

Rosetta Primary School and Nursery Unit



Child Protection Policy

September 2024

Contents

Page

2	Rosetta Primary School and Nursery Unit - Child Protection Introduction
3	Guidance Information Categories of Abuse Guidance Information Identifying Signs of Abuse
4	Definition of Neglect (including indicators)
5	Definition of Emotional Abuse (including indicators)
6	Definition of Physical Abuse (including indicators)
7	Definition of Sexual Abuse (including indicators)
8	Definition of Child Sexual Exploitation (including indicators)
9	Definition of Domestic Violence (including indicators and Operation Encompass details)
10	Definition of Female Genital Mutilation (including indicators)
11	Definition of Cyber-bullying
12	Definition of Exploitation
13	Procedures for Recording and Reporting - all staff
15	Guidance for Handling Information
16	Child Protection Forms and Guidance
23	Guidance for Record Keeping - DT/DTT
24	Guidance for Case Conferences - DT/DTT
26	Roles - DT/DTT - Chair of BOG, Governors
27	Child Protection Procedure Rosetta Primary School
28	Other complaints
30	Guidance on contact with pupils
33	Students/Volunteers
34	Conclusion

Appendices

35	Appendix 1 - Rosetta PS - class teacher information for Case Conf.
36	Appendix 2 - Rosetta PS - DT/DTT form for Case Conference
37	Appendix 3 - Case Conference Report (EA version)
39	Appendix 4 - UNOCINI form DT/DTT form for Case Conference/LAC meetings
47	Appendix 5 - DT/DTT minutes of meetings form
48	Appendix 6 - Student/Volunteer Checklist
49	Appendix 7 - Rosetta PS Child Protection Register
50	Appendix 8 - RPS Record of Concern Log (for DT/DTT)
51	Appendix 9 - RPS Child Protection Record Sheet
52	Appendix 10 - Circular 2016/05 - Children Who Display Harmful Sexualised Behaviour

Rosetta Primary School and Nursery Unit
- Child Protection

Introduction

The following policy draws directly on the DENI Guidance - March 1999. Three articles in The United Nations Convention on the Rights of the Child (Article 19, 12, 3) influence the guidance.

Article 19 provides that children have the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them.

Article 12 further provides that a child who is capable of forming his/her own views should be assured the right to express these views freely in all matters affecting the child; these views being given due weight in accordance with the age and maturity of the child.

Article 3 provides that when organisations make decisions which affect children the best interests of the child must be a primary consideration.

Principle of Paramountcy

"The fundamental principle in child care law and practice is that the welfare of the child must always be the paramount consideration in decisions taken about him or her".

Children (NI) Order 1995

Rosetta Primary School and Nursery Unit's Child Protection Policy attempts to address the fundamental right of the child (anyone up to the age of 18) to be protected from harm. Our policy is required to reflect both the legal duties of Rosetta and our Child Protection and Safeguarding responsibilities. Rosetta Primary School and Nursery Unit, in partnership with the statutory agencies will set out the procedures to be followed in cases of suspected abuse. This Child Protection Policy is part of the overall Pastoral Care Policy of Rosetta Primary and Nursery Unit and is in keeping with the Child Protection policies as laid down by the EA.

Guidance Information Categories of Abuse

Definition:

"Children may be abused by a parent, a sibling or other relative, a carer, an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both.

The abuse may take a number of forms, including:

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

Abuse is recognised as either:

- Potential
- Suspected
- Confirmed

Guidance Information Identifying Signs of Abuse

The following are examples of common signs and symptoms which might indicate abuse or neglect. Please note, however, that this is not a checklist and some of the signs and symptoms may have other explanations.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, physical, psychological or social explanations may exist for these signs and symptoms.

Definition of Neglect

- **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.

Neglect

Physical Indicators

- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate/inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Persistent tiredness
- Low weight for height

Behavioural Indicators

- Listlessness
- Lack of peer relationships
- Low self-esteem
- Compulsive stealing/begging

Definition of Emotional Abuse

- **Emotional Abuse** is the **persistent** emotional maltreatment of a child. It is also called psychological abuse and it can have **severe and persistent adverse effects** on a child's emotional development.
- Emotional Abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate.
- It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate.
- Emotional Abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peer.
- Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.

Emotional Abuse

Physical Indicators

- Sudden speech disorders
- Wetting and soiling
- Signs of mutilation
- Frequent vomiting

Behavioural Indicators

- Rocking, thumb sucking
- Fear of change
- Chronic runaway
- Poor peer relationships
- Attention seeking behaviour

Definition of Physical Abuse

- **Physical abuse** is deliberately physically hurting a child. It might take a variety of different forms.
- This may include:
 - Hitting
 - Biting
 - Pinching
 - Shaking
 - Throwing
 - Poisoning
 - Burning or scalding
 - Drowning
 - Suffocation
 - Confinement to a room or cot
 - Inappropriately giving drugs to control behaviour

Physical Abuse

Physical Indicators

- Scratches
- Bite marks or welts
- Gripping bruises
- Bruises in places difficult to mark (behind ears, groin)
- Untreated injuries
- Hand slap or belt marks
- Burns / scald marks

Behavioural Indicators

- Self-mutilation tendencies
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Undue fear of adults
- Fearful watchfulness
- Unwillingness to undress in front of others

Definition of Sexual Abuse

- **Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others.
- Sexual Abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. 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 (Refer to Circular 2016/05 - Appendix 10) 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.

Sexual Abuse

Physical Indicators

- Soreness, bleeding in genital or anal areas
- Itching in genital areas
- Stained or bloody underwear
- Stomach pains or headaches
- Pain on urination
- Difficulty in sitting or walking
- Bruises on inner thighs or buttocks
- Anorexic/bulimic

Behavioural Indicators

- Chronic depression
- Inappropriate language, sexual knowledge for age group
- Making sexual advances to adults or other children
- Low self-esteem
- Afraid of the dark
- Unusual sexual themes in artwork or writing
- Self-mutilation
- Wariness of being approached by anyone
- Evidence of substance misuse
- Acquisition of money, mobile phones etc. without plausible explanation
- Association with older people, particularly men, outside the usual range of contacts
- Phone calls/messages from adults outside the normal range of contacts

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

(Any child under the age of 18 can be a victim of CSE. The average age at which concerns are first identified is 12-15 years of age.)

Potential Indicators of CSE:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation.
- Truancy/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 e.g. 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.

Domestic Violence

Domestic Abuse is:

"threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation".

Indicators of Domestic Violence

The indicators of family violence are not always obvious. Care must also be taken not to jump to conclusions, because some of the indicators may be attributable to other causes. However, if there is a pattern or history of these indicators, there may be a history of abuse.

Women

- Physical injury including bruising (especially to chest, breasts, abdomen, and genitals), broken bones, burn marks.
- Abused women are more likely to experience chronic pain.
- Greater risk of suicide attempts.
- High risk of substance (alcohol and drug) abuse.
- Depression, panic phobia, anxiety, sleeping disorders, emotional problems.
- Higher rates of miscarriage (pregnancy is often a time when family violence begins or is exacerbated).
- Frequent diagnoses of vague complaints and use of minor tranquillizers and pain killers.
- High stress levels.
- Fewer coping and problem solving skills.
- Social isolation, (including from family support).

Children

- Low birth weight for gestational age.
- Physical injuries, bruising, burns, injuries to genitals (particularly with implausible explanations).
- Prone to adjustment problems.
- Depression.
- Low self-esteem.
- Nervous and withdrawn demeanour.
- Headaches, abdominal complaints, asthma, peptic ulcers, stuttering.
- Bedwetting.
- Restlessness.
- Excessive cruelty to animals.
- Mimicking aggressive language and behaviour in their play.
- Decreased interpersonal sensitivity that is a reduction in ability to understand social situations, including thoughts and feelings of people involved.
- Lower social competency, particularly boys.
- Adjustment problems.
- Accident problems.
- Malnutrition.

As of May 2023, 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](#).

Definition of Female Genital Mutilation (FGM)

- 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.

Issues around FGM

- It is illegal in the UK to subject a girl or a woman to FGM or to assist a non-UK person to carry out FGM overseas.
- FGM is prevalent in 28 African countries as well as in the Middle East and Asia.
- It has been estimated that over 20 000 girls under the age of 15 are at high risk of FGM in the UK each year. **The majority of cases of FGM are thought to take place between the ages of 5 and 8 years old.**
- FGM constitutes a form of child abuse and violence against women and girls.

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 returning 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.

Cyber-bullying

The greatly increased availability of mobile, internet and wireless technologies to pupils has provided increasing opportunities for misuse through what is now regularly referred to in the press and beyond as "cyber bullying." Cyber bullying has been defined as:

"An aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

Source - Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Categories include:

- unwelcome text messages
- threatening or embarrassing picture / video clips
- abusive mobile phone messages
- sending threatening emails
- chat room / instant messaging bullying messages
- defamatory blogs (web logs) via websites

Exploitation

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 a child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

(Although 'Exploitation' is not included in the categories of registration for the child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Procedures for Recording and Reporting

Where a member of Rosetta staff is concerned that abuse may have occurred, he or she must report this immediately to the Designated Teacher, Miss Hannah Gibson, or the Deputy Designated Teacher, Mr Conall Dunlop or Mrs Thelma Crawford (Principal), who have specific responsibilities for Child Protection and Safeguarding. Please remember, no promise of confidentiality can or will be given where abuse is alleged.

Where a teacher has concerns, they will, as a first step, seek some clarification from the child with tact and understanding.

Where another member of Rosetta staff has concerns she/he will immediately bring them to the attention of either the class teacher or designated teacher, Miss H Gibson, or Deputy Designated Teacher, Mr C Dunlop, or Mrs T Crawford, Principal. Be aware of leading questions:

"Tell me what has happened" is acceptable

"Did they do.....to you?" is definitely not acceptable

LISTEN.

Record as close to what the child actually said as possible, using the child's own language. Record on Child Protection Disclosure Form (either B or C).

Complete ...

Give Record Sheet to DT/DDT immediately.

It is not the responsibility of teachers or other staff to carry out investigations into cases of suspected abuse.

Please note - in the absence of the Designated Teacher, or if the Designated Teacher is the subject of the allegation, the responsibilities will be carried out by either the Deputy Designated Teacher or the Principal.

Remember

The welfare of the child is paramount.

Confidentiality is subordinate to the need to protect the child.

If in doubt, report suspicions to the designated teacher.

You are only asked to report suspicions, not make a diagnosis.

If you comply with EA procedures, you will receive full support and will not be legally or financially liable.

Guidance on How to react when a child wants to talk about abuse. It is not easy to give precise guidance about helping a child who wants to talk about abuse but the following may be helpful.

When a child discloses that he/she has been abused it is important to talk/comfort the child as well as tell them you may need to speak to someone else. It is important to say:

- I believe you;
- I am glad that you have told me this;
- I am sorry that this has happened to you;
- It is not, nor ever was your fault;
- We are going to do something about this together.

Five things to do:

- Stay calm, listen, say you will take a few notes (very important as a safeguard for you).
- Do not interrogate; do not ask how, when, where or why?
- Record your notes later again (time, place, date, behaviour of the child, place where the abuse occurred. If possible, do a drawing or description of physical abuse.).
- Follow guidelines immediately.
- Disclosure can leave you traumatised - remember you may need support.

Please remember - do not make a promise of confidentiality to either a child or a parent. Always tell them that you may have to disclose the information to another member of staff, i.e., the designated teacher.

Guidance on Handling Information

Rosetta staff who receive information about children and their families in the course of their work will share that information only within appropriate professional contexts.

No promise of confidentiality can or will ever be made to a child or anyone else giving information about possible abuse.

If a child confides information to a member of Rosetta staff which gives cause for concern about possible abuse and requests that the information be kept secret it is important that the member of Rosetta staff will tell the child sensitively he/she has a responsibility to refer cases of alleged abuse to the appropriate person, i.e., the designated teacher initially. Within that context the child will, however, be assured that the matter will be disclosed only to people who need to know about it.

- Rosetta staff have a professional responsibility to share relevant information about the protection of children with other professionals and where physical or sexual abuse is suspected, a legal duty to report this.
- Rosetta staff will share information only within appropriate contexts. Child protection records will be kept under secure condition.

Child Protection Forms

Form A - Child Protection Record of Concern

(notes for teacher's own records used for monitoring - not for reporting initially to DT/DTT)

Store securely

Form B - Child Protection Record of Concern

(when reporting to DT/DTT)

Pass immediately to DT/DTT

Guidance on a disclosure

Form C - Child Protection Disclosure Form

(when reporting to DT/DTT)

Pass immediately to DT/DTT

Child Protection Record of Concern (A)
(Notes for own records – not reporting to DT/DTT)

Child's Name _____

Child's Class _____

Details of Concern

Date & Time	
Place	
Concern	
	Signed: _____ Dated: _____
Date & Time	
Place	
Concern	
	Signed: _____ Dated: _____
Date & Time	
Place	
Concern	
	Signed: _____ Dated: _____
Date & Time	
Place	
Concern	
	Signed: _____ Dated: _____

Child Protection Record of Concern (B)
(When reporting to DT/DTT)

Child's Name _____ Child's Class _____

Concern raised by _____ To: _____

Staff Name (person completing this form)

Date/time of recording _____ Discussed with Designated Teacher Y/N

Details of What Happened

When

Date & Time _____

Where

Address/location _____

Who

The person accused _____

Include any relationship to the child

Details of concern (In child's own words where applicable)

Draw a diagram, on page 2, to show marks or bruising (if appropriate)

Diagram on page 2 Y/N

Description continued on page 2 Y/N

Child Protection Disclosure Guidance for Teachers

If a child makes a child protection disclosure, remember:

Receive

Stay calm, listen, accept, take notes

Reassure

It is not the child's fault (do not make any promises)

I believe you.

I glad you have told me this.

I'm sorry that this has happened to you.

It is, nor ever was your fault.

We are going to do something about this, together.

React

Do not

- Ask leading questions
- Ask the child to repeat to another person or member of staff
- Criticise the perpetrator

Record

Make brief notes to write up later (handwritten only)

Date, time & place of incident, behaviour & words of child

Draw a diagram indicating marks or bruising

Remember

Complete the Child Protection Record Form

Contact the DT or DDT for Child Protection as soon as possible.

Designated Teacher: Hannah Gibson (Nursery)

Deputy Designated Teacher: Michael Jordan (P6)

Deputy Designated Teacher: Thelma Crawford (Principal)

Do not make promises of confidentiality to a child or an adult.

Always tell them that you may have to disclose to Miss Gibson or Mr Jordan.

Child Protection Disclosure Form (C)

(When reporting to DT/DTT)

Child's Name _____ Child's Class _____

Disclosure made by _____ To: _____

May be made by someone other than the child *Staff Name*
(person completing this form)

Date of Disclosure _____ Time of Disclosure _____

Details of What Was Disclosed (incident/s)

When

Date & Time _____

Where

Address/location _____

Who

The person accused _____

Include any relationship to the child

Details of what was disclosed (In child's own words where possible)

Draw a diagram, on page 2, to show marks or bruising (if appropriate)

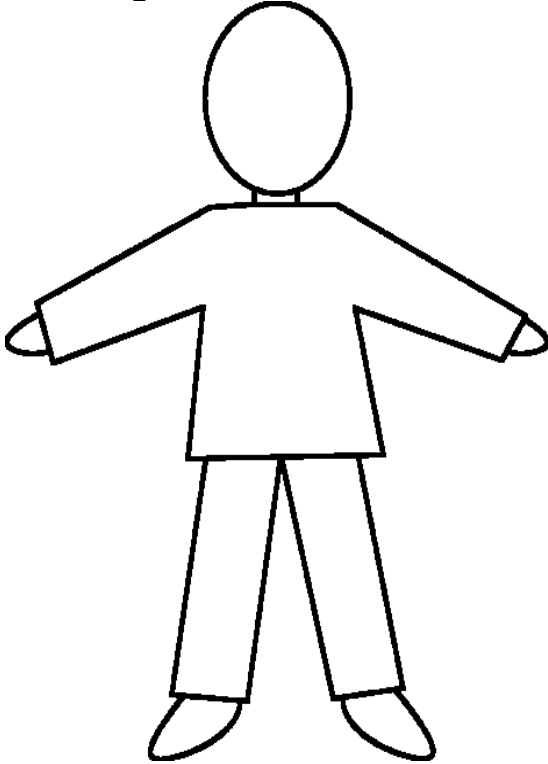
Diagram on page 2 Y/N

Description continued on page 2 Y/N

Child Protection Disclosure Form (C)

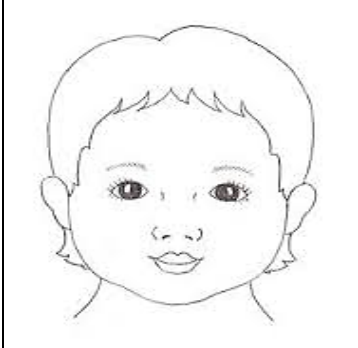
Child's Name _____ Child's Class _____ Date _____

Diagram of marks/bruises

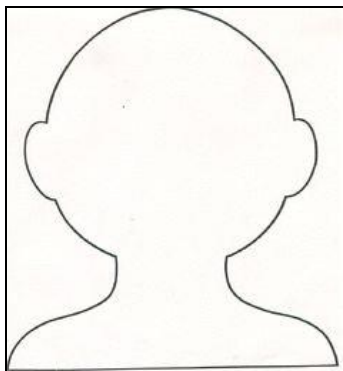


Front/rear view

Diagram of marks/bruises
Front of head



Back of head



Details of what happened (continued)

Form completed by: _____

Date: _____

Guidance on Record Keeping Procedure

The Designated Teacher, Miss Hannah Gibson, and Deputy Designated Teachers, Mrs Thelma Crawford and Mr Michael Jordan, will ensure that proper records, dated and signed, are kept of all concerns or information received, and all concerns about possible abuse noted by staff. As soon as possible, written records will be obtained from the member of staff who received the information, or otherwise has concerns about possible abuse, setting out:

- the nature of the information;
- who gave it;
- the time, date and circumstances; and
- where the concern relates to signs of symptoms of possible abuse, a description of these.
- Ensure that all notes are **handwritten only** and recorded on the appropriate form.

The designated teacher/deputy designated teacher will supplement the record with:

- details of any advice sought, from whom and when;
- the decision reached as to whether the case will be referred to Social Services; and if so
- how, when and by whom this was done; **UNOCINI form must be filled in**
- otherwise, reasons for not referring to Social Services;

Cases referred to Social Services

What to record on UNOCINI

- Factual and in neutral language
- Nature of information
- Days, dates and times
- Observations
- Personnel advised/involved in referral
- Decision taken - reasons for decision
- If referred to Social Services, how, when and by whom was this done
- Record signed, dated by Principal and countersigned by Designated Teacher

The statutory responsibility for protecting children lies with Social Services and they will after receiving and assessing the UNOCINI form:

- talk to the teacher;
- decide how the case will proceed;
- investigate and assess the degree of risk;
- organise, if appropriate, a case conference;
- invite a representative from school to attend; and
- inform parents and school of the child protection plan when agreed.

Where

- Retained on child's file in a secure system.
- If against a member of staff on their file
- Record of Child Abuse Concerns and Allegations I.e. Designated/Deputy Designated Teacher's Log File.

How Long

- Record will be maintained indefinitely on child's file.
- When child transfers to a new school all Third Party communications shredded but initial concern records kept in child's file in secure system. Brief verbal communiqué to child's new school to make them aware of child's Social Worker and address.

- If after investigation staff exonerated deleted from staff file and Record of Child Abuse Allegations.
- If disciplinary matter, details of complaint and sanction maintained on child and staff file for a period of 5 years.

Guidance for Reports for Child Protection Conferences

Reports for child protection conferences will focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within Rosetta and, where appropriate, the child's appearance.

Reports will be objective and based on evidence;

They will therefore contain only fact, observations and reasons for concern.

Reports will be made available to the child's parents at the child protection conference (CPC) and may be used in court. All reports will be checked and signed by the designated teacher or by the teacher who has assumed these responsibilities in her/his absence.

Guidance for monitoring and supporting pupils on the Child Protection Register

Rosetta will monitor pupils whose names are on the child protection register and alert the child's co-ordinator (social services) or Education Welfare Officer when a pupil on the CPR is absent for more than a few days, or on a regular basis, or to any signs which suggest a deterioration in the pupil's home circumstances.

De-Registration

- Child/Family may still receive services under 'Child in Need' category
- DT removes the child's name from the school list of children notified to be on the CPR and notes the date of de-registration.

Roles

Designated Teacher - Miss Hannah Gibson

Deputy Designated Teachers - Mrs Thelma Crawford/ Mr Michael Jordan

- Discuss CP concerns, support staff and maintain records
- Participate in CP training and disseminate to staff
- Promote ongoing development in CP issues and monitor policy
- Refer to Social Services
- Liaise with PSNI
- Keep Principal informed and provide written reports for Governors

Chairperson of the Board of Governors

- Establish facts -written, verbal and liaise with the DT
- Coordinate advice from the ELB officers and Social Services
- Seek and take advice from BELB HR manager on disciplinary action
- Assess appropriateness of precautionary suspension

Governors

- Ensure they have taken Strand 1 and 2 CP training
- Ensure they have taken Strand 3 training if appointing staff
- Ensure the CP records are secure
- Ensure the code of conduct for all adults is in place
- Ensure CP is on the agenda for all BoG meetings

Rosetta Primary School - Child Protection Procedure

Other Complaints

Guidance concerning complaints about possible abuse by a member of staff (see Appendix 2)

A complaint or allegation may be made in the context of child protection about the conduct or activities of a member of staff of Rosetta towards a child or children. If the complaint has not been made directly to the Principal and he/she is not the subject of the complaint it will be referred directly to him/her by the person to whom it was made.

To form a clearer view on the complaint the Principal will need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. It is not, however, the responsibility of Rosetta to carry out investigations into cases of suspected abuse or to make extensive inquiries of members of the children's family or other carers. Rosetta Primary School and Nursery Unit will not take action beyond that set out in the procedures established by their Education & Library Board, and ACPC (Annual Child Protection Conference) to be followed in handling cases of suspected abuse. Having satisfied him/herself that a complaint has been made the Principal will immediately:

- Inform the designated teacher (if he/she is not the subject of the complaint) who will initiate the record of the complaint;
- Consult as a matter of urgency and in confidence with the Designated Officer of the Education & Library Board or as appropriate to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action; and
- Consult the Chairperson of the Board of Governors.

Guidance concerning complaints about possible abuse by a member of the Board of Governors

Where a member of Rosetta staff receives a complaint concerning possible child abuse by a member of the Board of Governors, he/she will notify the Principal and all aspects of the above procedures for complaints against a person other than a member of staff will be followed. The Principal will immediately inform the Chairperson unless he/she is the subject of the complaint, in which case the Chairperson's role will be exercised by the Vice-chairperson. The designated officer of BELB will be informed immediately.

Guidance concerning complaints about possible abuse by a volunteer

Any complaint about the conduct of a person working in Rosetta Primary School and Nursery Unit in a voluntary capacity will be treated in the same manner as above and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer will be terminated immediately.

Guidance on Procedures for reporting possible abuse by anyone other than a member of the school's staff

The person receiving the complaint or noticing signs of possible abuse must notify the designated teacher, Miss H Gibson, who must in turn notify the Principal, Mrs T Crawford. Together they will decide, taking advice as necessary, if the information is such that the matter will be referred immediately to the Social Services. If agreement cannot be reached the decision will be made by the Principal but where there is doubt a referral will be made. If the school considers that a referral is necessary, it is the Principal's responsibility to ensure that the following are immediately notified:

- The Social Services or Police
- The Designated Officers for Child Protection in the Education & Library Board and the Designated Officer for Child Protection in BELB

Guidance on Contact with Pupils

Private Meetings with Pupils

- a) Teachers at Rosetta are 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, but, where possible, such interviews will be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.
- b) Where such conditions cannot apply teachers will ensure that another adult knows that the interview is taking place.
- c) Where possible another pupil or another adult will be present or nearby during the interview.

Guidance on physical contact with pupils

- a) As a general principle teachers are advised not to make unnecessary physical contact with their pupils. This is particularly the case with maturing children of primary school age.
- b) Physical contact, which may be misconstrued by the pupil, parent or other casual observer, will be avoided. Such contact can include well-intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil, could be misconstrued, as well as more obvious and more intimate contact which will never occur.
- c) There may be occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent would give. Teachers will use their discretion in such cases to ensure that what is, and what is seen by others present too be, normal and does not become unnecessary and unjustified contact, particularly with the same child over a period of time.
- d) Some teachers are likely to come into physical contact with their pupils from time to time in the course of their teaching, for example when showing a pupil how to use a piece of apparatus or equipment or while demonstrating a move or exercise during games or PE. Teachers will be

aware of the limits within which such contact will properly take place and of the possibility of such contact being misinterpreted by the pupil.

- e) Teachers who have to administer first-aid will ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact in the circumstances could be misconstrued.
- f) Following any incident where a teacher feels that his/her actions have been, or may be, misconstrued a written report of the incident will be submitted immediately to the Principal of the school. This would apply especially in a case where a teacher had been obliged to restrain a child physically to prevent him/her from inflicting injury to others or self-injury. See also the policy on "Safe Handling and Reasonable Force."
- g) Following an accident or mishap, for example where a teacher has to supply new clothing: the child will change itself with appropriate supervision. If help is needed another adult will be present.

Guidelines about Restraint

In the event of a member of staff having to restrain a pupil as a consequence of extreme behaviour a written report must be filled in. Physical restraint may be used: -

- to prevent injury to the child/other children, yourself/other staff member;
- to prevent behaviour prejudicial to the maintenance of good order and discipline at the school, among its pupils whether in a teaching situation or otherwise;
- to prevent damage to property; or
- to prevent the commission of a criminal offence.

See also the school's policy on "Safe Handling and Reasonable Force."

Guidelines about Touching

- Responding to the needs of the child and NOT the needs of the adult.
- With the child's permission - resistance from a child will be respected (depending on the age and developmental stage of the child).
- Touch will be carried out in openness - not in secretiveness.
- If touching is given which could be construed as inappropriate due to the isolated place it occurred, tell someone else.

Choice and use of Teaching Materials

- a) Teachers will avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b) When using teaching materials of a sensitive nature a teacher will be aware of the danger that their application, either by pupils or the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and governors when using materials in connection with sex education programmes.

Guidance on relationships and attitudes

Teachers will ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language, all require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

Students/Volunteers

Appointment of Staff

The recruitment and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children.

Who is a Volunteer?

An individual who:

- Assumes unpaid duties in Rosetta on a regular basis on more than two occasions

OR

- Is engaged by Rosetta to accompany or assist in: -
 - school visits or trips
 - summer activity schemes
 - residential activities
 - coaching in sports activities

Process of Selection for all Volunteers

- Procedures explained to volunteer
- Assessment of individual's skills and experience to the voluntary duties and activities identified
- Completion of Access NI
- Agreement from the individual for a criminal record check to be carried out
- Names of two referees - non family members or school staff
- Attendance at an interview with the Principal OR Nominated Teacher
- Vetting and re-vetting take place annually or as current legislation

Complete Rosetta Primary School and Nursery Unit's Child Protection Checklist (Appendix 6, pg.46).

Signatures must be obtained and form sent to DT/DTT on commencement of placement.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which teachers interrelate with pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances teachers' professional judgements will be exercised and for the vast majority of teachers the Code of Conduct confirms what has always been in practice.

Teachers will review their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of pupils and of their parents.

The above policy is for guidance. In all cases staff are to use their professional judgement and consult with those colleagues whose responsibility is for Child Protection. In all cases where consensus is reached a UNOCINI form will be filled in and responsibility for investigation will become that of Social Services. Rosetta Primary School and Nursery Unit will then become a contributor.

Date Policy agreed by staff _____

Signed _____
Principal

Date Policy agreed by Governors _____

Signed _____
Chair of Governors

Date for Review _____

Appendix 1**Rosetta Primary School****Child's**

<u>Name</u>	<u>Class</u>	<u>Teacher</u>
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1. **Attendance** – provided by office
2. **Punctuality** –
3. **Physical Presentation** –
4. **Emotional/Behavioural Presentation** –
5. **Relationship - with peers** –
6. **Relationship - with adults** –
7. **Participation in class activities** –
8. **Academic Ability** – in keeping with potential or under/over-achieving(include homework, IEP details etc. – if applicable
9. **Extra-Curricular Activities** –
10. **Other** -

INCLUDE:
Any
significant
changes
Specific
examples, if
any.

Appendix 2 - to be completed by DT/DTT for Case Conference/LAC meetings

Rosetta Primary School

NAME _____ – DOB _____

1. **Attendance** –
2. **Punctuality** –
3. **Physical Presentation** –
4. **Emotional/Behavioural Presentation** –
5. **Relationship - with peers** –
6. **Relationship - with adults** –
7. **Participation in class activities** –
8. **Academic Ability – (include homework, IEP details etc. – if applicable)** –
9. **Extra-Curricular Activities** –
10. **Other** -

Appendix 3

REPORT TO CHILD PROTECTION CONFERENCE

PUPIL'S NAME: _____ D.O.B. _____ Year
Group _____

Parents/Guardians _____

Address: _____

Attendance in current school year: _____ days out of
possible _____ days

ATTAINMENT LEVELS/EDUCATIONAL PERFORMANCE:

INTELLECTUAL ABILITY (eg below average/average/above
average): _____

PERFORMANCE IN RELATION TO INTELLECTUAL
ABILITY: _____

PRESENTATION OF WORK, INC
HOMEWORK: _____

PARTICIPATION IN TEACHING/LEARNING
ACTIVITIES: _____

BEHAVIOUR IN
CLASS: _____

BEHAVIOUR OUT OF
CLASS: _____

Family Communication	
Language(s) Spoken:	
Requirement for Interpreter, Signer or Document Translation: (Please specify)	

Other Household Members (including non-family members):					
Last Name & Alt. Last Names(s)	First Name	Phone Number	ID Number	Date of Birth	Relationship to child / YP

Significant others, (including family members, who are not members of the child or young person's household)						
Last Name & Alt. Last Names(s)	First Name	Address	Phone Number	ID Number	Date of Birth	Relationship to child / YP

Agencies Currently Working with Child or Young Person		
Agency	Contact Person	Email and Telephone
School Address:	Name: Role:	Tel.: Email:
G.P. Address:	Name: Role:	Tel.: Email:
Health Professional Address:	Name: Role:	Tel.: Email:
Police Address:	Name: Role:	Tel.: Email:
Other - specify Address:	Name: Role:	Tel.: Email:
Other - specify Address:	Name: Role:	Tel.: Email:
Other - specify Address:	Name: Role:	Tel.: Email:

Reason For Undertaking Preliminary Assessment and/or Referral

NB: When considering this section, please refer to the UNOCINI Guidance to assist you

History of previous contacts

Are immediate actions necessary to safeguard the child or young person?

Yes / No

If Yes, please provide details and indicate your view regarding who should take responsibility for these actions.

If UNOCINI is being used as a referral

Awareness of referral Child/Young Person Yes No Parent/Carer Yes No

Has consent been given: Child/Young Person Yes No Parent/Carer Yes No

If you have answered No to any of the above, please explain:-

Signature of Referrer

Date

Name and Contact Information

To be completed by receiving agency

Reason for Referral (and/or code if relevant)

Referring Agency (and/or code if relevant)

Does the referrer wish to remain anonymous?

Yes No

Received by

Time received

Date received

Actions Taken

Is a Child Protection Investigation under Joint Protocol being undertaken

Yes No

Signature of Supervising Manager

Date

(NB Also refer to sign off sheet at end of UNOCINI)

Agencies Currently Working with Child or Young Person	
Agency and Contact Details	Information Shared <small>(if direct contact made with agency)</small>
School Name: Role:	Info shared: Date:
G.P. Name: Role:	Info shared: Date:
Health Professional Name: Role:	Info shared: Date:
Police Name: Role:	Info shared: Date:
Other - specify Name: Role:	Info shared: Date:
Other - specify Name: Role:	Info shared: Date:

Overview

Please comment on strengths needs and risks (this includes any child protection concerns), providing supporting evidence throughout. It is not necessary to comment on all factors if they are not relevant, or if they fall outside your area of expertise and/or knowledge of the child and family. For definitions, see the UNOCINI Guide.

Child or Young Person's Needs:		
Health and Development		
Education and Learning		
Identity, Self-Esteem and Self-Care		
Family and Social Relationships		

Parents' or Carers' Capacity to Meet the Child or Young Person's Needs:
Basic Care and Ensuring Safety
Emotional Warmth
Guidance, Boundaries and Stimulation
Stability

Family and Environmental Factors which Impact on the Child or Young Person and the Parents' or Carers' Capacity to Meet Their Needs
Family History, Functioning and Well-Being
Extended Family and Social & Community Resources
Housing
Employment and Income

Summary

Please summarise your comments	
<p>Was the child/young person spoken to /engaged with for the purpose of completing the Initial assessment. Yes <input type="checkbox"/> No <input type="checkbox"/> If no, please give reasons</p>	
<p>Dates child / young person and family / carers were seen.</p>	
Name	Date
<p>What strengths have you identified?</p>	
<p> </p>	
<p>What needs have you identified?</p>	
<p> </p>	
<p>What existing and/or potential risks have you identified?</p>	
<p> </p>	
<p>What resilience or protective factors have you identified?</p>	
<p> </p>	

Conclusions and Recommendations

Record your conclusions and recommendations. It will be helpful to work with the child or young person and their parents and carers to take account of their ideas, solutions and goals.

<p>What are your conclusions?</p>
<p> </p>
<p>What are your recommendations? e.g. no further action, referral to HSS or other agency, multi-agency meeting, work with the child/young person or their parents/carers.</p>
<p> </p>
<p>Record the child or young person's views of your comments and recommendations.</p>
<p> </p>
<p>Record the parents' or carers' views of your comments and recommendations.</p>
<p> </p>

Consents to Assessment

Child or Young Person	
1. Is the child or young person aware that you have undertaken this UNOCINI? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If no, please explain:	
Has the child/young person been given a copy of the leaflet covering information sharing and confidentiality Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Has the child or young person given you consent to share this UNOCINI? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, which agencies have they given you consent to share this UNOCINI with?	
If no, please explain:	
3. Child or young person's consent to share information as above:	
Signature: (of child/young person or professional)	Date:

Parent or Carer	
1. Is parent or carer aware that you have undertaken this UNOCINI? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If no, please explain:	
Has the parent/carers been given a copy of the leaflet covering information sharing and confidentiality Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Has the parent or carer given you consent to share this UNOCINI? Yes / No	
If yes, which agencies have they given you consent to share this UNOCINI with?	
If no, please explain:	
3. Parent or carer's signature of consent to share information as above:	
Signature: (of parent/carers or professional)	Date:

Sharing of UNOCINI	
Has the completed UNOCINI been shared with the appropriate family members? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Has the completed UNOCINI been sent to the appropriate family members? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Complaints and Representations	
Has a copy of the complaints leaflet been given to the appropriate family members? Yes <input type="checkbox"/> No <input type="checkbox"/>	

About the Person Completing the UNOCINI Assessment

Name:		
Agency:		
Position:		
Signature:		Date:

Actions Taken by Receiving Agency

Details	Date	Authorising Signature
Referral Acknowledgement		
Referral Level of Priority		
UNOCINI Closed at Point of Referral (i.e. without allocation)		
Presenting Category (include code if relevant)		
SOSCARE Entry Complete (if relevant)		
Allocated To (name)		
Has Family Group Conference been Considered?		
UNOCINI Level of Need		
Outcome Acknowledgement (to professional referrer)		
Further Action Agreed		
Transfer to:		
Recommended Pathway: (please specify: CP, FS, LAC)		
Closure (specify reason & include code if relevant)		

Appendix 5 - Minutes of meetings

<u>PERSONS PRESENT</u>	<u>MINUTES OF MEETING</u>	<u>SIGNATURES</u>
C Lewis S Finn		
C Lewis S Finn		
C Lewis S Finn		
C Lewis S Finn		
C Lewis S Finn		
C Lewis S Finn		
C Lewis S Finn		

Appendix 6**Student/Volunteer Checklist****Rosetta Primary School & Nursery Unit****Student/Volunteer Child Protection Checklist****Child Protection**

Before a student or volunteer has contact with any children, they should be made aware of acceptable behaviour for the classroom and wider school environment:

- Never be alone with a pupil or, if necessary, ensure that another adult is aware of the circumstances or is nearby.
- Do not make unnecessary physical contact with pupils.
- Where a child requires assistance to change clothes, the student will notify the teacher. Students will not help children to change intimate clothing.
- Mobile phones must not be used in the presence of pupils. Phones will be kept in a bag or drawer.
- Attitudes, demeanour and language must be appropriate to the age and gender of the pupils.

Students will be made aware of the names of the Designated and Deputy Designated Teacher for child protection and the procedure for concerns or disclosure:

- Don't ask any questions
- Report to the teacher immediately
- If the concern is about the teacher, reports should be made to the Designated Teacher (Mrs Lewis) or Deputy Designated Teacher (Mrs Finn).

Confidentiality

Anything that happens in the school is confidential. Students/ volunteers must not discuss school experiences, even anonymously, outside school. They should be aware that our school is a close-knit community and it is not acceptable for parents to hear about their own child or other pupils from someone other than the class teacher or senior staff.

I confirm that I have been fully briefed on confidentiality, and child protection procedures and policy and I have read a copy of the **Child Protection Policy**.

Student/volunteer _____

Dated _____

Teacher _____

Dated _____

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