

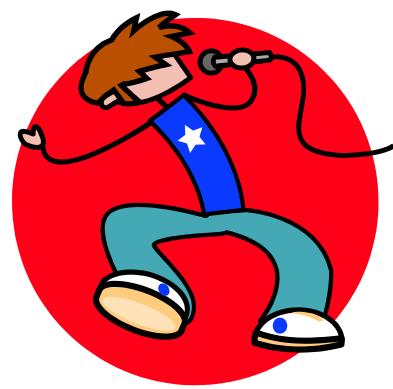
Glynn Primary School



Pastoral Care Policy

Safeguarding/

Child Protection



Safeguarding / Child Protection

Ethos

In Glynn Primary School the welfare of each individual child is paramount. No concern about the health and well being of any child will be ignored by the staff of this school. Consideration of the child is the fundamental principle, which will underpin any action taken.

Recruitment, Vetting and Induction of Staff and Volunteers

(Also see Visitors and Volunteers Policy)

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. The Principal manages Recruitment, Vetting and Induction of Staff and Volunteers with the support of the DT / DDT.

The school's vetting processes are compliant with practice advised in DE circulars 2006/06, 2006/07, 2006/08, 2006/09, 2008/03, 2013/01, 2012/19 Copies of these circulars are available on the DE website: www.deni.gov.uk

Volunteers

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate. A volunteer who works under supervision is not required to obtain an Enhanced Disclosure Certificate, however, schools/ organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19.

We ensure that volunteers, eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

Visitors to Schools

Visitors to our school, such as parents, suppliers of goods and services, to carry out maintenance etc are not routinely vetted before being allowed onto school premises. However, such visitors are managed by school staff and their access to areas and movement within the school is restricted as needs require.

Visitors are:

- Met/directed by school staff/representatives.
- Signed in and out of the school by school staff.
- If appropriate, given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

Pupils on Work Experience

Pupils coming into the school on work experience do not require Access NI clearance as they are fully supervised by school staff. The normal child protection induction processes will apply.

What is Child Abuse?

Child abuse is defined in the circular, 'Co-operating to protect Children' as follows:

"Children may be abused by a parent, sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person."

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

The abuse may be the result of a deliberate act or failure to provide proper care, or both.

- **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.
- **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.
- **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.
- **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.
- **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.

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

Signs and Symptoms

The following list is by no means exhaustive. It must also be noted that alternative medical, psychological or social explanations may exist for the signs and symptoms described. (in particular bruises to the legs are usually accidental).

Neglect	
Physical Indicators	Behavioural Indicators
<p>Looks extra thin, poorly and sad.</p> <p>Constant hunger: lack of energy: untreated medical problems.</p> <p>Special needs of child not being met.</p> <p>Constant tiredness: inappropriate dress: poor hygiene – repeatedly unwashed, smelly.</p> <p>Repeated accidents, especially burns.</p>	<p>Tired or listless.</p> <p>Steals food; compulsive stealing, begging from classmates.</p> <p>Withdrawn/ lacks concentration.</p> <p>Kept from school medicals.</p> <p>Reports that no carer at home.</p> <p>Low self esteem.</p> <p>Persistent non-attendance at school.</p> <p>Exposure to violence, including violent videos/games.</p>

Physical Abuse	
Physical Indicators	Behavioural Indicators
<p>Unexplained bruises (in various stages of healing) – grip marks on the arms, slap marks, human bite marks, welts, bald spots.</p> <p>Unexplained/untreated burns, especially cigarette burns, immersion burns.</p> <p>Unexplained fractures, lacerations or abrasions.</p> <p>Untreated injuries, bruising on both sides of the ear: any symmetrical bruising is suspicious.</p> <p>Injuries occurring in a time pattern (eg. every Monday morning).</p>	<p>Self-destructive tendencies, aggressive towards other children. Behaviour extremes (i.e. withdrawn or aggressive) child appears frightened or cowed in the presence of adults: improbable excuses given to explain injuries.</p> <p>Constantly run away (teenagers).</p> <p>Uncomfortable with physical contact.</p> <p>Arrives early at school early or stays late as if afraid to be at home.</p> <p>Clothing inappropriate to weather – worn to hide part of the body.</p>

Sexual Abuse	
Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs.</p> <p>Bruises or bleeding in genital or anal region.</p> <p>Torn, stained or bloody underclothes.</p> <p>Signs of sexually transmitted infections.</p> <p>Chronic ailments such as recurrent abdominal pains or headaches.</p> <p>Difficulty in walking or sitting.</p> <p>Frequent urinary infections; avoidance of lessons especially PE.</p> <p>Anorexia/gross over-eating.</p>	<p>What the child tells you; withdrawn; chronic depression.</p> <p>Excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference.</p> <p>Role reversal; overly concerned for siblings.</p> <p>Poor self-esteem, self-devaluation, lack of confidence.</p> <p>Peer problems; lack of involvement; massive weight change; suicide attempts.</p> <p>Hysterical/angry outbursts; lack of emotional control.</p> <p>Sudden school difficulties e.g. deterioration in schoolwork or behaviour.</p>

	Repeated attempts to run away from home. Unusual or bizarre themes in children's play, art work or stories.
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Emotional Abuse	
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.	Apathy and dejection. Inappropriate emotional responses to painful situations. Rocking/head banging, Inability to play. Indifference to separation from family. Indiscriminate attachment.

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	
<p>"Co- operating to Safeguard Children and Young People in Northern Ireland" (DHSSPS 2016)</p> <p>Child Sexual Exploitation</p> <p>Potential indicators of CSE:</p> <ul style="list-style-type: none"> • Acquisition of money, clothes, mobile phones etc without plausible explanation. • Truanting/leaving school without permission. • Persistently going missing or returning late. • Receiving lots of texts/ phone calls prior to leaving. • Change in mood - agitated/stressed. • Appearing distraught/dishevelled or under the influence of substances. • Inappropriate sexualised behaviour for age. • Physical symptoms eg bruising; bite marks. • Collected from school by unknown adults or taxis. • New peer groups. • Significantly older boyfriend or girlfriend. • Increasing secretiveness around behaviours. • Low self-esteem. • Change in personal hygiene (greater attention or less). • Self harm and other expressions of despair. • Evidence or suspicion of substance abuse. <p>While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.</p>	

Grooming

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person 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.

Self Harm & Suicide

'It is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)' (John Coleman 2004) 12

If a child in our school shows evidence or discloses or a concern is raised that a child has or has a wish to self harm or expresses suicidal ideation, the school will contact the parent and request that they collect their child and visit their GP. We will work closely with parents and the child to develop a risk managed approach to supporting that child in school. This is in keeping with received information from DoE – Protecting Life in School – Safeguarding Action Checklist.

Gender Identity Issues/Sexual Orientation (See Sexual orientation and gender identity Policy and procedures).

We strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

Any child requiring support regarding their gender identity and orientation will be supported by the school. Staff will work closely with parents and any child in order to support the child's well-being and continuing education in school.

Children displaying Sexually Harmful Behaviour

We recognise that learning about sexual behaviour is a normal part of a child's development. Our school supports 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. 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 centered.

Domestic Violence and Abuse:

- ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’
- ‘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).’
- Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016

Female Genital Mutilation

Definition

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

The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

(Multi-agency Practice Guidelines: Female Genital Mutilation. DFP 2014)

Indicators that FGM is imminent

- Being a girl aged 5 - 8 within a community where FGM is practised
- Prolonged return to country of origin for summer break – giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girl may disclose that she is to have a ‘special procedure’ or attend a special occasion to ‘become a woman’
- Parents state that they or a relative will take the child out of the country for a prolonged period

Online safety and Social media

Children and young people make use of the online world for education and leisure; they use social media to connect with friends and for socialising. As a school we must be aware that the online world and social media are constantly changing. While children cannot use their own digital technologies or access social media in school, issues can arise as the result of incidents outside of the school environment involving children currently enrolled in the school and these can impact on the welfare of children in school, in such cases the Pastoral Care policies - Anti-bulling, Positive Behaviour(Discipline) and Child Protection/Safeguarding policies and Use of digital technologies Policy will be followed.

Schools have an important role in delivering the preventative curriculum, teaching the skills and knowledge they need to keep themselves safe from all forms of abuse, including peer-to-peer and online abuse e.g. online bullying and inappropriate sharing caused by children and their peers, as well as sexual grooming..... (NSPCC Share Aware Guidance)

Managing the Risks

Twenty-first Century life presents dangers including violence, racism, radicalisation and exploitation. Whilst children and young people need to be protected from these dangers, they also need to be educated about how to recognise and avoid the risks and become 'Internet Wise'. Pupils need to know how to cope if they come across inappropriate material or situations on line and should be encouraged to seek help and advice when they need it without fear of censure or criminalisation.

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. We seek to work collaboratively with parents in order to address any of the challenging issues that children are now potentially exposed to via the use of digital technology. Where we become aware that sexually suggestive images have been shared inappropriately the child protection policy will be followed.

Bullying

Our school has the responsibility for the personal and social welfare of our pupils which includes ensuring that no child is bullied. Bullying is a highly distressing and damaging form of abuse and it will not be tolerated in our school. All staff are aware of the Anti Bullying policy and endeavour to be vigilant to the possibility of bullying occurring and will take steps to prevent it happening, to protect and reassure the victim and to discipline and support the bully. Parents of both victim and bully will be personally contacted by the School Principal immediately bullying behaviour is identified.

Any complaint made by a parent that alleges that their child is, or may be, being bullied will be noted and will be investigated by the Principal and action will be immediately taken to protect the victim. Action includes careful monitoring, both in class and in the playground, encouraging other children to play with /support the child.

The parents of the child who is carrying out bullying behaviour will be personally informed by the Principal of the investigation and will be told the sanctions which will take place for their child. These sanctions may include: careful monitoring and discussion with the offending child, loss of privileges, detention at break / lunchtime. The behaviour of this child will be carefully monitored until the staff are satisfied that the problem has been resolved.

If a pupil's bullying behaviour persists, measures will be taken in accordance with the School's Anti Bullying Policy.

Looked After Children

We are committed to supporting looked after children to ensure they get the best from a secure and safe educational setting such as ours. We will work closely with the child, parents and carers where appropriate to ensure the best educational outcomes for looked after children. Personal Education Plans (PEP's) will be completed where appropriate for children who are Looked After. Designated school staff will be actively involved in liaising with other key agencies in developing PEP's and attending regular reviews.

Confidentiality

Relationships built on trust and confidentiality are an integral feature of a secure, caring environment, which fosters learning and personal development. All staff have, however, a responsibility to share relevant information about the protection of children with other professionals and a legal duty to report suspected physical abuse, sexual abuse or child sexual exploitation.

All matters regarding Child Protection are dealt with in the strictest of confidence and as outlined in DENI Circular (Revised) 2017/04, Safeguarding and Child Protection in Schools: A Guide for Schools. (updated September 2019)

The above circular advises that all staff in the school both teaching and support staff, have a 'responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Services and the Police)

Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know. School staff are aware of the need to record and report child protection issues and the appropriate procedures to be followed. The importance of confidentiality is highlighted. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

(Revised) 2017/04 states, 'Contact should be made with the Education Authority's Child Protection Support Service (CPSS). For advice and support as soon as concerns of a safeguarding and/or child protection nature arise.'

The Designated Teacher

Glynn Primary School has 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 role involves:

- 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.
- Responsibility for ensuring that child protection records are forwarded to the next school.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- 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 regarding child protection.

The Deputy Designated Teacher

- The role of the Deputy Designated Teacher (DDT) is to work cooperatively with the Designated Teacher in fulfilling his/her responsibilities.
- The Deputy Designated Teacher works in partnership with the Designated Teacher (DT) so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are provided with the same specialist training by CPSS to help them in their role.

The Principal

- The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BofG 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.
- It is essential that there is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.
- The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Designated Teacher: Mrs C Thompson

Deputy Designated Teacher: Miss DM Hawthorne

Designated Governor: Mrs C Craig

Child Protection Support Service(CPSS)

The CPSS primary role is to provide.

- Daily helpline to advise, guide and support DTs/DDTs/Principals in relation to concerns about individual children with safeguarding/child protection concerns on wider policy and training matters.
- Initial, refresher and cluster group training on child protection issues.
- Support visits to schools, where required.
- Advice and guidance on assessing and managing children who pose a significant risk of harm to themselves, other pupils and staff.
- Dissemination of new information on training, DE Circulars and guidance.
- Support in developing or reviewing the school's child protection policy.
- Follow up to ETI inspections where safeguarding/ child protection is identified as an area for improvement.

The CPSS will also:

- Offer training to Chairperson and Designated Governor for Child protection in relation to their statutory safeguarding/ child protection responsibilities.
- Offer support, advice and training to other services within the EA.
- Assist EA Human Resource Managers in dealing with allegations of abuse against teachers and other EA officers/employees.
- Liaise with Social Services and PSNI where appropriate.
- Represent the education sector at multi-agency meetings including Multi Agency Risk Assessment Conferences (MARAC) meetings which are a co-ordinated inter-agency response to domestic violence and abuse.

Recording and reporting process

1. Any member of staff who suspects or has been alerted to any form of child abuse will report this to the designated teacher responsible within Glynn PS for child protection. (The member of staff should prepare a full report of the facts and should not investigate.)
2. If the designated teacher sees signs which cause concern, then in consultation with other members of staff, she along with the deputy designated teacher, may seek clarification from the child, using at all times tact and understanding.
3. Time will be spent listening and noting the child's anxieties.
4. Written evidence will be recorded noting time, date, place and those people who were present.
5. Any signs of physical injury will be noted and an adequate description of such will be made.
6. The information from the above will be recorded on the Annex D 'Note of Concern' proforma.
7. In all cases where serious concerns exist, the designated teacher will immediately consult with the EA – NE Region designated officer for child protection/safeguarding. On advice given, further action will be taken, if necessary, resulting in liaison with social services and in the case of physical or sexual abuse, the PSNI.
8. Keep written records of concerns about children, even where there is no need to refer the matter immediately.
9. Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

When recording: -

- Make notes at the time and write up as soon as possible.
- Do not destroy the original notes.
- Record time, date, place.
- Any noticeable non-verbal behaviour or words used.
- Record any pet words used by the child.
- Record any injuries or bruises noticed.
- Statements or observable things rather than assumptions or interpretations.
- Write down when the suspicions were reported and to whom.

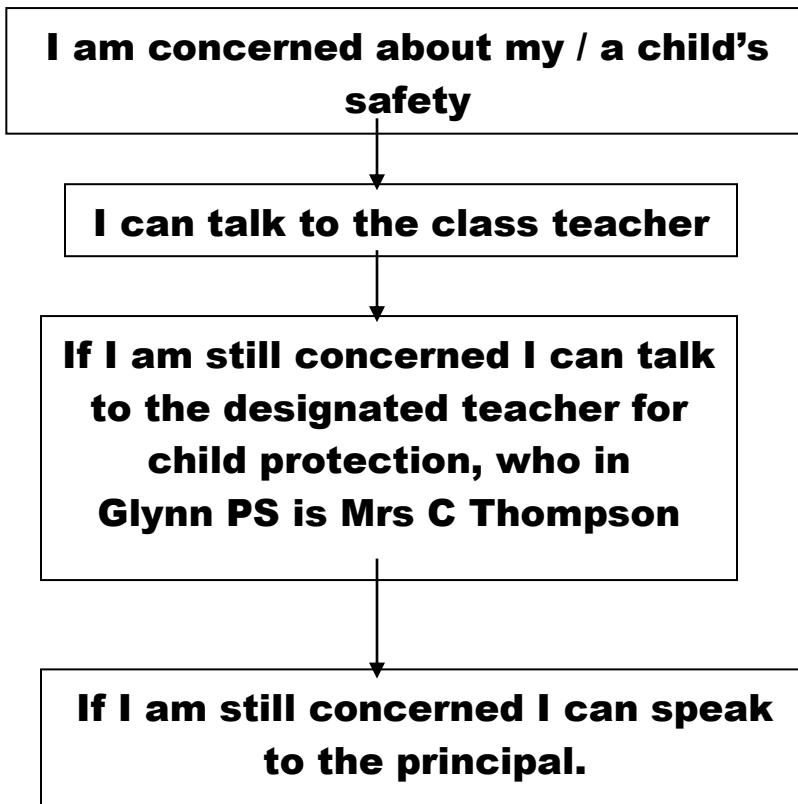
A Child-Centred Approach

Children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not

Working Together to Safeguard Children 2013

Procedure for a parent to express concern about suspected child abuse.



If I am still concerned, I can talk/write to the Chairman of the Board of Governors.

Any time I can talk to:

- **Gateway Team - Duty social worker 0300 1234 333 or 028 95049999(out of hours)**
- **PSNI – Central Referral Unit (CRU) Tel:101 extension 30299 or 028 9025 9299 – cru@psni.police.uk**
- **Child Protection Support Service (CPSS) - 02895985590**

A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people.

Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

Private meetings with Pupils

- a. Staff should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with pupils.

- b. It is unrealistic and unnecessary, however, to suggest that a staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable forces, gives guidance on Article 4 of the Education (NI) Order 1998 (*Power of member of staff to restrain pupils*).
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.
- f. Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first aid in an emergency simply because another member is not present.*
- g. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- i. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

Relationships and attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with the pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes and language all require care and thought, and should reflect respect for the dignity of children.

The Preventative Curriculum

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Throughout the school year child protection issues are addressed through assemblies, the Personal Development and Mutual Understanding curriculum, The ICT curriculum, Visitors and incidental teaching and learning. There is a permanent child protection notice board in the hallway displaying photographically, who to speak to with a concern.
- Each classroom also displays who to speak to with a worry or concern.
- Child helpline numbers are displayed around the school and specifically in the boys' and girls' toilet areas and in the cloakroom.

- The NSPCC Keeping Safe project has been introduced throughout the school using assemblies and the PD&MU curriculum. Also information sessions for parents.
- Flow charts of how a parent may raise a concern are on display around the school and on the external noticeboard.
- Helpline numbers for adults are on display on the noticeboard at the back door and in the staff toilets.
- An enlarged flow diagram for a teacher allegation is in staff room.
- Included in the curriculum are opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult their line manager or a representative of the professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parent/guardians.

Linked Policies

Intimate Care Policy
 Behaviour Management (Discipline) Policy
 Addressing Bullying Policy
 Use of Reasonable Force Policy
 Relationships and Sexuality Policy
 Record Keeping Policy
 Use of digital technologies Policy
 Educational Visits
 Attendance Policy
 Administration of Medication Policy
 Visitors and Volunteers Policy
 Drugs Policy

Digital and Video Images of Pupils

Parental permission is sought at the start of each school year to cover the use of photographs of pupils on the school website, in the local press and for displays etc within school and written permission must be obtained from parent/carer.

Storage of images

Digital and video images of pupils are, where possible, taken with school equipment. Images are stored on a centralised area on the school network, accessible only to teaching staff. When the child leaves school, photographs will be returned to him/her

and digital images destroyed unless permission is granted for retention by parents. (Ref.Use of Internet & Digital technologies policy)

Use of mobile phones

The use of mobile phones by pupils is not normally permitted on the school premises during school hours, unless in exceptional circumstances, where permission may be granted by a member of staff. (Ref.Use of Internet & Digital technologies policy)

ICT Policy

See Glynn PS ICT

Use of the Internet and Digital Technologies Policy

Remote Learning Policy

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.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, 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 school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police 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 online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

Annex to Safeguarding and Child Protection Policy Covid-19 Arrangements

Context

There have been significant changes within our setting in response to the outbreak of Covid-19.

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

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, spending increased time at home will have been an additional challenge, and for some, an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children, who are or may be at risk, are identified so that a proportionate, compassionate and sensitive response can be taken.

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.

We continue to adhere to government guidelines and keep abreast of any updated advice from the Education Authority Child Protection Support Service.

Procedures

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

The Designated Teacher is: **Mrs Thompson.**

The Deputy Designated Teacher is: **Miss Hawthorne**

The school's approach ensures the DT or a DDT is always on site while the school is open. In the unusual circumstance that this is not possible, a member of the Senior Management Team will advise they are acting in an on-site safeguarding role.

Staff will continue to follow Child Protection procedures and advise the safeguarding team 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.

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 take advice from the EA Child Protection Support Service.

Staff will continue to follow the procedures outlined in our school's Safeguarding and Child Protection Policy.

Attendance

Staff will continue to follow our Attendance Policy and Procedures.

The DT/DDT will attempt a range of methods to contact the parents/carers of children whose absence is causing concern. A risk assessment will be undertaken if necessary to consider managing the implications of COVID-19 alongside other risks perceived to the child.

The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

The DT/DDT will liaise with the Education Welfare Service and/or Social services, if contact proves impossible with children at home. The school will take advice from the EA Child Protection Support Service.

Blended Learning

In addition, the following arrangements have been put in place to support families and monitor pupil safety in the event of **pupils having to spend time at home in the event of the school having to close for a period ('Lockdown')** or a pupil having to self isolate:

- The school email address and main school phone number have been made available to all parents;
- Parents can make contact through the school Facebook page messenger service.
- Teachers will provide online learning and support via 'Seesaw' with procedures in place to minimise risk.

Prolonged School Closure

In the event of a **prolonged school closure ('Lockdown')** we have put in place specific arrangements:

- Regular check-ins will be made by the DT/DDT with vulnerable families (children with social workers, Looked After Children, children who have been referred to Education Welfare). Parents will be asked to let us know if they are managing or if they need any support and they will be signposted to the appropriate service e.g. Family Support Hub;
- Regular check-ins will be made with parents of children with Special Educational Needs and any concerns will be followed up by the Class teacher and/ or SENCO

- The DT/DDT will still liaise regularly with Social Services and Education Welfare and attend case conferences and LAC reviews via Zoom and Skype if required.

Online Safety

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K:

Rules and Regulations for using 'Live' lesson/engagement platforms i.e. Zoom, Microsoft Teams, Google Class etc.

STAFF

- Use school email account only.
- All normal professional teaching norms and standards will apply to streaming and online contact with children. This includes dress codes, use of professional language and standards of behaviour.
- Computer technology should be located in a public space in the school/ home establishment and be part of an agreed process to work with young people by the Staff and management.
- All meetings should be made in advance and agreed by the Principal, Miss Hawthorne or in her absence, Mrs Thompson.
- Staff should be aware of general online guidance from such bodies as the NSPCC – <https://learning.nspcc.org.uk/safeguarding-child-protection/online-safety-for-organisations-and-groups/>
- Should Staff have concerns about what they see or hear online, this should be brought to the attention of the Designated Teacher in School, Mrs Thompson or in her absence the Deputy Designated Teacher, Miss Hawthorne.
- If communicating with one child, the parent MUST stay with the child (only in exceptional circumstances and in line with the EANI advice).
- Any parent who speaks to a teacher in an inappropriate manner, will be reported to Miss Hawthorne and removed from any further meetings.

CHILDREN

- Must be in a more public room in their home (NOT bedroom) e.g. kitchen.
- Children and young people should NOT attend online lessons/engagements in pyjamas/sleep wear or other inappropriate clothing.
- Computer technology should be located in a public space in the school/EOTAS establishment, and be part of an agreed process to work with young people by the Staff and management.
- Children will not communicate with each other during the meeting e.g. messaging.

- Any child not adhering to the rules and regulations will be immediately removed from the meeting.

PARENTS

- Parents and carers should be encouraged to be part of online discussions and included in lesson plans with their children, where possible.
- Parents should use their email address to sign in.
- Meeting ID and password must NOT be shared with anyone.
- As meetings are short, please be on time.
- Parents should speak to the teacher at the beginning of each meeting e.g. say hello.
- Parents should NOT record the meeting.
- Parents should ensure the meeting takes place in a public area of their home that is also quiet and conducive to learning.
- If communicating with one child, the parent MUST stay with the child. (only in exceptional circumstances, in line with EANI advice).
- Parents should not use this platform to discuss the child's progress, unless this is the reason for the meeting.
- Any parent who speaks to a teacher in an inappropriate manner, will be reported to Miss Hawthorne and their child will be removed from any further meetings.
- Parents should not set up online meetings with the teacher.

If there is a breach to any of these procedures e.g. pupil gives the password/PIN to someone else who joins the group, the teacher should immediately terminate the session/remove those individuals and advise the Principal.

How a parent can raise an issue or express a concern

We welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the safeguarding team. In this case a decision can be made as to how best to provide help.

If school is open during COVID-19 closures

If school is open for vulnerable pupils and key worker children, the school will adhere to the EA guidance.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

How a child can raise a concern

We understand that while many children will be enjoying their time at home during a Covid-19 closure and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our children:

- Interaction via Seesaw primarily and 'live' video conferencing (with specific permission);
- Respond (DT/DDT) to any concerning comments our children may post on social media;
- All our children, parents and guardians will be able to contact school via the SCHOOL'S 'Info Account' info@glynnps.larne.ni.sch.uk.
- Children will be made aware of the Childline phone number.

Other Agencies

- CEOP/Thinkuknow
- Childnet
- Safer Schools App

SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

Gateway 028 9598 5590 (ask for the Duty Social Worker)

- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stresspanic/worries-about-the-world/coronavirus/>

- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>

MONITORING AND REVIEW

The Safeguarding Team will review and amend these arrangements regularly in line with Departmental guidance and advice.