

Holy Cross Boys' Primary School

Safeguarding and Child Protection Policy

Updated January 2024



Holy Cross Boys' Primary School



Nurturing Talent & Fulfilling Potential

Holy Cross Boys' Primary School Safeguarding Ethos

We in Holy Cross Boy's Primary School have a responsibility for the care, welfare and safety of the pupils in our charge. Through our Pastoral Care Policy, we aim to provide a safe, caring and supportive environment where our pupils can learn and develop confidence they need to protect themselves from unwelcome behaviour or abuse from others, and to keep themselves safe.

All our staff and volunteers have had appropriate background checks and abide by the code of conduct agreed by the school. All those working in the school have the children's safety and welfare as their main consideration.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence. We also recognise the impact on children of an abusive family setting.

There are five main elements to our policy:

- ✚ Establishing a safe environment in which children can learn and develop
- ✚ Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- ✚ Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- ✚ Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- ✚ Supporting pupils who have been abused in accordance with her agreed child protection plan

THE SAFEGUARDING TEAM AT Holy Cross Boys' Primary School

Principal: Kevin McAreevey

Designated Governor for Child Protection: Geraldine Prenter

Designated Teacher for Child Protection: Ciaran Curran

Deputy Designated Teacher: Jan Marie Reel

E-Safety (When appropriate): Emma Mohan

*The following Posters are displayed throughout the school and in every classroom.



Holy Cross Boys' Primary School

Designated Child Protection Team



Mr Curran (Vice-Principal)

Designated Teacher



Mrs Reel (SENCo)

Deputy Designated Teacher



Mr McAreevey (Principal)

What to do if someone discloses to you

A child may confide in any adult, they may not necessarily go to a teacher.

Adults to whom a disclosure is made should remember:

- Yours is a listening role, **do not** interrupt the child if he or she is freely recalling a significant event. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and **not** lead the child in any way.
- Complete a 'NOTE OF CONCERN' form with a designated member of staff. The form should record the time, date, place and people who were present, as well as what was said. You can find a copy of the 'NOTE OF CONCERN' form in the office or in the Safeguarding and Child Protection Folder in Central Resources.
- Do not give undertaking of absolute confidentiality (do not promise the child you won't tell) as you have a responsibility to disclose information to those who need to know.

Finally, but most importantly, inform a designated member of staff immediately.

If you are not sure whether it is a serious disclosure, **always** ask a member of the designated team!

In the absence of the Designated Teachers please see Mr McAreevey.

KEEPING CHILDREN SAFE AT Holy Cross Boys' Primary School

is our Number 1 Priority!

OUR SAFEGUARDING TEAM are always here to help!

**Here at H.C.B. if you ever need to talk
please speak to**

Mr Curran

or

Mrs Reel.



Mr Curran (Vice-Principal)

Designated Teacher



Mrs Reel (SENCo)

Deputy Designated Teacher

Nurturing Talent & Fulfilling Potential

Nurturing Talent & Fulfilling Potential


We define child abuse as follows:

- Neglect:** The persistent or significant neglect of a child, or the failure to protect from exposure to danger, cold, starvation or care resulting in impairment to the child's health and development.
- Physical:** Injury to a child whether deliberately inflicted or knowingly not prevented.
- Sexual:** Sexual exploitation of a child for another's gratification: the involvement of a child in or exposure to any sexual activity which they do not make an informed consent to and which violates normal family roles.
- Emotional:** Persistent or significant emotional rejection or ill-treatment which would result in adverse effects on emotional, physical or behavioural development.
- Bullying:** We in Holy Cross Boys' Primary School recognise that bullying is a highly distressing and damaging form of abuse and will not be tolerated in our school. Staff in the school will be vigilant and will take immediate steps to stop it developing, protect and reassure the victims and discipline the bully.

Complaints from parents about bullying will be dealt with promptly, fully investigated and a response given through the designated teacher as regards the action taken.


(Refer to Anti-Bullying Policy)

Types of Abuse

 **Physical Abuse** is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. (ACPA, 2005)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

 **Emotional Abuse** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. (ACPC, 2005)

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming/maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

✚ **Sexual Abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include noncontact activities, such as involving children to look at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (ACPC, 2005)

Possible signs or symptoms of sexual abuse include:


- Bruised or sore genitals
- Genital infections
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

✚ **Neglect** is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing
- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

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.

 **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 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.

Confidentiality

Where a child confides in a member of staff or a volunteer and requests that the information is kept secret it is important that the child is told sensitively that it may be necessary to share the information with those who need to know about it, and explain that this is important to ensure the child's safekeeping.

All staff and volunteers who receive sensitive information about children or parents in the course of their professional duties should be aware that such information is confidential, and is not to be made the subject of general conversation, or disclosed to others outside the school other than statutory officials, as required by this policy.

All records of a safeguarding/child protection nature are held securely within the school. Access to such records is restricted to the Principal and the Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection.

Procedures for reporting suspected or disclosed child abuse

The designated teacher (DT) for child protection is Ciaran Curran and the deputy designated teacher (DDT) is Jan-Marie Reel. The designated BOG is Geraldine Prenter.

Any disclosure or suspicion of abuse from a child will be dealt with promptly.

The teacher/adult will not investigate but report to the (DT or DDT) who will make full notes.


The (DT or DDT) will consult with the principal, plan a course of action and ensure there is a written report.

After consultation, if it is thought the child is at risk, a referral will be made to social services and parents informed (unless there are concerns that the parent is the abuser).

The principal may seek clarification/advice from the EA/CCMS designated officer or the senior social worker before making a referral. The fullest consideration and advice will be taken before making a referral as the safety of the child is our first priority.

This policy will be reviewed on an annual basis at the start of each academic year as will the risk assessment procedures for trips and outings.

Where there are real concerns about possible abuse the principal will inform:

 Social services - using the regional UNOCINI framework

(Understanding the Needs of Children in Northern Ireland) *

 The EA/CCMS designated officer for child protection

***The UNOCINI referral will be made within 24 hours of the initial telephone referral to social services Gateway Team.**

This will be in an envelope marked Confidential- Child Protection

If a complaint about possible child abuse is made against a member of staff, the principal or DT/DDT must be informed immediately. The above procedures will apply and where the matter is referred to social services, the staff member will be removed from duties involving direct contact with children or suspended, pending investigation by social services. The chairman of the Board of Governors will be informed immediately.

If the complaint is made against the principal the designated teacher must be informed, who will then inform the chairman of the Board of Governors and decide on the necessary action.

Any information given to staff about possible child abuse cannot be held in confidence. In the interest of the child, staff may need to share this with other professionals on a "Need to know" basis.

What to do if someone discloses to you?

A child may confide in any adult; they may not necessarily go to a teacher.

Adults to whom a disclosure is made should remember:

- Yours is a listening role, do not interrupt the child if he is freely recalling a significant event. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Complete a '**NOTE OF CONCERN**' form with a designated member of staff. The form should record the time, date, place and people who were present, as well as what was said.
- You can find a copy of the '**NOTE OF CONCERN**' form in the office or in the Safeguarding and Child Protection Folder in Central Resources.
- Do not give undertaking of absolute confidentiality (do not promise the child you won't tell) as you have a responsibility to disclose information to those who need to know.

Finally, but most importantly, inform a designated member of staff immediately.

If you are not sure whether it is a serious disclosure, always ask a member of the designated team!

In the absence of the **Designated Teachers** please see Mr McArevey.

(SEE POSTER)

How to respond to a child who makes a disclosure

1. Receive TED (tell, explain, describe)

- Stay calm
- Listen to what the child is saying without displaying shock or disbelief
- Accept what the child is saying - non-judgemental
- Be discreet

2. Reassure

- Reassure the child that they have done the right thing by talking to you, do not make promises that you cannot keep (e.g. everything will be alright now, I'll stay with you)
- Do not promise confidentiality, staff have a duty to refer the matter to the designated teachers for child protection. Explain that you will need to talk to Mr Curran (DT) or Mrs Reel (DDT) who will know what to do next.
- Do reassure and alleviate guilt if the child refers to it

3. Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the designated teacher for child protection
- Do ask open questions (can you tell me what happened? Anything else you wish to tell me?)
- Do not ask closed questions (those that will evoke a yes/no response, e.g. Did do this to you?) such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person
- Do explain what you will do next (talk with the designated teacher who will know how to get help)

4. Record

- Make notes as soon as possible after hearing what the child has said and write them up
- Do not destroy these original notes
- Record the date, time, place, people present and any noticeable nonverbal behaviour. Record the words the child used as much as possible – if the child uses 'pet' words record those rather than translating them into 'proper' words. Any injuries or marks noticed can be depicted on a diagram showing position and extent
- Record statements and observable things, rather than your interactions and assumptions
- Sign the record and hand it to the designated teacher

5. REPORT: As soon as possible. Vital – facts, no opinions; When? Where? Who? What?

- Complete a '**NOTE OF CONCERN**' form with a designated member of staff. The form should record the time, date, place and people who were present, as well as what was said.

Concerns about possible abuse must be referred to the designated teachers as soon as possible within the working day. He/She will liaise with the Principal in the decision making process regarding possible referral to statutory services. It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies.

APPENDIX 1: How to respond to a child who makes a disclosure

Supporting Vulnerable Children

The staff of Holy Cross Boys' Primary School recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. Learning can be a huge challenge as their thoughts are often consumed with many things including concerns about the safety of an abused parent. When at school their behaviour may be challenging or they may be withdrawn.

Holy Cross Boys' Primary School will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his agreed protection plan.

Support for all pupils in the school in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly through Personal Development for Mutual Understanding
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others.
- Liaison with other agencies that support the pupils such as Social Services, Educational Welfare Service, Educational Psychology, PSNI and the school nurse.
- Counselling for children needing specific support
- Input from NSPCC on abuse and Childline

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](#).

Specific Issue: COVID 19

In the current context of the COVID 19 pandemic with closed/phased schools and online learning, the staff of Holy Cross Boys' will continue to provide support for vulnerable children and their families.

CONTEXT: Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be 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.

PROCEDURES:

- The Designated and Deputy Designated teachers will contact children with all levels of social services involvement and continue to be in contact with the assigned social worker in each case.
- School staff will contact children on the Free School Meals Register to ensure they have received payments and to ensure that those children receive any support they need.
- School staff will deliver home learning packs to vulnerable families if they cannot come to the school.
- The school will facilitate a technology loan to ensure that all children have access to online learning despite their circumstances.
- School staff will contact the families of all children who show no visible online presence, to provide support to get online or support in any other way.
- The Designated and Deputy Designated teachers will continue to review input from CPSSS and other external agencies in order to access any other available support.
- Teachers will provide online learning
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
- In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding team.
- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff

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.

- Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session. Students cannot participate from a bedroom.
- The teacher arranges the session and password and shares this only with pupils.
- Pupils must agree not to share the password with anyone else.
- Parental consent will be sought before their child attends online sessions.

Specific Issue: COVID 19

- A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers.

HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN

- We would 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 workers' children the school should adhere to the EA
- 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 know that while many children will be enjoying their time at home 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 as well as signpost them to other agencies.

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

- Respond to emails via the c2k email addresses only.
- Respond to any concerning comments our young people post on social media.
- When contacting parents via phone we will always ask to speak to their child or young person.

SOME USEFUL LINKS

- <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-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>

Complaints against a staff member

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated/ Deputy Designated teachers) if the Principal is unavailable) must be informed immediately.

The above procedures will apply (unless the complaint is about the designated/ deputy designated teachers or the Principal).

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 investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

If the complaint about possible child abuse is made against the Principal, the DT must be informed immediately. He/She will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the appropriate action is taken.

Role of Designated Teacher (DT) and Deputy Designated Teacher (DDT)

- To provide training to all school staff
- Being available to discuss the child protection concerns of any member of staff
- Responsible for managing and keeping of all child protection concerns
- Making referrals to Social Services or PSNI Public Protection Units where appropriate
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences
- Liaising with EA/CCMS designated Officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's child protection policy
- Ensures parents receive a copy of the child protection policy every 2 years which alerts them to the fact that referrals may be made and the role of the school in this
- Promotion of a child protection ethos in the school
- Written reports to the Board of Governors regarding child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by The Safeguarding Team as appropriate)

HOW CAN A PARENT MAKE OR RAISE A CHILD PROTECTION CONCERN?

If a parent has a child protection concern they can follow the guide below:

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

I can talk to the class teacher

If I am still concerned I can talk to the Principal

Mr McArevey

Or

I can talk to the Designated Teacher for Child Protection

Mr Curran

or

Deputy Teacher for Child Protection

Mrs Reel

If I am still concerned I can talk or write to the Designated Governor for
Child Protection of the Board of Governors

Geraldine Prenter

Holy Cross Boys' Primary School Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are employed to work in close proximity with children, in either paid or unpaid capacity in our school.

In order that all reasonable steps are taken to employ and engage suitable staff to work with the children in our care we follow the guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or use as volunteers within the school:

- ✚ DE Circular 2006/06 Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings
- ✚ DE Circular 2006/07 Child Protection: Employment of Substitute Teachers
- ✚ DE Circular 2006/08 Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- ✚ DE Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
- ✚ DE Circular 2006/25 Child Protection: Vetting of School Governors
- ✚ DE Circular 2008/03 Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- ✚ DE Circular 2008/10 Employment of Substitute Teachers
- ✚ DE Circular 2012/19 Disclosure and Barring Arrangements: Changes to pre-employment vetting checks for volunteers working in schools from 10th September 2012
- ✚ DE Circular 2013/01 Disclosure and Barring Arrangements: Guidance for schools and employing authorities on pre-employment vetting checks and safer requirement practices.

PREVENTATIVE CURRICULUM

We recognise that the school plays a significant part in the prevention of harm to 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.
- ✚ Follow the curriculum for Personal and Development for Mutual Understanding- which equips children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.¹

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

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

****See Appendix 2 for a detailed list of HCB Preventative Curriculum**

Linked Policies

- ✚ PASTORAL CARE
- ✚ RSE POLICY
- ✚ HEALTH AND SAFETY
- ✚ E-SAFETY
- ✚ SOCIAL MEDIA POLICY
- ✚ ANTI-BULLYING
- ✚ USE OF REASONABLE FORCE/SAFE HANDLING
- ✚ COMPLAINTS PROCEDURE
- ✚ REMOTE LEARNING
- ✚ CODE OF CONDUCT FOR ALL STAFF

Links with Outside Agencies

Contact and co-operation between the school and outside agencies has been established in the interests of both the children and their parents. Holy Cross Boys' Primary School has on-going contact with:

- ✚ EWS (Education Welfare Service)
- ✚ Health Visitors
- ✚ School Nurse
- ✚ School Educational Psychologist
- ✚ Social Services
- ✚ Gateway
- ✚ NSPCC
- ✚ Outreach Support Service
- ✚ North Belfast Hub
- ✚ Barnardo's
- ✚ RISE NI
- ✚ Art Therapy
- ✚ A.A.I.S (Autism Advisory Intervention Service)
- ✚ St.Gerard's School & Support Services
- ✚ Harberton Special School
- ✚ Clarawood Special School
- ✚ Peripatetic Service
- ✚ Various Medical Practitioners including: Consultants, Paediatricians, Speech Therapists, Occupational Therapists, Physio Therapists, Dieticians.

Appendix 1

PROCEDURE - How to respond to a child who makes a disclosure

Child makes a disclosure to teacher or teacher has concerns about a child either as a result of one observation or many observations over a period of time. Teacher does not investigate.

MUST ACT PROMPTLY



Teacher refers the matter to designated teacher (DT), discusses with designated teacher, and makes full notes. Complete a '**NOTE OF CONCERN**' form with a designated member of staff.

If there is any doubt about whether to take further action, advice is available from:

- + CCMS Senior Management Officer (School)
- + BELB Designated Officer
- + Social Services

When seeking advice, you do not have to give any names. You are making an enquiry

Designated teacher meets with principal to plan course of action and ensures that a written record is made.

Principal/Designated Teacher makes a referral to:

- + Social Services and Care Unit
- + CCMS Senior Management Officer (Schools)
- + EA Designated Officer

Indicate that it is a Child Protection issue in an envelope marked "CONFIDENTIAL"

Other Action:

- + Record Advice Given
- + Monitor
- + Review

Appendix 2

Preventative Curriculum in HCB

PUPIL	PARENT	School Staff & Wider Community
<ul style="list-style-type: none"> • PDMU/Circle Time • Philosophy • Extended Schools: Extra-Curricular Programme, e.g. soccer, multi-sports, handball, table tennis, Gaelic Football, drums, guitars, Art & Crafts, Science investigations, Irish, French, Spanish, Pupil Mental Health Awareness, Nature Studies, I.C.T – I Pad/ Podcasting • Weekly Swimming for Years 5 to 7 • Mental Health Awareness training • Children’s Mental Health Week programme of events • Educational Trips & Visitors linked to individual year group topics. • Y7 Transition programme (7 local schools) • Y6 & 7 Relationship & Sexuality programme (Love for Life) • Yellow Brick Road is a whole school pastoral initiative. • Shared Education Partnership • Parent Teacher Meetings • DT Class Visits • Assemblies to raise awareness. • Anti-Bullying Ambassadors • Recognition of effort and achievement – AR, FRECKLE, Behaviours & outside school achievements such as sport, music and clubs. • Competition opportunities for pupils of all ages across a range of areas (sport, music, drama, feis) • Whole school performances (Carol service) • Key Stage 1 Performances – Christmas Nativity and P7 Show • Themed Weeks – eSafety, AntiBullying, Mental Health, Autism Awareness, • Council Digital Leaders Eco-Council Individual Educational Plans Counselling for Individual Children Year 5 – 7 NIFRS Year 7 • What’s Inside Programme P7 • NSPCC ‘PANTS’ Programme • Pupil’s Voice in Positive • Behaviour Policy Resources from Outside agencies – NSPCC etc. • Displays throughout school. • Safeguarding Posters displayed throughout school. • LAC Reviews • Family Support Review Meetings Distribution & • Collection of letters for Year 1 Health Appraisals from School Nurse 	<ul style="list-style-type: none"> • Mental Health Workshop • Monthly Assemblies hosted by each year group. • Parent Teacher Meetings • Twitter, Facebook Weekly Newsletter, SeeSaw • eSafety Awareness Suite of Policies and procedures • Resources from Outside agencies – NSPCC, Autism Awareness. • Positive whole school events – (carol service, drama performances) 	<ul style="list-style-type: none"> • Child Protection training Mr McAreyve (Principal), Mr Curran (Designated Teacher) and Mrs Reel (Deputy Designated Teacher) – Nov 2023. August 2023 Annual Child Protection Training for all school staff (including B.O.G.) • Dealing with Disclosures • Positive Behaviour and Anti-Bullying Policy Workshops • First Aid Training (Online) Policies and procedures – all staff • Philosophy – Teachers/CAs

School overview of different programmes to support the Preventative Curriculum and RSE.

We have a combined approach to the teaching of the Preventative Curriculum and RSE. For the taught component we use 'The wonder of my Being' and we plan on supplementing this programme with Flourish.

Philosophy and Young Plato Listen, Think, Speak. We think that these are the essentials of critical thinking to navigate the difficulty and conflict of the world today. The multi award film 'Young Plato' shows how children can engage in philosophical enquiry, master the art of negotiation in the school yard after a reflexive action, have fun and be confident within themselves. After reflection, the pupils will come to the philosophy board to engage. They will discuss; What happened? What should have happened? and What should you do now? After much dialogue they will then answer a what is question from the thinking of Socrates (470 BC) – What is a friend? What is happiness? What is a fight?

The film promotes mental health and well-being, encourages you to use philosophy as an antidote to fake news and teaches children to develop a critical attitude. Through the use of philosophy, we want our children to be successful, wise and kind.

Yellow Brick Road is a whole school pastoral initiative that the pupils use if they are feeling emotional and it leads to the vice principal's office where the children will read about different emotions on the display outside the office. This normally leads to a discussion with the vice principal or the principal.

✚ **Anti-Bullying Ambassadors:** Everyone at HCB is fundamentally opposed to all forms of bullying. Every November, HCB organise many activities throughout Anti-Bullying Week to highlight this. We celebrate Odd Socks Day to mark the beginning of Anti-Bullying Week, which is an opportunity to encourage people to express themselves and celebrate their individuality and what makes us all unique! To complete Anti-Bullying Week, the boys design a poster on the theme of anti-bullying.

Our anti-bullying ambassadors are trained to help prevent and address bullying in the playground. They play a crucial role in creating a safe and inclusive environment for all pupils but especially the younger boys of the school. They promote kindness, model positive relationships and it empowers the older pupils to make a difference all while building empathy.

Our Year 7 pupils continue to be role models for our younger pupils and form part of our Anti-Bullying Ambassador Team. These boys help the supervisor in the Break and Lunch Zone for a particular Primary 1 to 3 class for one day each week. They help to ensure the Primary 1-3 pupils feel safe and have a friend to play with.

✚ **Anti Bullying Posters:** A campaign designed to highlight antibullying normally around Antibullying Week.

✚ **Assemblies:** Throughout our school assembly calendar, we highlight important topics. These topics are linked to the statutory curricular requirements for PDMU and RSE, such as staying safe in the dark evenings, stranger danger, inclusion, world affairs, positive traits of friendship, dealing with emotions, respect and thinking independently.

✚ **Internet Safety Posters:** We highlight the importance of online safety on Safer Internet Day in February each year, when the class teachers complete a range of activities and Mrs Mohan (ICT Coordinator) organises a poster competition. Two boys in each class receive prizes from Mr McAreevy and Mrs Mohan .

✚ **Promoting Positive Behaviours**

We use our House System for each children P4-7 to earn points for positive behaviours. Twenty-six deserving Primary 4-7 pupils are selected for their outstanding efforts with their behaviour and attitude to visit **Solitude** on a weekly basis for a training session on the pitch with our staff members and local football stars, Joe Gormley (Cliftonville FC) & Tony Kane.



- ✚ We also have our H.C.B Reader, Mathematician, Sports Star, Musician, Healthy Eating Ambassador & Philosopher of the **Week Award Winners!**



- ✚ **Use of Outside Agencies- Ardoyne/Shankill Health Partnership, Ardoyne Youth Club Mental Health Awareness – World Mental Health Day 10th October.**

Every class receives a visit from a trained relaxation and massage therapist. This can include peer to peer massage, how to relax your own body and the use of specific child friendly massage oils (each child in the school was given their own bottle).



- ✚ We have a **Peer Mentoring Programme**, run in conjunction with the local youth club. Children are selected and buddied up to an adult in the youth club to support the child academically (with homework) and socially helping the child build better relationships. HCB celebrates World Mental Health Day (10th October) every year, with each class in the school experiencing a superb Aromatherapy and Relaxation session with Donna Hawkins from the Ardoyne Shankill Health Partnership. The boys love the Massage in Schools Programme, Take 5, which helps to improve mental health in schools. To complete the Mental Health and Wellbeing theme, we have our annual Mental Health Awareness Poster competition, which we share on our school website.



- ✚ **School Nurse:** We use the school Nurse to carry out health checks and keep us informed of pupil development and well-being. Other initiatives implemented in the last year include PANTS Programme, NSPCC – Speak out/ Stay Safe and Dental hygiene/ Smile Week.

This programme was brought in last year and was delivered by our school nurse, Angela. Pantosaurus has helped 1.5 million parents Talk PANTS and keep their children safe from sexual abuse. Developed in consultation with children, parents, carers and teachers, Talk PANTS is to help children understand their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried. Talk PANTS is here to help children understand that they have a right to say no and if they need to speak out about something, someone will listen. We know that a simple conversation can make a BIG difference, and that's what Talk PANTS is all about.



- ✚ **What's Inside Programme:** We also use an outside agency, Life for Love, to deliver a programme to our Primary 7 children in Term 2 of their P7 year. As a school, we host the two all-girls schools in our Parish, Holy Cross Girls' and Mercy Primary and all the Primary 7 children of the parish receive the What's Inside' Programme. We think this is beneficial as it ensures that all children in the parish are receiving the same information to ensure that there is equal opportunity for all.



✚ **Nurture Groups:** With so many boys in need of support, we devised our own Nurture support Programme. A group of children from each class are selected to receive twice weekly sessions in our Nurture Room from a specialist assistant. In these sessions the children will develop a better understanding of and recognition of their own and others' emotions. They will develop their self-esteem and social and interaction skills. They will also investigate various coping strategies and explore relevant resources. These sessions also provide a fun break from the classroom and a safe place to talk and share their feelings and to develop their relationships with their peers.

✚ **Safeguarding impact/ training:** We in Holy Cross Boy's Primary School have a responsibility for the care, welfare and safety of the pupils in our charge. Through our pastoral care dimension, we aim to provide a safe, caring and supportive environment, where our pupils can learn and develop the confidence, they need to protect themselves from unwelcome behaviour or abuse from others, and to keep themselves safe. All our staff and volunteers have had appropriate background checks and abide by the code of conduct agreed by the school. All those working in the school have received appropriate training and have the children's safety and welfare as their main consideration at all times.

✚ **Pupil Voice: Our Student Council** is representative of all P4-7 classes and provide feedback about current issues and come up with great ideas on how to improve their experiences at HCB. Recent initiatives that the Student Council have brought to the school are Anti-Bullying Ambassadors, PE Uniform and hair cut rules.

✚ **House System – Captains/Vice Captains** - Holy Cross Boys' Primary School has experienced excellent improvements in the promotion of positive discipline within the school community in recent years and this has been aided with the House System.

The House System incorporates 4 Philosophers, named after the big Greek three and an English Philosopher. These are House Socrates, House Plato, House Aristotle and House Mill (named after John Stuart Mill because our new house names replaced our old house names which were named after our local Mills). The boys are keen to impress their teachers and their teammates in the hope of collecting the winning House prize at the end of each half term.

"We always try to ensure that the children have a positive experience here at Holy Cross Boys' Primary School where everyone displays good manners and shows respect for each other," said House Co-ordinator, Mrs Wallace. She added, "Parents can help by showing a good interest in how their child's house is doing and how their child is scoring on the class chart. Also, if a child receives the weekly Principal Award at school, it would be great if parents could reward him at home."

✚ **ECO Council – respecting your community.** Our Student Council have been working together as a team to help make our school an even better place to be.

The pupil voice is about having the opportunity to have a say in decisions in school that affect us. It is also about being active members of our school and working together to improve our school for everyone.

These are some of the things which we have been working on:

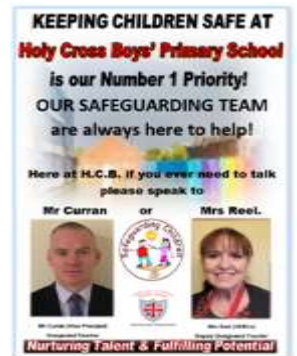
- ✚ PE gear for sport
- ✚ Anti-bullying ambassadors for the playground.

Ways we can use our pupil voice in school:

1. Elect a representative to Student Council
2. Thumbs up/thumbs down telling my teacher how I am doing.
3. KWL
4. Peer assessment
5. Pupils input into Planning notes.

✚ **Rewarding our Pupils & Celebrating their Achievements**

We make a huge effort each year to promote full attendance and we monitor the attendance of all our pupils regularly. To motivate pupils, we give a Written Homework Pass for Thursday nights for pupils who attend school for all 5 days of the previous week. We pride ourselves on the high levels of attendance of our pupils, recognising that there is a correlation between pupil attendance and a child's ability to realise his full academic potential.



Child Protection/ Safeguarding

The school has a legal responsibility (Children's Order Act 1995) for the safety and protection of all its pupils. The welfare of the child is paramount.

In order to promote the Child Protection/ Safeguarding Policy all personnel in the school work with the **Designated Teacher (Mr Curran) and the Deputy D.T. (Mrs Reel)**.

The school follows the guidelines laid out by the Catholic Council for Maintained Schools and the Education Authority to help identify any form of abuse. The Designated Teacher, with the Principal, ensures that the correct course of action is taken to protect the child.

It is a legal obligation that everyone working in the school, whether paid or in on a voluntary capacity, must be vetted by the Criminal Records Office (CRO) of the Police Service of Northern Ireland (PSNI).

As a Catholic school, we are committed to develop a Christian way of living.

The religious programmes *Grow in Love, Alive-O* and *Relationships and Sexuality Education* are taught in school.

Full policies are available on:

- Discipline
- Pastoral Care
- Child Protection
- Anti- Bullying
- Health & Safety

Full policies are available for parents to see. If you wish to do so, please contact the Principal, K. McAreyve (Tel: 02890 351032).

If you have any worries or concerns about your child's wellbeing in school, please contact the class teacher, Vice Principal, or Principal who will be happy to offer advice, help or support.

BUNSCOIL GASÚR NA
CROISE NAOLA

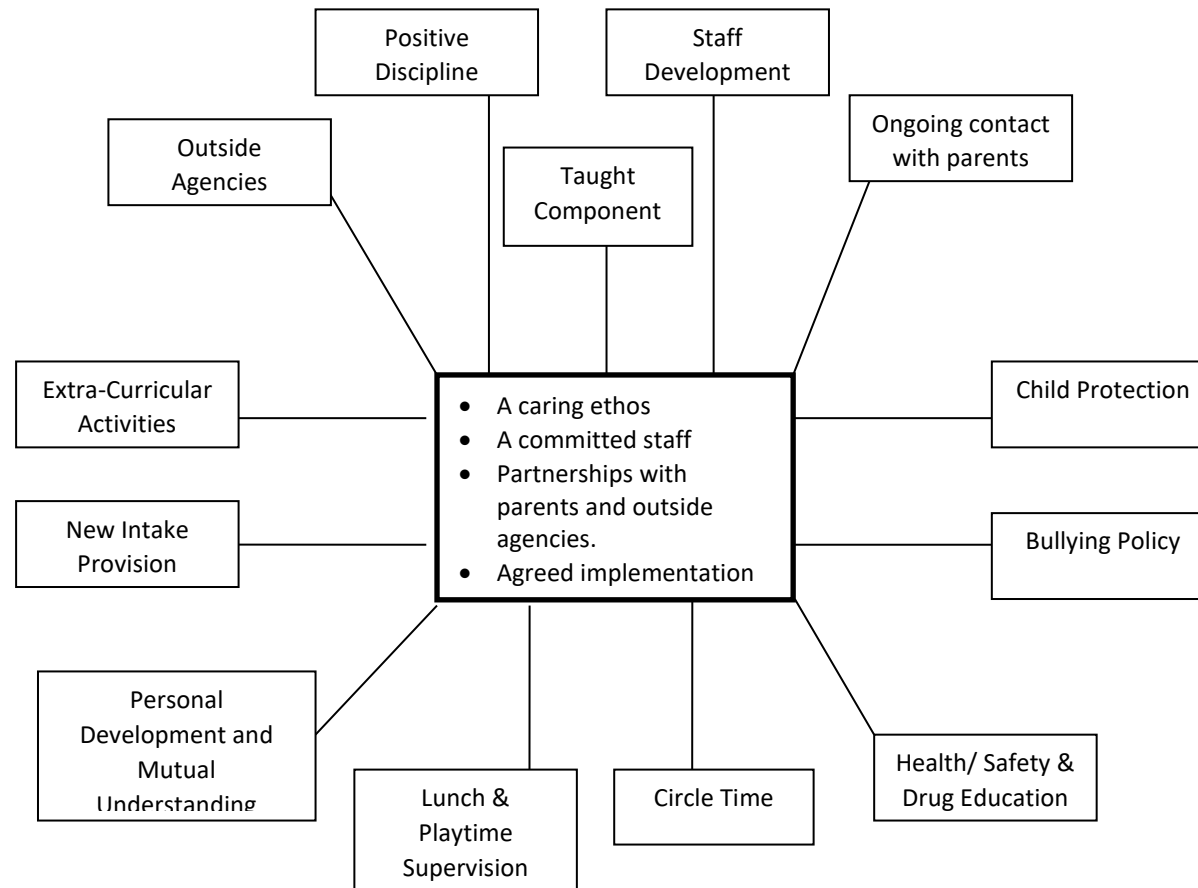


Holy Cross Boys' Primary School

**Pastoral Care Policy: including
Child Protection/
Safeguarding
(A Summary)**

Holy Cross Boys' Primary School wants every child to experience success in a happy and safe environment.

We actively promote high self-esteem and encourage children to show respect for all. We want our children to view themselves as valued citizens of the school, their local community and a wider global society.



The Pastoral Care Policy Aims to:

- Create a secure and caring environment for all personnel in the school.
- Promote the worth and dignity of all members of our school community.
- Promote positive and supportive relationships throughout the school so that effective teaching and learning can take place.
- Encourage children to accept responsibility for and consequences of their actions.
- Develop children's social and life skills.
- Work with parents, Board of Governors and other agencies for the good of the child.
- Anticipate and obviate problems which individual children might experience in school.