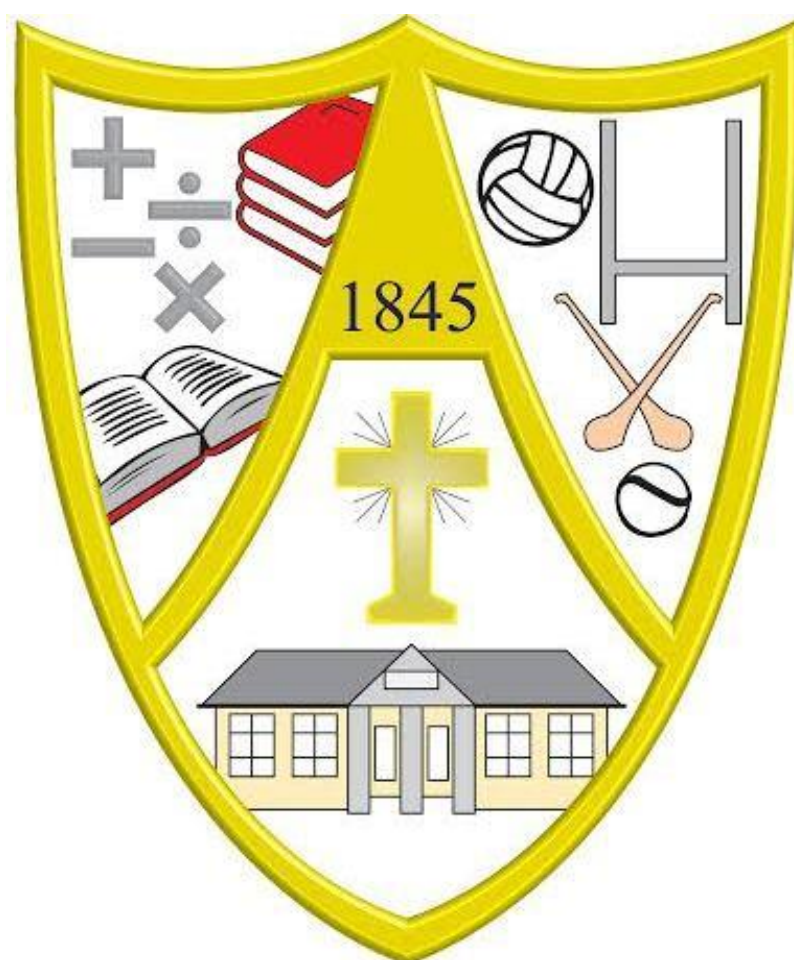


# Jonesborough Primary School



## Safeguarding and Child Protection Policy

November 2021



## **JONESBORO'PRIMARY SCHOOL Safeguarding & Child Protection Policy.**

### **1. CHILD PROTECTION ETHOS**

We in Jonesborough Primary 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 nonteaching 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. GENERAL PRINCIPLES**

The principles and philosophy which underpin our work with children are those set out in the "UN Convention on the Rights of the Child" (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996), **"In particular the principle we support is that every child has the fundamental right to be safe from harm and with proper care by those looking after them given to their physical, emotional and spiritual well being,"** the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools – Child Protection" (DENI Circular 2017/04) and the Area Child Protection Committees' Regional Policy and Procedures (2005) and 'Cooperating to Safeguard Children and Young People in Northern Ireland' (2016).

The following principles form the basis for effective child protection activity and underpin the guidance which we follow:

- **The child's welfare must always be paramount;** this over-rides all other considerations. Where a child is disabled or has special needs these must be taken into consideration.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the child's interests must always come first.
- Children have a right to **feel safe** at all times, to be **heard, listened to and taken seriously**. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child has a disability, specialist assistance should be sought to achieve this.
- 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.
- Prevention and protection by working in partnership with individuals/groups in voluntary and statutory bodies concerned with the safeguarding of children.
- Communication and informed decision making must be evidence based and responses should be proportionate to the circumstances.

- Parents/carers have a right to respect and should be consulted and involved in matters which affect their family.

### 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:

- Positive Behaviour Policy
- Anti-Bullying
- Safe Handling
- Special Educational Needs
- Educational Visits
- Health and Safety Policy
- E-Safety Policy/ Internet Safety and Acceptable Usage
- First Aid
- Medical
- Relationships and Sexuality in Education
- Staff Code of Conduct
- Intimate Care Policy
- Confidentiality
- Complaints Procedure for Parents
- Attendance Policy
- Behaviour Management and Discipline Policy
- Code of Conduct
- Complaints Policy
- Data Protection Policy
- First Aid and Administration of Medicines
- Privacy Notice
- Records Management Policy
- Relationships and Sexuality Education
- Use of mobile Phones/Camera
- Use of Reasonable Force/Safe Handling
- Whistleblowing Policy

These Policies are available to parents and any parents requiring a copy should contact the School Principal or visit the school websites at [www.jonesboroughps.com](http://www.jonesboroughps.com)

### 4. SCHOOL RESPONSIBILITIES

Each school has appointed a **Designated Teacher** and a **Deputy-Designated Teacher** to manage procedures in the event of a child or adult confiding information to a member of staff, or if a member of staff sees signs or observes behaviour which gives them concern. The staff's responsibility is to immediately make their concerns known to the designated teacher if they have reasonable grounds to suspect abuse.

**DESIGNATED TEACHER** - Ms M Litter

**DEPUTY DESIGNATED TEACHER** - Mrs M Rigney

It is **NOT** the responsibility of school staff to undertake investigations or to make enquiries of parent or guardians and in some cases it might be counterproductive for them to do so. It is for the Social Services departments to investigate suspected abuse and determine what action to take, including notifying the police.

### **School Safeguarding Team**

The following are members of the schools Safeguarding Team

- Designated Teacher – Ms M Litter
- Deputy Designated Teacher – Mrs M Rigney
- Principal – Mr D Keenan
- Designated Governor for Child Protection – Mrs L Mc Crink
- Chair of the Board of Governors – Mr A Gray

## **5. 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 Southern Education & Library Board's Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal Mr Keenan informed
- Provide written annual report to the Board of Governors regarding child protection
- Promotion of Safeguarding and Child Protection ethos in school

## **5.2 The Principal**

The Principal must ensure that:-

- DENI 2017/04 is implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (Mr A Gray) is kept informed
- That child protection 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. Information should only be passed to the entire Board of Governors on a need to know basis.
- That the school's Child Protection records are securely stored and maintained in accordance with DENI Circular 2016/20

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

The Designated Governor Mrs L McCrink should avail of child protection awareness training delivered by CPSS will take the lead 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 Chair of the Board of Governors Mr A Gray should:

- 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 SELB Child Protection Support Service for Schools (CPSS), the SELB 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 activities

## 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.

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

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

**Receive** Listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

**Reassure** Ensure the child is reassured that he/she will be safe and his/her interests will come first. No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.

**Respond** Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions. This may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator. The child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

**Record** Make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what is seen and said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

**Report** Refer the matter to the Designated Teacher/Deputy Designate. Respect confidentiality, i.e. the matter should only be discussed on a need to know basis.

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

- refer concerns to the Designated/Deputy Designated Teacher for Child Protection; Ms M Litter/Mrs M Rigney or to the Principal Mr D Keenan
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1 - Note of Concern** and **Appendix 2 - Child Protection Incident Report**)

- 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 member of staff should**

- Keep the Designated/Deputy 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.

## **5.6 Parents/Guardians**

**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 safeguarding 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;
- letting the school know if there is any change in a child's circumstances for example – change of address, change of contact details, change of name, change of parental responsibility;
- 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;
- informing the school if the child has a medical condition or educational need.
- 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 fulfils its responsibilities in keeping current legislation and DE guidance including;

- the school has a Safeguarding and Child Protection Policy in place and that staff implement the policy
- 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.
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

## 6. What is Child Abuse?

### 6.1. Definitions of Abuse

We use the following definitions for Child 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.

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in NI 2016'

### 6.2. Types of Abuse

**Physical Abuse** is the deliberately physically hurting a child. It may take a variety of forms including hitting, shaking, throwing, poisoning, burning or scalding, drowning, 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 opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they



communicate. Emotional abuse may involve bullying-including online bullying through social networks, online games or mobile phones – by a child’s peers.

**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.

**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.**

*Within the school environment, **Bullying** is a highly distressing and damaging form of abuse which we try to ensure is not tolerated. Staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to prevent it from happening, to protect and reassure the victim and to educate and/or discipline the bully. Parents of both victim and bully will be contacted immediately bullying behaviour is identified.*

### **6.3. Sexual Exploitation of Children and Young People**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

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.

### **6.4. Children Who Display Sexually Harmful Behaviour**

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are

exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

## 6.5 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:

- Nervousness
- 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

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

**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.**

## **6.6. Signs and symptoms of abuse ~ Possible Indicators**

### **Physical Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<ul style="list-style-type: none"> <li>• Unexplained bruises – in various stages of healing – grip marks on arms;</li> <li>• slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions;</li> <li>• untreated injuries;</li> <li>• bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</li> </ul>	<ul style="list-style-type: none"> <li>• Self-destructive tendencies;</li> <li>• aggressive to other children;</li> <li>• behavioural extremes (withdrawn or aggressive);</li> <li>• appears frightened or cowed in presence of adults;</li> <li>• improbable excuses to explain injuries; chronic runaway;</li> <li>• uncomfortable with physical contact;</li> <li>• come to school early or stays last as if afraid to be at home;</li> <li>• clothing inappropriate to weather – to hide part of body; violent themes in art work or stories</li> </ul>

### **Emotional Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<ul style="list-style-type: none"> <li>• Well below average in height and weight; “failing to thrive”;</li> <li>• poor hair and skin; alopecia;</li> <li>• swollen extremities i.e. icy cold and swollen hands and feet;</li> <li>• recurrent diarrhoea, wetting and soiling; sudden speech disorders;</li> <li>• signs of self-mutilation;</li> <li>• signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness);</li> <li>• extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</li> </ul>	<ul style="list-style-type: none"> <li>• Apathy and dejection;</li> <li>• inappropriate emotional responses to painful situations;</li> <li>• rocking/head banging;</li> <li>• inability to play;</li> <li>• indifference to separation from family</li> <li>• indiscriminate attachment;</li> <li>• reluctance for parental liaison;</li> <li>• fear of new situation;</li> <li>• chronic runaway;</li> <li>• attention seeking/needing behaviour;</li> <li>• poor peer relationships.</li> </ul>

### **Neglect**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<ul style="list-style-type: none"> <li>• Looks very thin, poorly and sad;</li> </ul>	<ul style="list-style-type: none"> <li>• Tired or listless (falls asleep in class);</li> </ul>

<ul style="list-style-type: none"> <li>• constant hunger; lack of energy;</li> <li>• untreated medical problems;</li> <li>• special needs of child not being met;</li> <li>• constant tiredness; inappropriate dress;</li> <li>• poor hygiene;</li> <li>• repeatedly unwashed; smelly;</li> <li>• repeated accidents, especially burns.</li> </ul>	<ul style="list-style-type: none"> <li>• steals food; compulsive eating;</li> <li>• begging from class friends;</li> <li>• withdrawn; lacks concentration;</li> <li>• misses school medicals;</li> <li>• reports that no carer is at home;</li> <li>• low self-esteem;</li> <li>• persistent non-attendance at school;</li> <li>• exposure to violence including unsuitable videos.</li> </ul>
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## Sexual Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</li> <li>• bruises or bleeding in genital or anal areas;</li> <li>• torn, stained or bloody underclothes;</li> <li>• chronic ailments such as recurrent abdominal pains or headaches;</li> <li>• difficulty in walking or sitting;</li> <li>• frequent urinary infections;</li> <li>• avoidance of lessons especially PE, games, showers;</li> <li>• unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</li> </ul>	<ul style="list-style-type: none"> <li>• What the child tells you;</li> <li>• withdrawn; chronic depression;</li> <li>• excessive sexual precociousness; seductiveness;</li> <li>• children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal;</li> <li>• over concerned for siblings;</li> <li>• poor self-esteem; self-devaluation;</li> <li>• lack of confidence; peer problems;</li> <li>• lack of involvement;</li> <li>• massive weight change;</li> <li>• suicide attempts (especially adolescents); hysterical/angry outbursts;</li> <li>• lack of emotional control;</li> <li>• sudden school difficulties e.g. deterioration in school work or behaviour;</li> <li>• inappropriate sex play;</li> <li>• repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories;</li> <li>• vulnerability to sexual and emotional exploitation; promiscuity;</li> <li>• exposure to pornographic material.</li> </ul>

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

## 7. Procedures for making complaints in relation to child abuse

### 7.1 How a Parent can make a Complaint

At Jonesborough Primary School we aim to work closely with the 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 the Principal/Designated/Deputy Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 3**. Included at the back of the Policy

### 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 including volunteers

Where staff are approached by a child or become aware of a concern they should not investigate – this is a matter for Social Services and or PSNI – but should report these concerns immediately to the Designated/Deputy Designated teacher and full notes should be made.

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 teacher. The person who reports the incident must treat the matter in confidence.

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

The Designated/Deputy Designated teacher may consult members of the school's safeguarding team, Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the SELB Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the SELB Designated Officer for Child Protection.

If the Principal Mr D Keenan has a concern that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 4** Included at back of the Policy.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal 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/Deputy Designated Teacher will inform the Chairperson of the Board of Governors Mr A Gray 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 as outlined in Appendix 1 will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 5**.

### **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.

### **10. Record Keeping**

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

Should a child transfer to another school whilst there are current child protection concerns we will consider what information should be shared 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).

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in Jonesborough Primary School are stored securely and only the Designated/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.

### **11.Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

### **12. 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.

The school's code of conduct is available on request.

### **13. Staff Training**

Jonesborough 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 annual refresher training. 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 Child Protection Policy and Code of Conduct and given copies of these policies.**

### **14. The Preventative Curriculum**

In Jonesborough Primary School we have developed and provide a 'child protection ethos' and a preventative curriculum. We offer our children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a "listening educational environment".

The school offers protection on two levels:



**Immediate protection** - creating a listening environment that makes it easier for children and young people to share their concerns.

**Long term protection** - enhancing self-esteem and encouraging pro-social skills, breaking the cycle of abusive behaviour.

The Management and Board of Governors ensure that the curriculum includes a programme for pupils on personal protection. This is achieved through our: P.D.M.U. curriculum, pastoral care and our religious education and permeates all areas of the curriculum.

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. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in the staff room.

In the classroom, regular Circle Time sessions are 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.

The School has and follows the Code of Practice for the conduct of all members of staff, towards the children. The Code of Practice covers all activities organised in and by the school - whether on school premises or elsewhere.

We ensure that persons who are invited to be involved as helpers on educational activities are subject to vetting procedures in keeping with current arrangements for the care and protection of young people. This includes students who attend our school for work experience from second and third level colleges and universities.

We will ensure that we will provide effective management of our staff through adequate training and supervision.

**Other initiatives which address child protection and safety issues:**

- The NSPCC regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources for primaries one to seven.
- Primary 6 and 7 use the Helping Hands Program run in conjunction with Women's Aid and in which members of the school's 'Safeguarding Team' have been trained in.
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Each year Primary 7 pupils participate in the "Love is for Life" Program.
- A Road safety program is delivered in all classes in conjunction with the Dept. of the Environment and SELB Road Safety Guidelines.

- A trained member of staff delivers a cycling proficiency program to primary 7 class

## **15. OPERATION ENCOMPASS**

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding team. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they will be able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

## **16. EMERGENCY/UNEXPECTED EVENTS**

In the event of an emergency situation e.g. flood, global pandemic, etc, we at Jonesborough Primary School will adhere in the first instance to Government advice and seek union, medical and EA support. At all times the care, safety and protection of all children and staff of Jonesborough Primary School will be paramount.

## **17. Monitoring and Evaluation**

The Safeguarding Team in Jonesborough Primary School will update this Policy and the procedures in the light of any further guidance and legislation and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.

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

Signed: \_\_\_\_\_ (Designated Teacher)

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

## **Appendix 1**

# **JONESBOROUGH PRIMARY SCHOOL**

**CONFIDENTIAL**

## **NOTE OF CONCERN**

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

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:	
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 2**

# **JONESBOROUGH PRIMARY SCHOOL**

## **Child Protection Incident Report**

**Child's Name:** \_\_\_\_\_  
**Class** \_\_\_\_\_

**DOB** \_\_\_\_\_

Details of Incident/Disclosure\*

Name of Person completing the report: \_\_\_\_\_

Designation: \_\_\_\_\_

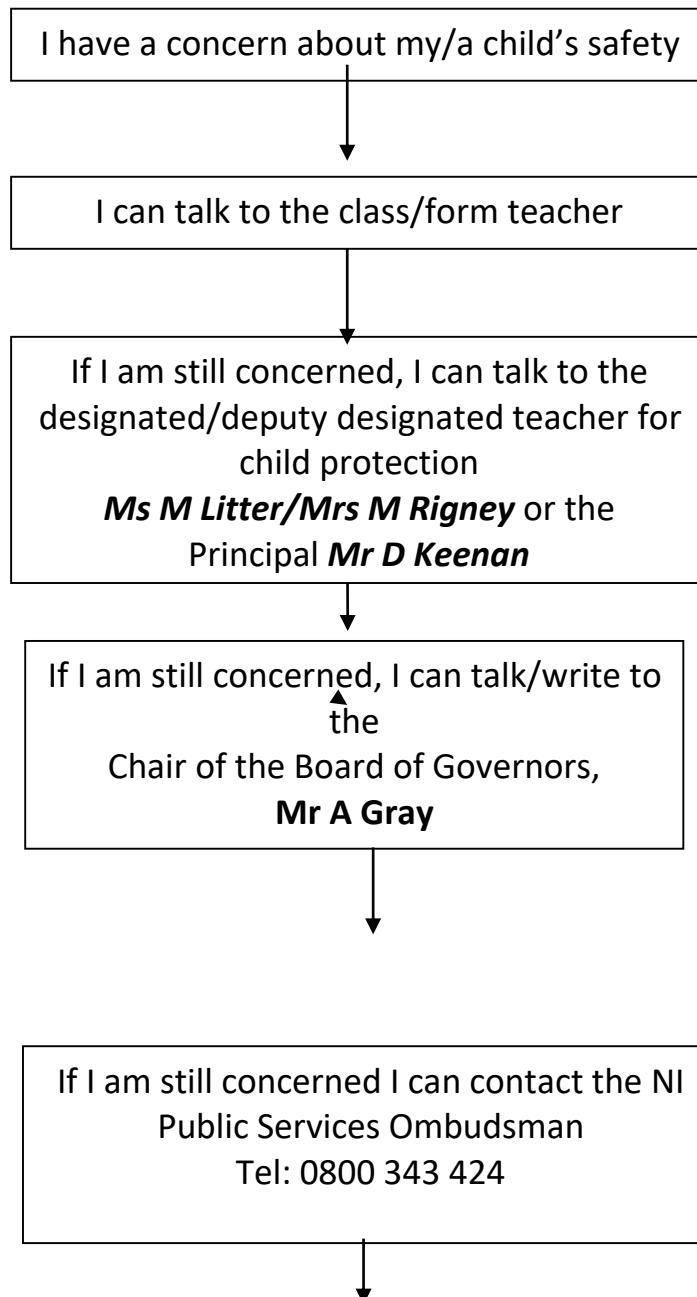
Signature: \_\_\_\_\_

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

\* Record actual words used by the child/young person

### Appendix 3

#### How a Parent can make a Complaint?



At any time a parent can talk to a Social Worker at the Gateway Team

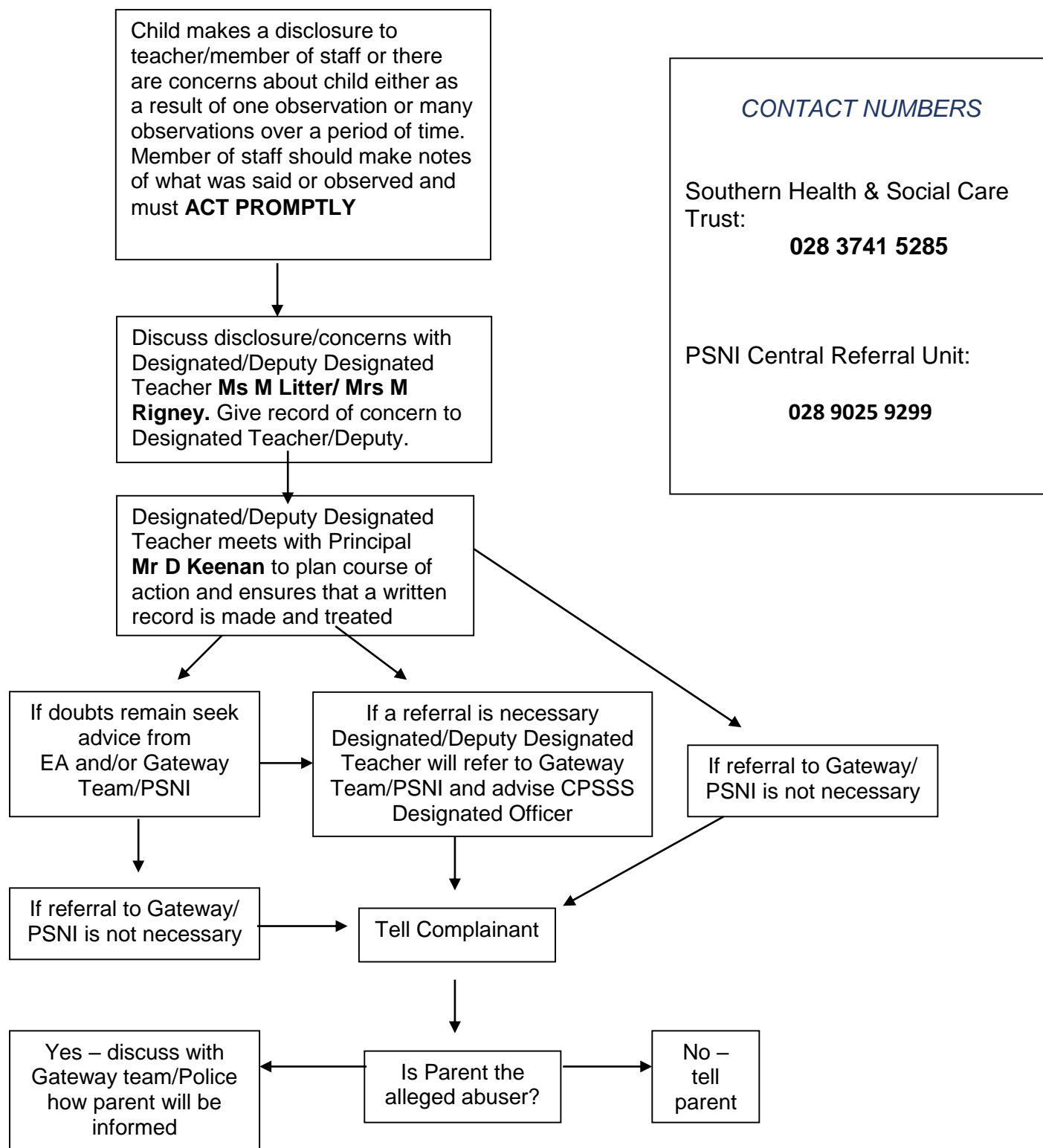
**Tel: 0800 7837745** {Free Phone from a Landline}

Or can contact the PSNI Central Referral Unit

**Tel: 101**

## Appendix 4

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



## Appendix 4

## Appendix 5

### Dealing With Allegations of Abuse against a Member of Staff

#### **Key Points**

Lead Individual learns of an allegation against a member of staff and informs the Chairperson of Board of Governors  
**Mr A Gray** as appropriate

#### **Guidance on next steps**

Lead Individual then:  
Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion

#### **Possible Outcomes**

Following on from establishing the facts, seeking advice from Key Agencies and discussion with **Mr A Gray** to agree way forward from the options below

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection Procedures imposed

Alternatives to Precautionary Suspension imposed



