

SAFEGUARDING AND CHILD PROTECTION

St. Brigid's Primary School, Mayogall

What is it and what does it involve?

United Nations Convention on the Rights of the Child

Article 3

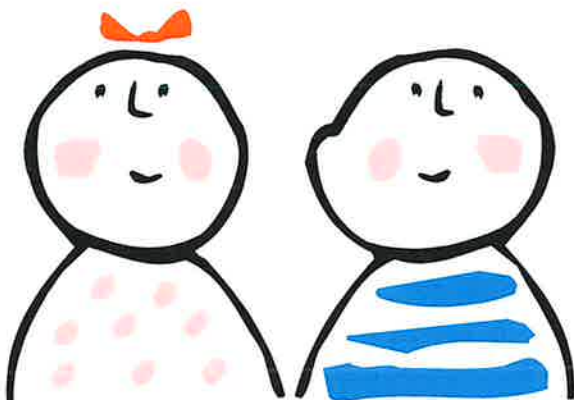
Children have the **RIGHT** to have their welfare considered paramount in all decisions taken about them

Article 12

Children have the **RIGHT** to be heard

Article 19

Children have the **RIGHT** to be protected from **ABUSE & NEGLECT**



Schools have a key role in the life of child therefore Schools have a safeguarding responsibility towards the Children in their care.

Safeguarding is more than child protection, it begins With preventative education and activities which allow Children to grow up safely and securely in circumstances Where their development and well-being is promoted.

It includes support to families and early intervention to Meet the needs of children and continues through to Child protection (any activity undertaken to protect Individual children who are suffering or likely to suffer Harm).

IN ALL MATTERS RELATING TO SAFEGUARDING AND CHILD PROTECTION PROCEDURES OF POLICIES, THE BEST INTEREST OF THE CHILD IS PARAMOUNT.

Refer:
The Department of Health's
"Co-operating to safeguard Children and Young People in Northern Ireland" (March 2016).

Education Authority Website provides useful Information on all aspects of safeguarding and Child protection.

www.eani.org.uk/schools/ safeguarding-and-child-protection.

The Children (NI) Order 1995

The 5 P's of the Children's (NI) Order 1995

Parental Responsibility

Partnership

Prevention

Protection

Paramountcy

From September 2018 all children in St Brigid's P.S. will access the NSPCC Keeping Safe programme. All classes will have lessons each term on:

- Health Relationships
- My Body
- Being Safe

From P1 children will refer to body parts by the correct terminology.

PREVENTION

It is our responsibility to ensure that we offer supportive environments to children who are being abused, have been abused and may in the future be abused.

The school can offer protection on a number of levels:

- Creating a positive ethos
- Curriculum provision
- Providing a listening environment
- Establishing procedures
- Code of conduct for staff

RESPONDING TO DISCLOSURE

RECEIVE

REASSURE

REACT

RECORD

REFER

How a parent can make a complaint

I have a concern about my/a child's safety



I can talk to the class teacher



If I am still concerned, I can talk to the Designated teacher : **Mrs Cathy Donaghy** or Deputy: **Mrs Paula McCrum**

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

If I am still concerned, I can talk/write to the Chair of the Board of Governors **Mrs Brenda Henry**



At any time, I can talk to the social worker at Homefirst Community Trust (79 301 700) or

Police Service of Northern Ireland.



KEY CONCEPTS

The key concepts of personal safety are developed throughout the Key Stages appropriate to the age and maturity of the children at each key stage.

- Feelings and Emotions
- Touch
- Secrets
- Self-esteem
- Assertiveness
- Trust

Parental Involvement

Parents should be well informed of the school's responsibility and roles in child protection and safeguarding. Trust and co-operation is essential.

The aims of the personal Safety programme is to develop skills, values and attitudes and knowledge and understanding

Skills - Communicating; assertiveness; coping skills ...

Values and Attitudes - Honesty; respect; self-confidence ...

Knowledge and understanding – knowing right from wrong, defining a stranger, knowing how to get help ...

It is the transferability of skills, values, attitudes, knowledge and understanding, together with a belief that trusted adults can help, which underpins personal safety.

Working in partnership with the school is vital for your child's safety.

Encourage your child to obey the Code of Conduct – "Ten 'BEES' of Good Behaviour" and know the purpose of rules.

Deliver/collect your child to/from school on time. Use the informal and formal links to discuss any problems.

Encourage your child to talk to you about what they have done in school each day. Encourage Reflections and be a good listener.

- Know some of the people whose job it is to help them keep safe and how they can help;
- Know how to use their five senses to keep safe;
- Be able to identify safe people and places;
- Know how to get help;
- Be able to say "No!" or "Stop!";
- Be able to tell people what has happened and where and when it happened and to go on talking until someone listens;
- Be aware that their bodies are special, valuable and unique and know how to take care of them;
- Know how to prevent some accidents happening.
- Know that privates are private;

Key Stage 2

Lessons include role play, class/group discussion, circle time, stories and practical activities. Strategies for keeping safe learned in Foundation Stage and Key Stage 1 are reinforced and built on.

Children should be encouraged to learn:

- About safe people and not so safe people and how they can be recognised;
- To sum up a situation and weigh up the risks before doing something different;
- Ways to resist pressure, persuasion, threats and bullying;
- To say "No!", "You can't do that!", "I'll ask first!" and stick by their decision;
- To keep the rules designed for their safety;
- That it is not their sole responsibility to keep themselves safe;
- To recognize people who protect them/help to keep them safe;
- To know how to be safe online and in using all technologies;

Children have the right to be protected from all forms of violence;

They must be given proper care by those looking after them... (Article 19)

HOW PARENTS CAN HELP

- IF YOU ARE WORRIED THAT YOUR CHILD IS BEING BULLIED, ASK HIM/HER DIRECTLY
- BE AWARE OF THE SIGNS AND SYMPTOMS - BULLYING IS A REPEATED ACTION
- TAKE BULLYING SERIOUSLY AND FIND OUT THE FACTS WHEN TOLD ABOUT AN INCIDENT OF BULLYING
- DON'T AGREE TO KEEP THE BULLYING SECRET
- TALK WITH TEACHER OR HEADTEACHER, IF IT IS SCHOOL BULLYING
- HELP CHILDREN TO PRACTISE STRATEGIES SUCH AS SHOUTING NO, WALKING WITH CONFIDENCE AND RUNNING AWAY
- GIVE YOUR CHILD A CHANCE TO VENT HIS/HER FEELINGS ABOUT BEING BULLIED
- TALK TO OTHER PARENTS ABOUT WAYS TO STOP BULLYING
- TALK TO PARENT GOVERNOR AT YOUR SCHOOL
- TALK TO YOUR SCHOOL AND FIND OUT ABOUT THE ANTI-BULLYING POLICY
- CHECK THAT YOUR CHILD IS NOT INVITING THE BULLYING BY OBNOXIOUS HABITS - SUCH AS NAME CALLING, TEASING ETC.
- IF YOU NEED HELP CONTACT THE SCHOOL OR SOME OF THE OUTSIDE AGENCIES
 - KIDSCAPE
 - CHIDLIN

QUESTIONS AND ANSWERS

Q What is the most common form of bullying?

A Being called hurtful names.

Q What percentage of boys aged between 9-14 perceive that school is hardly ever safe for them?

A 4%

BULLYING POSSIBLE SIGNS

A child may indicate signs or behaviour that he or she is being bullied. If you are concerned and become aware of the following, you may wish to ask if someone is threatening or bullying your child.

Children may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Begin doing poorly at their school work
- Come home regularly with clothes or books destroyed
- Come home hungry (dinner money taken)
- Become distressed, stop eating
- Become withdrawn, start stammering
- Cry themselves to sleep
- Have nightmares
- Have unexplained bruises
- Ask for money or begin stealing

CHIDLIN FREEPHONE 0800 1111
24hr line

KIDSCAPE

152 Buckingham Palace Road

London SW1W 9TR

Kidscape is a registered charity

All Staff in St Brigid's P.S. Teaching and Non-Teaching are trained annually in Safeguarding. (August Baker Days).

Safeguarding is more than Child Protection. Safeguarding begins with preventative education and activities which enable young people to grow up safely and securely in circumstances where their development and well-being is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children who are suffering or likely to suffer harm.

At all times we refer to The Department of Health's "Co-operating to Safeguard Children and Young People in N.I." (March 2016).

Our Safeguarding policy and procedures is aligned to all pastoral care policies:

- Acceptable Use of Digital Policies
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Circle Time Policy
- Discipline and Good Behaviour Policy
- Drugs Policy
- E-Safety Policy
- Equal Opportunities Policy
- Pastoral Care Policy
- P.D.M.U. Policy
- R.S.E. Policy
- Rights Respecting School Policy
- Road Safety Policy
- Staff Code of Conduct Policy
- Toileting and Intimate Care Policy
- Use of Reasonable Force Policy

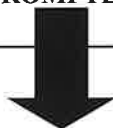
SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE.

The flow chart which follows indicates the procedures which will be invoked should there be an incident of child abuse in St. Brigid's P.S.

PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN ST. BRIGID'S PRIMARY SCHOOL MAYOGALL

Child makes a disclosure to a member of staff or member of staff has concerns about a child either as a result of an observation or many observations over a period of time. Member of staff does not investigate but

MUST ACT PROMPTLY



Member of staff refers matter to Mrs M. O'Kane or Mrs P. Mc Crum/Mrs C. Donaghy, discusses concerns with the aforementioned.

MAKES FULL NOTES



Mrs M. O'Kane and Mrs C. Donaghy will confer and agree on a course of action.

WRITTEN RECORD WILL BE KEPT



Principal/Designated teacher makes referral to:

- Social Services and Care Unit
Copies of pro-forma to:
- CCMS
- EA (North-Eastern Region)



If there is any doubt about whether to take further action, advice will be sought from:

- CCMS SENIOR MANAGEMENT OFFICERS

028 9201 3014

- Education Authority Child Protection Support Service
Tel: 028 9598 5590
Mon-Fri (9-5pm)
- SOCIAL SERVICES

Advice may be sought from:

NSPCC
Clinical Medical Officer
School Nurse
Education Welfare Officer
Education Psychologist



OTHER ACTION:

- Record Advice given;
- Monitor;
- Review.