
  - Article 19 (Protection from all forms of violence)
  - Article 20 (Children deprived of family environment): Articles 34 and 36 (Exploitation).
  - Article 39 (Rehabilitation of child victims)
- Sexual Discrimination [NI] Order, 1976 [amended 2011/12]
- The Children [NI] Order, 1995
- Education and Libraries [NI] Order, 2003
- Welfare and Protection of Pupils, 2003
- Female Genital Mutilation Act, 2003
- Gender Recognition Act, 2004
- Safeguarding Vulnerable Groups [NI] Order, 2007
- Protection of Freedoms Act, 2012.
- Sexual Offences [NI] Order, 2008
- Safeguarding Board Act [NI], 2011
- Human Rights Act , 1998
- Children's Services Co-operation Act [NI], 2015
- Public Services Ombudsman Act [NI], 2016

- Addressing Bullying in Schools Act [NI], 2016

### **Government Policies and Strategies**

- Co-operating to Safeguard Children and Young People in Northern Ireland, 2016
- Domestic and Sexual Violence and Abuse Strategy 2013-20
- Adult Safeguarding: Prevention and Prevention in Partnership, 2015

### **Guidance:**

- Safeguarding and Child Protection in Schools – A guide for Schools, 2017
- Co-operating to Safeguard [DHSSPS] 2003
- Area Child Protection Committees – Regional Policy and Procedures 2005 and Amendments 2008
- School Governors Handbook 2017 [CPSS]

### **DE Circulars:**

- Circulars 1999/10
- Circulars 2006/6,7,8,25
- Circular 2007/01 – guidance on Internet Use Policy
- Circular 2011/22 and 2013/25 Internet Safety
- Circular 2013/16 – Relationships and Sexuality
- Circulars 2012/19 & 2013/01 – Disclosure and Barring Arrangements
- Circular 2014/14 – Pupil participation
- Circular 2014/27 – Persons who pose a risk to pupils
- Circular 2015/13 - Allegations of abuse against staff
- Circular 2016/05 –Children who display harmful sexualised behaviours.
- Circular 2016/26 – Effective Educational Uses Of Mobile Digital Technology
- Circular 2016/27 – Online Safety
- Circular 2017/04 – Safeguarding and Child Protection in Schools: A Guide for Schools
- Circular 2017/13 – Recording Information about Looked After Children on C2K
- Circular 2016/20 - Child Protection: record keeping

### **DE Letters:**

- DE Letter July 2014 – FGM
- DE Letter Sept 2014 – Disposal of CP records
- DE Letter Sept 2014 – CSE and the preventative curriculum
- DE Letter June 2015 – E-safety over the summer
- DE Letter June 2015 – Preventing CSE
- De Letter Sept 2015 – Sexting
- DE Letter Sept 2016 – Record keeping in schools, new definitions, Co-operating to Safeguard
- DE letter May 2018 – Child Protection and Safeguarding – Guidance on Choosing An External Training Provider

### **Additional Information:**

[www.safeguardingni.org](http://www.safeguardingni.org)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.barnardos.org](http://www.barnardos.org)

[www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland](http://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)

[www.safetoknow.info](http://www.safetoknow.info)

[www.eani.org.uk/schools/safeguarding-and-child-protection/](http://www.eani.org.uk/schools/safeguarding-and-child-protection/)

[www.thehideout.org.uk/you-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/](http://www.thehideout.org.uk/you-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/)



[www.savethechildren.org.uk/resources/online-library/safe-learning-how-support-educational-needs-children-and-young-people](http://www.savethechildren.org.uk/resources/online-library/safe-learning-how-support-educational-needs-children-and-young-people)

Childline: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

NSPCC: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Domestic and Sexual Violence 24 hour helpline: 0808 802 1414 [Freephone] [24hrsupport@dvhelpline.org](mailto:24hrsupport@dvhelpline.org)

Women's Aid: 028 9024 9041 [www.womensaidni.org](http://www.womensaidni.org)

Men's Advisory Project: 029 9024 1929 [www.mapni.co.uk](http://www.mapni.co.uk)

Men's Aid NI: 077 0385 8130 [www.mensaid.co.uk/ni.html](http://www.mensaid.co.uk/ni.html)

Rape Crisis and Sexual Abuse Centre: 028 9032 9002

Nexus: 028 9032 3133

Citizen's Advice Bureau: 0300 1233 233

Victim Support: 028 9024 3133

Parents Helpline: 0808 8010 722

CEOP: Child Exploitation and Online Protection [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.getsafeonline.org](http://www.getsafeonline.org)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

This policy is reviewed annually and a copy of the policy and complaints procedure is given to parents and pupils every two years. Parents also receive a summary leaflet annually and a record of receipt obtained.

An Annual Written Review of Child Protection is presented to the Board of Governors at the end of each school year and Child Protection is a standing item on the agenda of every Governor meeting.

<b>KILLYLEA PRIMARY SCHOOL CHILD PROTECTION POLICY</b>	
POLICY DATE:	May 2018
PRINCIPAL'S SIGNATURE:	
CHAIRPERSON, Board of Governors, SIGNATURE:	
REVIEW DATE [Annually]:	May 2019

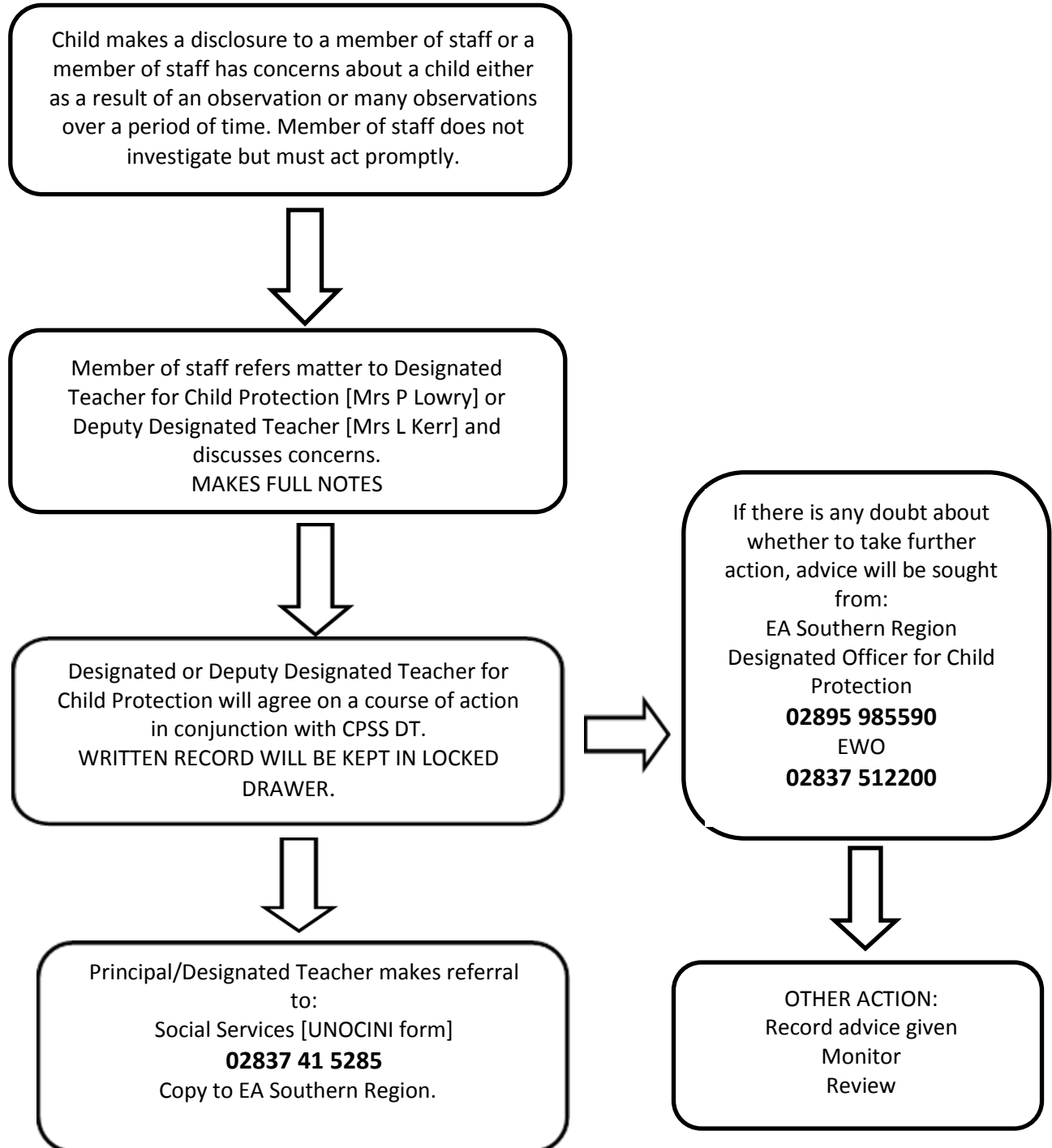


# KILLYLEA PRIMARY SCHOOL



## CHILD PROTECTION FLOWCHART [STAFF]

This flowchart indicates the procedures undertaken should there be an incident of suspected child abuse in Killylea Primary School.



## APPENDIX 2 – STAFF CODE OF CONDUCT

# A Code of Conduct for Staff and Volunteers

Staff and volunteers within Killylea Primary School are active role models for pupils and as such are in a position to influence and gain the trust of pupils. Accordingly, it is expected that staff will adhere to behaviour that sets a good example to all our pupils.

Each member of staff and volunteers have a responsibility to maintain their reputation and that of the school, whether inside or outside working hours.

This Code of Conduct is intended to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe and in respect of the complex issue of child protection by drawing attention to the areas of risk for staff and offering advice on prudent conduct. All Staff members and volunteers are issued with an updated Staff Handbook each September which sets out our Staff Child Protection Code of Conduct.

This Code of Conduct does not form part of any employees' contract of employment.

### 1. SAFEGUARDING PUPILS

- a. All staff and volunteers have a duty to safeguard pupils from abuse – physical, sexual, emotional, neglect and exploitation.
- b. Staff and volunteers have a duty to report concerns to the Designated Teacher/ Deputy Designated Teacher or failing that another member of the Safeguarding Team.
- c. The school's Designated Teacher is: Mrs Pam Lowry  
The school's Designated Teacher is: Mrs Lynda Kerr  
The Governor for Child Protection is: Mrs Jane Kennedy  
The Chair of the Board of Governors is: Mr Bill Atkins
- d. All staff are trained in Child Protection every two years and are provided with personal copies of the Child Protection Policy. Staff should be familiar with this and other relevant safeguarding policies [see back of CP policy for list of relevant safeguarding policies].
- e. Staff and volunteers must take reasonable care of pupils under their supervision with the aim of securing their safety and welfare. A risk assessment should be completed where applicable in accordance with school policy.

### 2. VERBAL INTERACTIONS WITH PUPILS

- a. Staff should exercise common sense and good judgement in their verbal interactions with pupils. An adult is not a peer of the students. Staff members are in a position of trust and authority in relationship to pupils and therefore their interactions must focus on meeting the needs of the pupil. In working with pupils, staff must take great care that their actions and motivations will not be misinterpreted. The burden of responsibility and accountability rests with the adult. Verbal interactions with pupils should always be respectful in language, tone and attitude and not include sarcasm or humiliation. Staff must not show favouritism towards any pupil or group of pupils.
- b. Teachers 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, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.
- c. Where such conditions cannot apply teachers are to ensure that another adult knows the interview is taking place.
- d. Where possible another pupil or another adult should be present or nearby during the interview.

### **3. PHYSICAL CONTACT WITH PUPILS**

- a. Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. However this should only occur when the child is in agreement.
- b. All touch should be governed by the age and developmental stage of the child and appropriateness.
- c. Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- d. Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint.
- e. Members of staff who have to administer first aid should ensure that 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.
- f. Any physical contact, which may be misinterpreted, by the pupil, parent or other casual observers should be avoided.
- g. If any physical contact could be construed as inappropriate, the member of staff should inform the Principal in writing at the earliest possible opportunity.
- h. Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual and where staff may be in proximity of pupils in circumstances very different from the normal school setting

### **4. SAFE HANDLING/USE OF REASONABLE FORCE**

Staff can use reasonable force:

- a. To prevent injury to the child, other children, themselves or another member of staff.
- b. To prevent damage to school property.
- c. To prevent the commission of an offence.
- d. The rights of a member of staff to use reasonable force to restrain a pupil applies within school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.
- e. Staff should inform the Principal after any incident where reasonable force has been used.
- f. There should be a written account made of the incident in order to prevent any misunderstanding or misinterpretation. The account should include the names of those involved when and where the incident took place, names of witnesses, a brief account of the steps taken to defuse the situation and the outcome of the incident.

### **5. CHOICE AND USE OF TEACHING MATERIALS**

- a. Parental permission should be sought before using teaching materials of a sensitive nature.
- b. Teachers should avoid teaching materials, which might be misinterpreted.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult the Principal before using it.

### **6. RELATIONSHIPS AND ATTITUDES**

Staff should ensure that their relationships with pupils are appropriate to the age and gender 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 of either sex is dealing with adolescent boys and girls.

All staff and volunteers must declare any relationships that they may have with pupils outside of school, including:

- mutual membership of social groups,
- tutoring or

- family connections.

If applicable, Staff and volunteers should complete Annex 1: Relationships with Students Outside of Work Declaration.

## **7. PUPIL DEVELOPMENT**

All staff and volunteers must comply with school policies and procedures that support the wellbeing and development of our pupils and co-operate and collaborate with colleagues and external agencies where applicable to support the development of our pupils.

## **8. HONESTY AND INTEGRITY OF STAFF**

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

All gifts from associates or suppliers should be declared to the principal [except “one off” token gifts from students or parents]. Personal gifts from individual members of staff or volunteers to students are inappropriate and may lead to misinterpretation and disciplinary action. The principal will keep a record of all gifts received.

## **9. CONDUCT OUTSIDE OF WORK**

Staff/ volunteers must not engage in conduct outside of work which could seriously damage the reputation or standing of the school or the staff/volunteers own reputation or that of other members of the school community [ e.g. violence, possession or use of illegal drugs or sexual misconduct]

Staff may undertake work outside school, paid or voluntary, provided that it does not conflict with the interests of the school, including contravening working time regulations or affecting an individual’s work performance.

## **10. CONFIDENTIALITY**

Staff and volunteers may have access to confidential/sensitive information in the course of their duties. This information should be treated confidentially and never used for their own or another’s advantage, or to intimidate, humiliate or embarrass the pupil.

Confidential information should only be shared on a “need to know” basis. Where a pupil’s identity does not need to be disclosed, the information should be used anonymously.

Adults should not promise confidentiality in cases of disclosure but pass the information directly to the Designated Teacher.

## **11. PERSONAL APPEARANCE**

All staff and volunteers must dress in a manner that is appropriate for a professional role working with children. Dress should not be offensive, revealing or sexually provocative and absent from any political or contentious slogans.

## **12. HANDLING CONVERSATIONS OF A SENSITIVE NATURE**

Staff should:

- a. Listen and accept information.
- b. Take notes, explaining to the child why you are doing so.

- c. Reassure the child.
- d. Not make promises about the future.
- e. Refer the conversation to the Designated Teacher for Child Protection [Mrs Lowry] using the NOTE of CVOCERN proforma [copies kept in class registration folder]

### **13. E-SAFETY AND INTERNET USE**

- a. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. All staff and volunteers should give regard to the school's E-safety and Acceptable Use of the Internet policy whether in or outside of school.
- b. Staff and volunteers should exercise caution in their use of social media including comments, photos, videos and views including "likes" of other pages or posts.
- c. Contact with pupils should only be through school authorised mechanisms. AT NO TIME should personal telephone numbers, email addresses or personal social media accounts be used to communicate with students. [NB If a pupil contacts a member of staff via any of the above, the principal should be informed immediately.]
- d. Photographs/videos should only be taken on school equipment for purposes authorised by the school and with parental consent. All photographs/videos will be retained/destroyed in line with the schools Information Management Policy and Disposal of Records Policy.
- b. Teachers should supervise pupil access to Internet resources (where reasonable) through the school's fixed and mobile internet technology.
- c. Teachers will preview any recommended sites before pupil use.
- d. Raw image searches are discouraged when working with pupils.
- e. If Internet research is set for homework, specific sites will be suggested that have been checked by the teacher. It is advised that parents recheck these sites and supervise this work.
- f. Parental consent is sought in September each year for permission to publish pupils' photographs on the school website, school Facebook page and for purposes of publicity.

### **14. INTIMATE CARE OF PUPILS**

It may be necessary for staff to do things of a personal nature for young children in their care. Children may be upset and need to be comforted with a hug. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent. Parents of Foundation Pupils will be requested to sign an Intimate Care Permission form at the beginning of the school year. In order to safeguard the child and protect, the following code of conduct will be adhered to at all times:

- a. The child will be given the opportunity to change his / her underwear in private and carry out this process themselves.
- b. School will have a supply of wipes, clean underwear and spare uniform for this purpose. (A supply of clean underwear and spare uniforms are kept in the First Aid Room).
- c. If a child is not able to complete this task unaided, school staff will assist the child until such times as the child is able to continue unaided. In this situation a second adult should be made aware of the circumstances and be at close proximity, respecting the privacy of the child.
- d. The member of Staff who has assisted a pupil with intimate care will complete the Intimate Care Record [kept in the locked cabinet in the office] See Appendix 3.

On occasional times, older children may have toileting accidents perhaps due to illness or injury or as a result of shock. At all times the dignity and privacy of the child will be protected and respected.

It would be impossible to cover all the circumstances in which teachers inter-relate with pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances teachers' professional judgement

will be exercised and for the vast majority of teachers this Code of Conduct confirms what has always been their practice.

All staff should ensure that they are familiar with the content of the following documents:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- E-safety Policy
- Pupil Mental Health and Wellbeing
- Looked After Children Policy
- Health and Safety Policy
- Intimate Care Policy

## **15. COMPLIANCE AND DISCIPLINARY ACTION**

This Code of Conduct will be reviewed each year by the Board of Governors in June and distributed to all staff and volunteers the following September.

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

All staff and volunteers must complete the form in Annex 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should be signed and dated and returned to the principal.



**KILLYLEA PRIMARY SCHOOL  
RELATIONSHIPS WITH STUDENTS OUTSIDE OF WORK  
DECLARATION**



It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students 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 students.

Employee Name	Student Name	Relationship

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

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

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.
- 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 such relationships.

Signed \_\_\_\_\_ Date \_\_\_\_\_

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



**ANNEX 2 Child Protection Policy: CODE OF CONDUCT CONFIRMATION OF COMPLIANCE**



**KILLYLEA PRIMARY SCHOOL**



**CODE OF CONDUCT CONFIRMATION OF COMPLIANCE**

To All Staff and Volunteers:

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

Name:	
Position[s] held:	
Signed:	
Date:	

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

Date Received:	
Principal signature:	

**APPENDIX 3: Child Protection Policy – NOTE OF CONCERN**



**KILLYLEA PRIMARY SCHOOL**



**CONFIDENTIAL NOTE OF CONCERN**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

**Name of Pupil:**

**Year Group:**

**Date, time of incident/disclosure:**

**Circumstances of incident/disclosure:**

**Nature and description of concern:**

**Parties involved, including any witnesses to an event and what was said or done and by whom:**

**Action taken at the time:**

<b>Details of any advice sought, from whom and when:</b>
<b>Any further action taken:</b>
<b>Written report passed to Designated Teacher: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>If 'No' state reason:</b>
<b>Date and time of report to the Designated Teacher:</b>
<b>Written note from staff member placed on pupil's Child Protection file. Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>If 'No' state reason:</b>

**Name of staff member making the report:** \_\_\_\_\_

**Signature of Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Designated Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX 4 – DISPOSAL OF CHILD PROTECTION RECORDS

Record	Retention Period
Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
<b>Complaint against a member of staff</b> Staff members file <sup>6</sup> Child's Child Protection File Record of Child Abuse Complaints	Indefinitely* unless totally exonerated (see para. 3.16) D.O.B + 30 years Indefinitely*
<b>Complaint to be pursued under the school's disciplinary procedures</b>	
Staff members file	5 years
Child's Child Protection File	D.O.B + 30 years
Record of Child Abuse Complaints	Indefinitely*

*As a general guide 'indefinitely' should be a minimum of 40 years.*

*The Department of Education Disposal Schedule recommends that a staff file is retained for 7 years after leaving employment. In the case of child protection concerns the file should be retained for the time periods specified in the school's Information Management Policy.*

**HANDY REFERENCE:**

PSNI Central Referral Unit                      02890 259299 [or 101 extension 30299]  
Mon- Fri 8am – 9pm  
Weekends/ public holidays 9am – 5pm.

Gateway Service [Southern]                      02837 415285  
0800 783 7745 [free from landlines only]

The Gateway Service for Children’s Social Work is the first point of contact for people who wish to share a concern about a young person who is not already known to social services. The service ensures a quick response to the needs of children and families who are referred for a Social Work Service. A Duty Social Worker is available to take calls from Monday to Friday from 9am-5pm (excluding Public Holidays).

Regional Centralised                                      028 9504 9999  
Out Of Hours Service                                      (To report a child protection concern 5pm – 8am Monday - Thursday,  
Friday 5pm – Monday 8am)

Child Protection Support Service                      02895 985590

**NB: See pages 20-21 for more contact information and numbers.**