

CHILD PROTECTION & SAFEGUARDING POLICY

We in Cregagh Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge and as a result we will take all reasonable steps to ensure that their welfare and safety is preserved.

All of our staff, including those involved in extended schools, have been subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. This is set out in the appendix to this policy statement.

Mrs Pearson is Designated teacher with overall responsibility for child protection and Mr Higginson is Deputy Designated Teacher.

There are clear procedures in place to be followed where the school has been alerted to possible abuse. These procedures provide for a second member of staff to assume responsibility if the Designated teacher is absent or is the subject of an allegation.

All staff (teaching and non-teaching) should be aware of signs of abuse, be alert to these and also be aware of procedures to be followed. To this end Child Protection Training will be given to all staff on a regular basis.

In the event of an allegation being made the designated teacher and or Principal will if necessary make a referral either to Social Services or Police.

Preliminary enquiries should be made carefully and sensitively – it is not the responsibility of staff to undertake investigations or make enquiries of other family members.

Correctly following appropriate procedures will safeguard staff from legal redress by a parent.

Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following principles form the basis of our Child Protection Policy:

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously

- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the child's welfare must be paramount, this overrides all other considerations
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first
- It is evidence based and decision making is informed.

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 school policies including:

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force
 - Special Educational Needs
- Educational Visits
 - First Aid and the Administration of Medicines
- Health and Safety
- Relationships and Sexuality (RSE)
- Staff Code of Practice and Conduct
 - ICT & related policies e.g. Social Networking, E-Safety, Mobile Digital Devices
- Intimate Care
- Risk Assessment
- Attendance
- Complaints Procedure
 - Privacy Policy
 - Data Protection Policy
- Records Management Policy

These policies are available to parents and any parent requiring a copy should contact the School Principal.

School Safeguarding Team

The following are members of the schools Safeguarding Team:

- ✓ Designated Teacher: Mrs K Pearson
- ✓ Deputy Designated Teacher: Mr S Higginson
- ✓ Principal: Mr D Heggarty
- ✓ Designated Governors for Child Protection: Rev A Green
- ✓ Chair of the Board of Governors: Rev A Green

Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- 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 Education Authority South Eastern Region Board's Designated Officers for Child Protection
 - Maintain records of all child protection concerns
 - Keep the School Principal informed
 - Provide a written annual report to the Board of Governors regarding child protection
 - Promote a safeguarding and child protection ethos in the school

5.2 The Principal

The Principal must:

- As secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties
- Appoint and manage designated/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities
 - Ensure safe and effective recruitment and selection of new staff and volunteers (including awareness of safeguarding and child protection)
- Ensure DENI 2017:04 is implemented within the school
- Ensure managing Safeguarding and Child Protection training is attended
 - Ensure that all staff receive safeguarding and child protection training
- Ensure that all necessary referrals are taken forward in the appropriate manner
- Ensure that the Chairman of the Board of Governors kept informed
- Only pass information to the entire Board of Governors on a need to know basis
- Ensure that child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- Ensure that the school Safeguarding and Child Protection policy is reviewed annually and that Year 1 parents receive a copy of this policy at the first parent/teacher consultation. Parents of other new pupils receive a policy upon their child's admission to the school. All Year 1 – 7 parents receive a summary leaflet termly.
- Allegations/ complaints against school staff are managed
- Ensure that the school has a record of child abuse complaints

5.3 The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- The role of the designated teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection, vetting and induction of staff

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment • Ensure that the school 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 Child Protection Support Service for Schools {CPSSS} and the 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 the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

5.5 The Board of Governors

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers
- confidentiality is paramount. (Information will only be passed to the entire Board of Governors on a need-to-know basis.)
- the school has an Anti-Bullying Policy which is reviewed at least every 3 years. The school records incidents of bullying and alleged bullying.
- The school maintains child protection records

5.6 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.

They should remember the 5 Rs:

- ✓ Receive
- ✓ Reassure

- ✓ Respond
- ✓ Record
- ✓ Refer

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher/Principal for Child Protection
- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- Make a concise record of a child's disclosure using the actual words of the child using CPOMS
- 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

In addition, the Class Teacher should:

Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

5.7 Support Staff

- If any member of the support staff has concerns about a child or staff member, they should report these concerns to the designated teacher or deputy designated teacher. A detailed written record of the concerns will be made and any further necessary action will be taken.

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

Do:	Do not:
<ul style="list-style-type: none"> • Listen to what the child says • Assure the child they are not at fault • Explain to the child that you cannot keep it a secret • Document exactly what the child says using his/her exact words • Remember not to promise the child confidentiality • Stay calm • Listen • Accept • Reassure • Explain what you are going to do • Record accurately • Seek support for yourself 	<ul style="list-style-type: none"> • Ask leading questions. • Put words into the child's mouth. • Ignore the child's behaviour. • Remove any clothing. • Panic • Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate • Do Nothing

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

5.8 Parents

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

Parents should play their part in Child Protection by:

- Informing the school if their child has a medical condition or educational need
- Informing a member of the Safeguarding Team if there are any Court Orders relating to the safety or wellbeing of a parent or child
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- Letting the 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, Internet and Child Protection Policies
- Reporting to the office when they visit the school
- Raising potential Child Protection concerns with the Safeguarding team regarding **any** child in the school

- Telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;

More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.

6. What Is Child Abuse?

6.1 Definition of Abuse

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. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

Definition of Harm

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

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier. Effective and ongoing information sharing between professionals is key.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

6.2 Types of Abuse

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

Emotional Abuse 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-including online bullying through social networks, online games or mobile phones-by a child's peers.

Neglect is the persistent 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.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing.

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.

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators

<p>Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships</p>
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Neglect

Physical Indicators	Behavioural Indicators
<p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.</p>	<p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.</p>

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories;</p>

	vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.
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6.4 Specific Types of Abuse

In addition to the types of abuse already described, there are also some specific types of abuse.

Domestic Violence and Abuse

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Virtual

Symptoms which young people may display and which are indicators only include:

- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying
- Nervousness

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services Gateway Team.

Grooming

The grooming of a child or young person is always abusive and can be exploitative. It often involves a perpetrator gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs or alcohol or more basic needs such as food, accommodation or clothing to develop the young person's loyalty to and dependence upon the person doing the grooming. The person carrying out the abuse may differ from those involved in the grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children, under the age of 18, are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Young people can be persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures which involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. This procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. This 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 complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. This procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of 5 and 8, putting girls in this age bracket at highest risk.

FGM is a form of child abuse (physical and emotional) and, as such, teachers have a statutory duty to report cases, including suspicion, to the Safeguarding Team immediately.

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or more parties and where duress is a factor. Forced marriage is a criminal offence in NI and if where knowledge or suspicion of a forced marriage within a pupil's family is brought to the attention of the school, the PSNI will be informed immediately.

6.4 Children who display harmful sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. Examples of harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sharing an inappropriate image with an intent to cause distress

When the Safeguarding team are made aware of harmful sexualised behaviours, the parents of the pupils (victim and perpetrator) will be contacted. In some instances, only the PSNI and/or Social Services Gateway Team will be alerted.

6.5 Children with Increased Vulnerabilities

We are aware that some children have increased risk of abuse including:

- Children with a disability
- Children with limited fluency in English
- Children with limited communication skills
- Looked After Children
- Children from families seeking asylum
- Children of parents with additional support needs
- Children with gender identity issues / sexual orientation.

6.6 Behaviours of concern

Self-Harm

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

Self-harming behaviours may indicate that a child has suffered abuse; however, this is not always the case. School staff should share concerns about a child who is self-harming with a member of the Safeguarding Team.

Suicidal Ideation

Staff must inform the Safeguarding Team immediately, without delay, if they have concerns about a child who presents as being suicidal as it is important that children who communicate thoughts of suicide or engage in para-suicidal behaviours are

seen urgently by an appropriately qualified and experienced professional, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

The Safeguarding Team will inform parents about behaviours of concern and will seek advice from appropriately qualified and experienced professionals, if appropriate.

7. Responding to safeguarding and Child Protection Concerns:

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.

Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

At Cregagh Primary School we aim to work closely with parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's Safeguarding Team: The Principal, Deputy/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. After this if a parent still has concerns, they can contact the NI Public Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart displayed around school.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff

Where staff become aware of concerns or are approached by a child **they should not investigate** as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. Keep any original notes that are made at the time of the disclosure. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence. The Designated/Deputy teacher will consult with the principal or other relevant staff always taking care to avoid undue delay. If required, advice may be sought from an

Education Authority Child Protection Officer. The Designated teacher may also seek clarification from the child or their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent.

If a child protection referral is required, the designated teacher will seek consent from the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated teacher/ Deputy Designated teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated / Deputy Designated teacher)

If a complaint is made against the Principal the Designated teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services 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 the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child Protection procedures will be followed in keeping with current Education Authority guidance.

7.4 Consent

Concerns about the safety or welfare of a pupil, should, where appropriate, be discussed with the parent and consent sought for a referral to children's social services Gateway Team, unless seeking agreement is likely to place the pupil at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators. Effective protection for pupils may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared. Where the Safeguarding Team decide not to seek parental consent before making a referral to children's social services or the PSNI, the reason for this decision must be clearly noted in the pupil's records and included within the UNOCINI referral.

When a referral is deemed to be necessary in the interests of the pupil and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or 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.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

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

10. Record Keeping

All child protection records, information and confidential notes concerning pupils are stored securely in a locked safe and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically (CPOMS), whether on a laptop, computer or on a portable memory device, all must be encrypted or appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

11. Vetting Procedures

Vetting checks are a key measure in preventing unsuitable individuals' access to children through the education system. All staff who are appointed to positions in the school are subject to Access NI checks. All substitute teachers are employed through the NISTR register and therefore also subject to Access NI checks. Volunteers and occasional visitors are supervised with pupils in accordance with relevant legislation and Departmental guidance.

School trips and educational visits

Our duty to safeguard and promote the welfare of children also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place. Risk assessments are completed for all trips and visits.

12. The Preventative Curriculum

In school we pay attention to the pupils' emotional wellbeing, health and safety, relationships and the development of a moral thinking and value system. Throughout the school year safeguarding and child protection issues are addressed through class assemblies and there are permanent child protection notice boards displayed around school which provide advice and displays child helpline numbers. A flow diagrams of how a parent may make a complaint is also on display. A Safeguarding noticeboard is in the reception area and copies of the Child Protection Policy and flowcharts are available in other languages.

Other initiatives which address child protection and safety issues:

- In the classroom, Circle Time / PDMU sessions can be used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.
- Charities and organisations visit the school to provide information on a range of child protection issues e.g. bullying, online safety etc.
- All Year groups complete the NSPCC Keeping Safe Programme
- Barnardos – BOUNCE programme – on resilience
- Barnardos - Time 4 me counselling service
- Key Stage 2 complete the Women's Aid 'Helping Hands' programme
- Year 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety
- Year 6 & 7 pupils participate in a 'Love for Life' workshop INSIDE OUT examining issues such as growing up, decision making, healthy relationships etc.
- Parental information evenings and workshops are arranged e.g. online safety

13. Staff Training

Cregagh Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some

members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and then refresher training every year. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection Policy and Code of Practice and Conduct and given copies of these policies.

Copies of the school's Safeguarding and Child Protection Policy and Code of Practice and Conduct will also be located in teachers' planning files.

14. Code of Practice and Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff 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. All members of staff are expected to comply with the school's Code of Practice and Conduct which has been approved by the Board of Governors.

15. Monitoring and Evaluation

This policy will be reviewed annually by the Safeguarding Team and approved by the Board of Governors before dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the Schools Safeguarding Team. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher at BoG meetings.

Date Policy Reviewed: _____

Signed:

(Designated Teacher)

(Principal)

(Chair of Board of Governors)