

# Phoenix Integrated Primary and Nursery School

## CHILD PROTECTION POLICY



Ratified by Board of Governors: Oct 2012

Signed:

*Kate Keys*

Chair of Board of Governors

Reviewed by Board of Governors:

16<sup>th</sup> September 2015

22<sup>nd</sup> September 2016

24<sup>th</sup> January 2018

3<sup>rd</sup> October 2018 (changes in CP Team names)

2<sup>nd</sup> October 2019

19<sup>th</sup> May 2020 (changes made due to school closure: Covid -19 pandemic)

24<sup>th</sup> August 2020 (changes made due to school reopening: Covid-19 pandemic)

*L. Simps*

Ratified 11.11.20

## **1. Child Protection Ethos**

We in Phoenix Integrated Primary and Nursery School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

## **2. Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are reflected in the Children (Northern Ireland) Order 1995, Co- operating to Safeguard Children and Young People in Northern Ireland (2016), SBNI Regional Child Protection Policy and Procedures (2017) and Safeguarding and Child Protection in Schools -A guide for Schools (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.

## **3. 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:

- Behaviour Policy
- Anti-Bullying including cyber bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationship and Sexuality Education (RSE)
- Use of Mobile Phones/Cameras

- ICT and access to the internet
- Intimate Care

**These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at**

**[www.phoenix-ips.org](http://www.phoenix-ips.org)**

#### **4. School Safeguarding Team**

The following are members of the schools Safeguarding Team

- ***School Designated Teacher – Mrs Julie McCrea***
- ***Deputy Designated Teacher – Mr Steven Kelly***
- ***Deputy Designated Teacher of Nursery – Miss Sandra Overend (Mon-Tues) and Mrs Kelda Henry (Wed – Fri)***
- ***Principal - Mrs Heather Watson***
- ***Designated Governor for Child Protection – Mrs Shauna Mulligan***
- ***Chair of the Board of Governors-Mrs Liz Simpson***

#### **5. Roles And Responsibilities**

##### **5.1 The Designated Teacher and Deputy Designated Teacher**

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for Child Protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues

The designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns. Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs4.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors outlining the schools safeguarding activity.

The deputy designated teacher must:

work in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role

## **5.2 The Principal**

The Principal will assist the Board of Governors to fulfil its safeguarding and child protection duties by keeping them informed of any changes to statutory guidance, or legislation including awareness of DE circulars letters or guidance relating to safeguarding and child protection. The Principal will ensure that Safeguarding is a standing item on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

- Implementation of current guidance, Child Protection in Schools -A guide for Schools (2017).
- That a designated teacher and deputy are appointed
- That the Designated teachers have time to carry out this role effectively.
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairperson of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed of general safeguarding within school
- That safeguarding activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount.

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

The Chair of the BoG will delegate a specific member of the governing body to take the lead in Safeguarding/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 and vetting of staff

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

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department of Education and the employing authorities, and the school's own policies and procedures. The Chairperson is responsible for ensuring child protection records are stored in an appropriately secure way and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

The Chair of the Board of Governors must:

- Ensure that safeguarding is a standard item on the agenda of Board of Governor meetings (this is a best practice recommendation)
- 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 EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

## **5.5 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.

All staff have a duty to report concerns as outlined in this policy.

**The member of staff must:**

- Report concerns to the School Designated Teacher (Mrs Julie McCrea ) or Deputy Teachers for Child Protection(Mr Steven) or Nursery Unit Deputy Teachers (Miss Sandra Overend and Mrs Kelda Henry)
- listen to what is being said without displaying shock or disbelief and support the child

- act promptly
- make a concise written record of a child's disclosure using the actual words of the child using the 'note of concern' proforma (**Appendix 1**)
- 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 School Designated Teacher (Mrs Julie McCrea) informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, 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.

## **5.6 Parents**

Parents should play their part in Child Protection by:

- 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;
- 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 concerns, they have in relation to their child with the school.

## **5.7 The Board of Governors**

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same

- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

## **6. 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, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals

### **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect; and
- Exploitation

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

### **6.1 Types of Abuse and Signs/Symptoms**

**Physical Abuse** 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. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
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);	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence

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	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
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**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. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
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).	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.

**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 also suffer from other types of abuse. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
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.	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.
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**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. 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. **(Co-operating to Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
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.	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; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

**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.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise 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 (**Co- operating To Safeguard Children and Young People in Northern Ireland 2016**)

**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.**

**Information for schools** – The DT keeps a copy of the signs and symptoms from the SBNI Regional Core Policies and Procedures guidance in the CP filing cabinet. (<https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>)

### **Specific types of Abuse**

In addition to the types of abuse described above there are also some specific types of abuse that we in **PHOENIX INTEGRATED PS** are aware of and have therefore included them in our policy. Please see these in **Appendix 1**.

### **Children with Increased Vulnerabilities**

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

### **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<sup>1</sup>.

### **How a Parent can Raise a Concern**

In **Phoenix Integrated Primary School and Nursery** we aim to work closely with parents/guardians in supporting all aspects of their 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, the designated or deputy designated teacher for child protection or the principal.

If they are still concerned they may talk to the chair of the board of governors. If after this 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 in **Appendix 3**.

### **Where School has concerns or has been given information about possible abuse by someone other than a member of staff**

In **Phoenix Integrated Primary School and Nursery** 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 concerns about a child, the member of staff will complete a Note of Concern (see **Appendix 6**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

The designated teacher will consult with the principal or other relevant staff always taking care to avoid due 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 young person, 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 and, where appropriate, with the child/young person's 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.

For further detail please see **Appendix 4.**

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed.

### **Consent**

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person 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, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, 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.

### **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. 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).

### **Record Keeping**

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our Phoenix Integrated PS are stored securely 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, whether on a laptop or on a portable memory device, all must be encrypted and 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.

## **Coronavirus Pandemic**

Appendix 8 outlines the schools' procedures that have been put in place to ensure safeguarding of pupils in the event of a school closure (1<sup>st</sup> closure: 23<sup>rd</sup> March 2020 – 30<sup>th</sup> June 2020). This section will be updated as and when required in accordance with new guidance.

Appendix 9 outlines the changes to the child protection policy in response to Covid 19. This section will be updated as and when required in accordance with new guidance.

## **Safe Recruitment Procedures**

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in **Phoenix Integrated Primary School and Nursery** are vetted / supervised in accordance with relevant legislation and Departmental guidance.

## **Code of 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 child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

***(See Appendix 6 or the school's Code of Conduct is available on request)***

## **The Preventative Curriculum**

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive

issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

- 1. Our school seeks to promote pupils’ awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school’s personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.
  
- 2. Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues: School visitors e.g. fire fighters, police etc. health visitor parent programmes.

***For further details on Phoenix Integrated Primary School and Nursery’s Preventative Curriculum – see appendix 7***

**Monitoring and Evaluation**

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the schools 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.

**Date Policy Reviewed:** \_\_\_\_\_

**Signed:**

\_\_\_\_\_ **(Designated Teacher)**

\_\_\_\_\_ **(Principal)**

## Appendix 1

### Specific Types of Abuse

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

If the staff in **Phoenix Integrated Primary School and Nursery** become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

**Child sexual exploitation (CSE)** 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 or 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 through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ OR ‘benefits’ such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school’s child protection policy and procedures, including reporting to the appropriate agencies.

**Domestic and Sexual 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 witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’ Sexual Violence and Abuse is defined as ‘any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

**Female Genital Mutilation (FGM)** is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

**Forced Marriage** A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in **Phoenix Integrated Primary School and Nursery** we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

### **Children who display harmful sexualised behaviour**

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

### **What is Harmful Sexualised Behaviour?**

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

### **E safety/Internet abuse**

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

We in Phoenix Integrated Primary School and Nursery have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

**Sexting** is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

**Sexting between individuals in a relationship** schools should look at this individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be.

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases

we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

### **Sharing an inappropriate image with an intent to cause distress**

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 ([www.legislation.gov.uk/ukpga/2015/2/section/33/enacted](http://www.legislation.gov.uk/ukpga/2015/2/section/33/enacted)) to share an inappropriate image of another person without the individual's consent.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

## **Appendix 2**

### **Children with Increased Vulnerabilities**

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

**Separated children** and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

**Child Trafficking** is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in **Phoenix Integrated Primary School and Nursery** will immediately follow our safeguarding and child protection procedures

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could

impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- **Boarding schools and residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people 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.

### **Children/young people's behaviours**

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **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, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, 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.

### Appendix 3

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

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

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

Signature of Designated Teacher: \_\_\_\_\_

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

**Appendix 4**

**How a parent can raise a concern about a child's safety**

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



I can talk to the class teacher



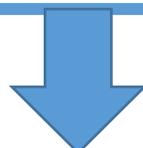
If I am still concerned, I can talk to the Designated Teacher for Child Protection (Mrs Julie McCrea), Deputy Designated Teacher (Mr Steven Kelly), Nursery Unit Deputy Designated Teacher for Child Protection (Miss Overend and Mrs Henry) or the Principal, Mrs Heather Watson.



If I am still concerned, I can talk/write to the Chair of the Board of Governors (Mrs Liz Simpson)



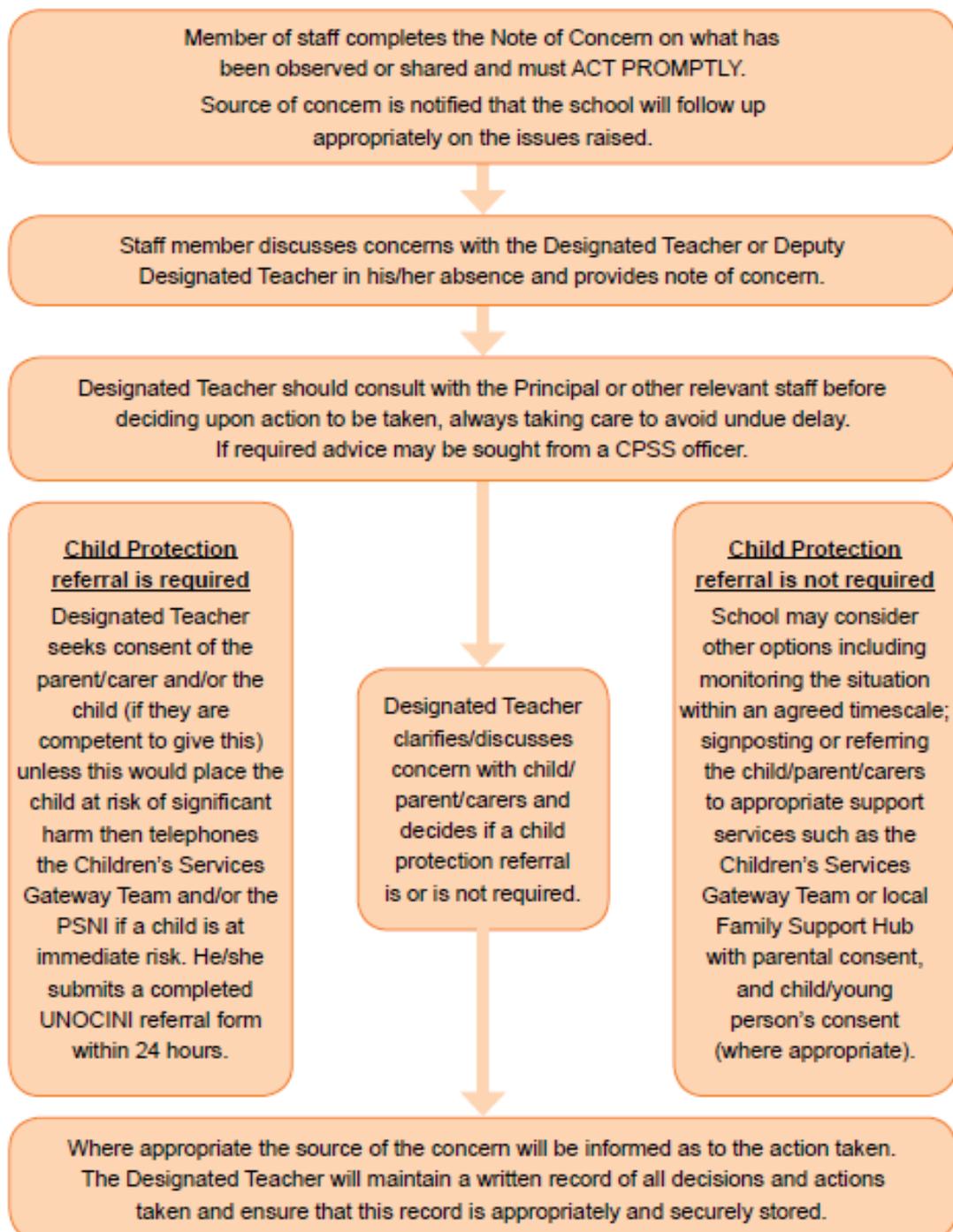
If I am still concerned I can contact the NI Public Services Ombudsman -Tel: 0800343424



Atlf I am still concerned, I can talk/write to the Chair of the Board of Governors (Mrs Liz Simpson)

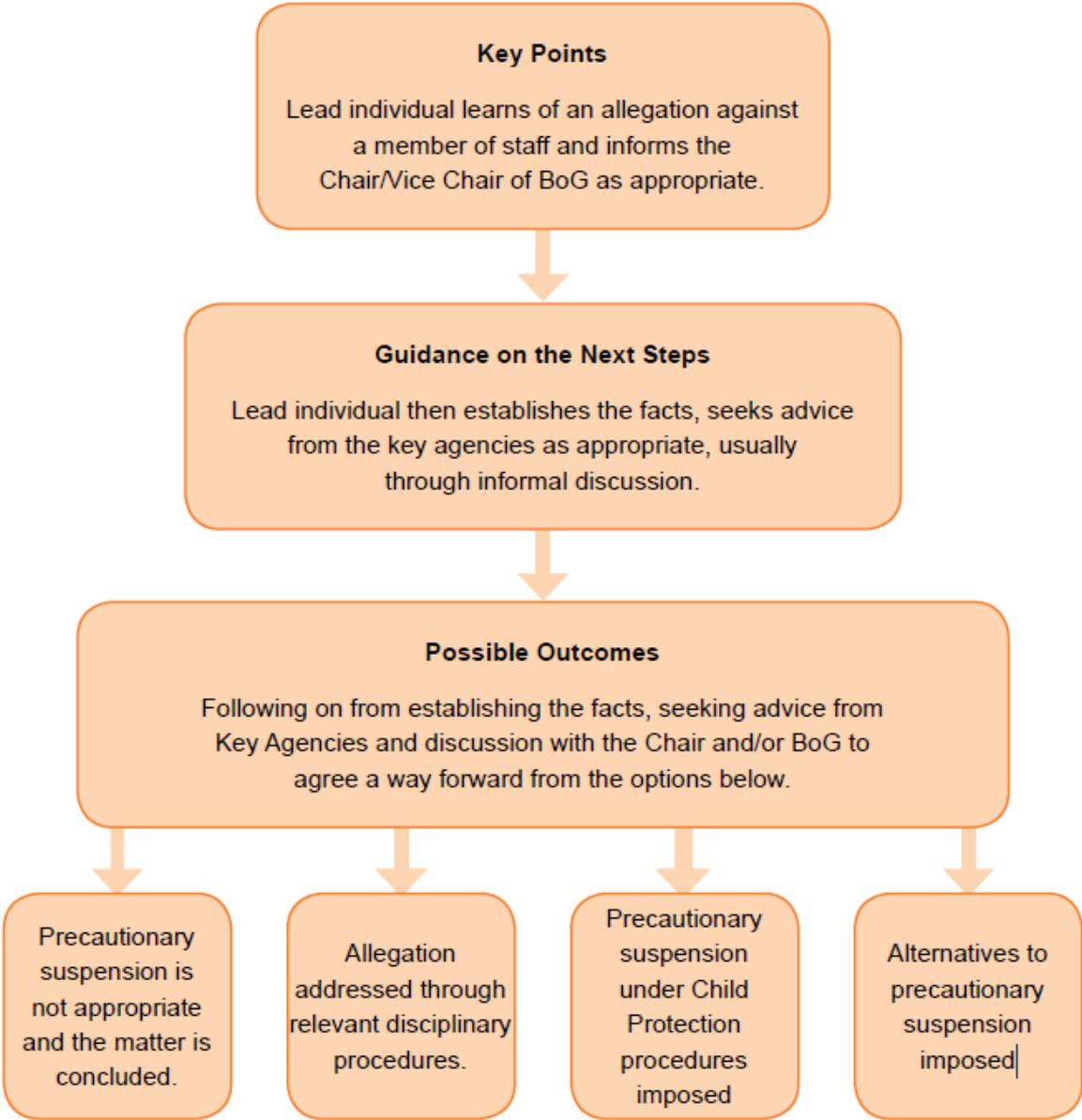
## Appendix 5

### Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff<sup>7,8</sup>



**Appendix 6**

**Dealing with Allegations of Abuse Against a Member of Staff<sup>9,10</sup>**



## Appendix 7

### Preventative Curriculum Summary

#### PDMU

All year groups are following the PATHS curriculum and this forms the basis for the Preventative Curriculum. This includes:

- Year 1
  - Unit 5 – Sharing, Caring and Friendship
  - Unit 6 – Basic Problem Solving
- Year 2
  - Unit 5 – Sharing, Caring and Friendship
  - Unit 6 – Basic Problem Solving
  - Unit 7 – Intermediate Feelings
  - Unit 8 – Advanced Feelings
  - Unit 9 – Foundation Plenary
- Year 3
  - Unit 1 – Establishing a positive classroom environment
  - Unit 2 – Introduction to feelings
  - Unit 3 – Feelings and behaviours
  - Unit 4 – Self-Control and Anger Management
  - Unit 5 – Anger Management and Problem Solving
  - Unit 6 – Friendship and Feeling Lonely
  - Unit 7 – Manners and Listening to Others
  - Unit 8 – Feelings, Emotions and Behaviours
- Year 4
  - Unit 7 – Getting Along with Others
  - Unit 8 – Feelings and Expectations
  - Unit 9 –
  - Unit 10 – Feelings in Relationships
- Year 5
  - Unit 4 – Being Responsible and Caring for Others
  - Unit 5 – Problem Solving
- Year 6 –
- Year 7 –

#### Visitors/ Additional Programmes

Additional visitors and programmes are used to support the curriculum. These include:

- Year 1 – Under the ‘People Who Help Us’ theme the class will receive visits from the Police, a Dentist, a Fireman and a Nurse. The children also learn about using traffic

lights and crossing the road safely. Living, Learning Together in the third term looking at Unit 6 'You and Me'.

- Year 2 – Use of the Road Safety Teaching Aid Calendar weekly to highlight ways to keep safe on our roads. The children learn practically about safety on our footpaths during the walks to and from the Harvest Service.
- Year 3 –
- Year 4 – Women's Aid 'Helping Hands' Programme
- Year 5 –
- Year 6 –
- Year 7 – Learning about the UN rights of the child.

The whole school participates in special weeks and initiatives including:

- Anti-Bullying Week
- Internet Safety Week
- Cancer Focus NI visits
- Sustrans
- PSNI visits – farm safety, firework safety
- Harvest – contributing to a food bank and discussing those who may be less fortunate than ourselves.

**Appendix 8**  
**Arrangements for Covid 19 in the event of school closure**

**Updated 12.05.20**

**Introduction**

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 23<sup>rd</sup> March 2020 all schools in the United Kingdom were closed on the advice of the UK Government to help delay the spread of the Coronavirus, and that they were only to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Education and child care settings are also expected to remain open to those children who are identified as vulnerable and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place. At Phoenix Integrated Primary and Nursery School (PIPNS) we currently have no children attending school and all lessons are taking place remotely.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

**Status of this document**

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from insert date until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by the governors of PIPNS.

Any questions about the contents of this document should be directed to:

Name: **Heather Watson**

Job Title: **Principal**

Email: **hwatson896@c2kni.net**

**Contact arrangements for the Safeguarding Team**

It is vital that while our pupils are working off the school site and at home that there is a suitably trained DT available for consultation and advice throughout the working week.

The optimal scenario for our setting and one we will strive to achieve is to have our DT (Julie McCrea) or deputy DT (Steven Kelly, Kelda Henry and Sandra Overend) available to

be contacted at all times during school hours by telephone/e-mail. Our Principal (Heather Watson) can also be contacted via telephone or email. All telephone numbers and e-mails have been shared with all staff members and e-mail addresses have been shared with parents.

### **Contact Details of Safeguarding Team:**

Designated Teacher for Child Protection: Mrs C Martin ([pipsyr4@gmail.com](mailto:pipsyr4@gmail.com))

Deputy Designated Teachers: Mr Steven Kelly ([pipsyr7@gmail.com](mailto:pipsyr7@gmail.com))

Mrs Kelda Henry ([pipsnursery@gmail.com](mailto:pipsnursery@gmail.com))

Mrs Julie McCrea ([pipsyear1@gmail.com](mailto:pipsyear1@gmail.com))

Principal: Mrs Heather Watson ([hwatson896@c2kni.net](mailto:hwatson896@c2kni.net))

### **Contacting the Child Protection Support Service and procedures for Gateway referrals**

The school will continue to liaise with the Child Protection Support Service (CPSS) to seek advice if there are any concerns regarding the provisions for safeguarding or concerns regarding a child that attends PIPNS.

Making referrals into Gateway's first response will continue as usual, with referrals being made initially via the telephone and then being followed up by submission of an UNICINI. Where possible the referral will be made by the DT, however if the DT is not available then one of the deputy DT will be required to make the referral.

### **Procedures to ensure the safeguarding of pupils at PIPNS**

While the school is closed the school still have a duty to keep pupils safe, including online. The following measures have been implemented to ensure that the staff can maintain oversight of the pupils' welfare as best as practically possible:

- School shares all relevant safeguarding material (received from the CPSS) with parents via social media or school website. This includes information on online safety.
- Parents provided with a contact e-mail address for all teachers
- Weekly work is set by teachers through an online learning platform and/or learning packs
- Teachers monitor frequency of online learning and respond to pupils as and when required
- Parents online survey has been completed to check in with home learning, this was collated and areas that parents had concerns about have been addressed
- Text messages sent to parents as and when required
- Online learning platforms have been checked and align with data protection/GDPR requirements. All online learning platforms are listed in our Internet Safety Policy
- Code of Conduct policy and Internet Safety policy have been updated to include a COVID 19 section

- Fortnightly phone calls/e-mails with class teacher/parent (this may be less if the teacher is satisfied with the level of engagement online). Teachers withhold their telephone numbers. Teachers will keep a log of all correspondence with parents.
- Safeguarding staff will continue to work alongside and liaise with external services throughout the closure.
- All vulnerable families, already identified, may have additional contact and support if and when required. These children have all been offered school places during the closure..
- If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.
- Staff have been kept informed of updated child protection policy and procedures via e-mails and through an online meeting on zoom. DT teacher will ensure that all new teaching staff will be provided with the updated policies if and when required (i.e return from maternity leave or subcover)
- DT will keep a log of all child protection related concerns

## Appendix 8 Continued

### Procedures that staff will follow if they are not satisfied with the level of contact from a family

1. If the class teacher has not been able to get in contact with a parent then a voicemail will be left asking the parent to respond.



2. The class teacher will then attempt another phonecall and leave another voicemail



3. If there is still no response the class teacher will pass on this information to the DT. The DT will inform the principal



3. The principal will make a phone call to the family and leave a voicemail



4. If there is still no response then a letter will be issued from the school



5. If there is still no response then the school safeguarding team will seek advice from CPSS.



6. A decision will be made if a gateway referral is required

## Appendix 9

COVID-19 changes to our Child Protection Policy  
Updated: 21.08.20

### **Response to COVID-19**

There have been significant changes within our setting in response to the outbreak and the uncertainty of Education Restart

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DT in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

### **Reporting arrangements remain unchanged**

The school arrangements continue in line with our child protection policy.

The Designated Teacher (DT) is: Mrs Julie McCrea

The Deputy Designated Teacher (DDT) is: Mr Steven Kelly

The Deputy Designated Teachers (DDT) Nursery Unit is: Mrs Kelda Henry and Miss Sandra Overend

The school's approach ensures the DT or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DT or Deputy DSL will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DT or Deputy DT.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards. Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting gateway are:

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure

### **Identifying vulnerability**

<https://www.education-ni.gov.uk/news/new-vulnerable-children-guidance-published-schools-and-parents>

During Lockdown many families were assisted by the school or local community and this will continue for as long as required.

### **Staff will be aware of increased risk**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

### **Peer on peer abuse**

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

### **Risk online**

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
  - Internet matters - for support for parents and carers to keep their children safe online

- Net-aware - for support for parents and careers from the NSPCC
  - Parent info - for support for parents and carers to keep their children safe online
  - Thinkuknow - for advice from the National Crime Agency to stay safe online
  - UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

### **Allegations or concerns about staff**

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

### **New staff or volunteers**

New starters must have an induction before starting or on their first morning with the DT or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DT or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

### **New children at the school**

Where children join our school from other settings we will require confirmation from the DT whether they have a Safeguarding File or SEN statement. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DT to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker. Safeguarding information about children placed in our school will be recorded on our safeguarding system (CPOMS), will be securely copied to the placing school DT and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DT will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on 24<sup>th</sup> Aug 2020 and is available on the school website at <https://www.phoenix-ips.org/>.

