



Child Protection Policy



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1. Duty to Care

Child protection in Glencraig Integrated Primary School has three underlying principles:

1. In all matters relating to child protection procedures and policies, the best interests of the child are of paramount consideration. (UN Convention, Article 3, Children(NI) Order 1995)
2. As a school we have a pastoral responsibility towards the pupils in our care and are taking all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved. (UN Convention, Article 19)
3. Each child has the right to be heard, listened to and taken seriously and to be consulted depending on his/her age and understanding about the proposed action. (UN Convention, Article 12)

2. Guidance

In creating this Child Protection Policy, guidance has been taken from:

- ❖ *Pastoral Care in Schools – Child Protection (DENI 1999)*
- ❖ *Welfare and Protection of Pupils, Education & Libraries (NI) Order (2003)*
- ❖ *Area Child Protection Committees’ – Regional Policy & Procedures (2005) (amendments 2008)*
- ❖ *Safeguarding Board Act (NI) (2011)*
- ❖ *Co-operating to Safeguard Children (DHSSPS updated 2016 version)*

3. Other Relevant Policies

In Glencraig Integrated Primary School we have a primary responsibility for the care, welfare and safety of our pupils and we will carry out this duty supported by several policies including: -

- ❖ Positive Behaviour Policy
- ❖ Anti-Bullying Policy
- ❖ Teaching and Learning Policy
- ❖ Administration of Medicines Policy
- ❖ Use of Images Policy
- ❖ Integration Policy
- ❖ Intimate Care Policy
- ❖ ICT Policy

4. School Aims

Common to all these policies are the following general **school aims**:-

- ❖ Provide and encourage an atmosphere of acceptance and mutual respect for the children from all religious, non-religious, social and cultural backgrounds.
- ❖ Create a happy, secure, stimulating environment in which everyone can learn effectively and become clear, confident communicators.
- ❖ Present children with a variety of challenging, activity based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum.
- ❖ Encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image.
- ❖ Encourage parents to have a constructive and positive role in the school.
- ❖ Place the school at the heart of the local community.

Child protection in Glenraig Integrated Primary School has three main elements:-

- ❖ Through **vetting** to ensure that only suitable persons work with pupils.
- ❖ Through **responding** appropriately when child abuse concerns are raised about an individual pupil.
- ❖ Through the **curriculum**, pupils are encouraged to develop strategies to keep safe.

5. **Vetting**

- ❖ All students and long term staff in our school will have been subject to appropriate criminal background checks to ensure suitability to work with our children.
- ❖ All Glenraig volunteers, not meeting the frequency test including parents, working in any capacity in our school or accompanying school trips will be required to complete a Glenraig IPS Volunteer Form. Students and staff volunteers will also have to complete an ACCESS NI Advanced Disclosure Application if they are engaged in regulated or non-regulated activity once a week or more, or four times in any one month.
- ❖ All visitors are required to sign the Visitors' Book held at the School Office. Visitors who stay for a period of time, other than a 'drop in' are required to read our school's 'Code of Conduct'. The staff at our school have also adopted guidelines for their behaviour towards pupils. (Please refer to Appendix 1).
- ❖ All substitute teachers employed in Glenraig IPS are on the Northern Ireland Substitute Teachers Register (Circular 2006/07).
- ❖ All school governors serving on an interview panel or committee established for the purpose of recruiting staff for appointment to a school, will be required to complete

Recruitment and Selection training (Circular 2006/8) and at least one member of the panel trained in Child Protection for Governors.

6. Responding to concerns:

Within Glenraig Integrated Primary School we provide a secure, caring environment which provides children and staff with positive opportunities for growth and learning.

The relationships which teachers, youth workers, educational psychologists and education welfare officers have with children and parents are based on trust and confidentiality. Such relationships are acknowledged by the school as underpinning the secure, caring environment for growth and learning which we seek to provide for the children in Glenraig IPS.

However, all school staff must recognise that, in order to protect children from abuse, neglect and exploitation, a proper balance must be struck between respecting the rights and needs of parents and families and protecting children.

Definitions of Child Abuse ACPC (2005)

Definition of a child : A child is a person under the age of 18 as defined in the NI Children Order (1995).

Definition of Abuse : Child abuse occurs when a child is neglected, harmed or not provided with proper care.

Children may be abused in many settings, in a family, in an institution or community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. (see Appendix 2)

We know that some forms of child abuse are also a criminal offence. At Glenraig IPS we will not ignore the signs of child abuse.

Procedures

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

It is important to follow the procedures correctly. By doing this we:

- ❖ can offer the greatest possible amount of protection to vulnerable children in school.
- ❖ can be encouraged to exercise our professional responsibilities towards children within an effective and legally secure framework.

7. Safeguarding Team

The ultimate responsibility lies with the Board of Governors and the Principal to ensure that all teaching and ancillary staff are aware of the school's procedures.

To assist in this process two senior members of staff have been appointed to take on the roles of Designated Teacher for Child protection (DT) and Deputy Designated Teacher for Child Protection (DDT).

The Designated Teacher (DT) is: Mrs J Meadows

The Deputy Designated Teacher (DDT) is: Mrs McChesney

The DT and DDT sit along with the Principal (Mr John Mawhinney) and one other member of staff on the school Safeguarding Team.

8. Roles and Responsibilities

The Designated Teacher will have responsibility for:

- ❖ Avail of training so that she is aware of her duties, responsibilities and role.
- ❖ Maintain a current awareness of early intervention supports and other local services e.g. Family Support Hubs
- ❖ Organise induction and training for all staff (whole school / 1:1 training)
- ❖ Act as a source of support and expertise to the school community.
- ❖ Lead in the development of the school's Safeguarding and Child Protection Policy.
- ❖ Act as a point of contact for staff and parents/carers.
- ❖ Assist in the drafting and issuing of the summary of the Safeguarding and Child Protection arrangements for parents/carers.
- ❖ Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate.
- ❖ Liaise with the Education Authority's (EA) Designated Officers for Safeguarding and Child Protection.
- ❖ Maintain records of all safeguarding / child protection concerns.
- ❖ Ensure that when a pupil leaves the school, their child protection file is passed to the new school, and confirmation of receipt is obtained.
- ❖ Keep the school principal informed.
- ❖ Promote a safeguarding and child protection ethos in the school.
- ❖ Provide a written annual report on child protection to the Board of Governors.
- ❖ Ensuring that all teaching and ancillary staff, whether full-time, part-time or temporary, are aware of Glenraig IPS's and the Education Authority's (EA) child protection procedures.
- ❖ Co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate Social Services Officer and the EA's Designated Officer.
- ❖ Ensuring that the Principal, teachers and the school's Education Welfare Officer (EWO) are kept aware of children 'looked after' or on the Child Protection Register.
- ❖ Whole school training and annual report to Governors.

- ❖ Ensuring information is passed on to the Deputy Designated Teacher and staff as is appropriate and in the best interest of the child.

In the unlikely event of the DT or DDT not being available to deal with an emergency involving child protection issues, then the teacher or member of staff must speak to the next senior member of staff on duty.

The Deputy Designated Teacher for Child Protection:

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

9. Procedure for reporting an Incident of Child Abuse in Schools

The procedure for reporting an incident of suspected child abuse is clearly set out in Appendix 3.

No child will be given a promise of confidentiality if he/she discloses that they have been abused but will be assured that the information shared will only be disclosed to people who NEED to know.

The member of staff should:

Receive

Before a child gives you information tell them that you will have to take notes and probably have to pass on the disclosure

Reassure

Keep calm, make no promises. Say things like, "I believe you. I'm sorry this has happened to you; we will do something about this together"

Record

Take brief notes to be expanded on later. Note any bruising, distress etc. Use the Recording Sheet as set out in Appendix 4.

Remember

Follow procedures immediately

Reflect

You have fulfilled your responsibility and duty of care.

Note Taking and Procedures

Notes are written on the presumption that they can be discoverable through a Freedom of Information request.

Notes should be free from any personal feelings or reactions. They should: -

- ❖ be factual eg. day, date, time, location.
- ❖ record actual observations eg. a mark/wound (Staff should not ask to see injuries or marks)
- ❖ record accurately statements given using the language used by the person/child
- ❖ list the personnel involved
- ❖ note any action taken

Whenever a member of staff passes information to the DT his/her participation has ended. If appropriate and in the best interest of the child, they will be kept informed about what is happening by the DT or the Principal.

In addition the class teacher should:

- ❖ Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence. We take seriously any concerns which are raised about a pupil in our school who has self harmed and/or has expressed suicidal thoughts.

The Designated Teacher and Deputy Designated teachers will immediately follow the school's safeguarding and child protection procedures.

The DT will then follow procedures as set out in:

'Child Protection - Policy & Procedures' (E.A Blue Booklet)

The DT may seek clarification or advice and consult the Board's Designated Officer or appropriate Senior Social Worker before a formal referral is made using a UNOCINI form. Copies of the UNOCINI are sent to

- ❖ Social Services
- ❖ EA Designated Officer for Child Protection
- ❖ A copy is retained in school

10. Domestic Violence

Incidents of suspected Domestic Violence will be referred immediately to the appropriate authorities.

The Safeguarding Team will place all written records in a locked drawer in the Principal's office.

If a referral is made, the parents will be informed immediately, unless there are concerns that a parent may be the possible abuser.

No decision to refer a case to Social Services will be made without the fullest consideration of the Safeguarding Team and on appropriate advice.

The safety of the child in Glencaig Integrated Primary School is paramount.

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](#)

11. Complaint about staff (See Appendix 6)

If a complaint about possible child abuse is made against a member of staff, the Principal and the Chairman of the Board of Governors will be informed immediately. If a complaint is made against the Principal, the DT must be informed immediately. The DT will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

Where the matter has been referred directly to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

12. Confidentiality and Record Keeping

All Child Protection records will be kept in a locked filing cabinet in the Principal's office.

This includes a record of children who, for whatever reason, give the Safeguarding Team cause for concern and need to be monitored. Relevant staff are consulted during the process of adding children's names to the register and kept informed of any child in their class who is already on the register. Children who we have knowledge of who are at risk and registered as such with Social Services and the EWO will have a red tag on their file, kept in the office.

The Safeguarding Team meet with teachers at least once a term to discuss any changes or additions so that records can be kept up to date.

Information relating to child protection matters is shared on a need to know basis.

If a child is referred to Social Services – Glenraig IPS is responsible for maintaining that record until the child's twenty first birthday.

If a child is placed on the Child Protection Register, then Social Services become responsible for maintaining the records.

Case Conferences

The school will follow guidance from EA and Social Services with respect to attendance at case conferences. Staff will use an agreed proforma (See Appendix 6) to submit information to a case conference on a child's presentation and progress at school.

13. Staff In-Service Training

Each member of staff will receive general training on this policy and the procedures on a yearly basis. This will be led by the Safeguarding Team's Designated and Deputy Designated Teachers for Child Protection so that all of the school's staff, teaching and non-teaching, share the same information. The Safeguarding Team will also avail of courses offered by the EA, RTU and other multi-disciplinary agencies as, and when, appropriate. Appropriate and continued staff development will be provided for teachers and other staff at all levels of the caring process who need to feel that they themselves are valued and that help and support are available to them.

Monitoring and Evaluation

The Safeguarding Team will discuss all current Child Protection issues on a regular basis.

Child Protection is a standing item on the agenda of the monthly Governor meetings when Governors are advised of relevant Child Protection issues ensuring that confidentiality is not breached. The Safeguarding Team will review this Child Protection Policy on a regular basis and advise Governors and parents of changes when necessary. All parents will be directed to the Parent's Child Protection Policy on an annual basis which can be accessed along with the full copy of the policy on the school website.

14. Partnership with Parents

If a parent has a concern about suspected child abuse within Glenraig IPS, either about their own child or another child, then the following procedure should be followed. (see appendix 7)

Express any concerns to:

- The Designated Teacher: Mrs J Meadows
- Deputy Designated Teacher : Mrs G McChesney
- The Principal: Mr J Mawhinney

Parents will be informed about Child Protection matters regularly through the use of parental flyers, well displayed procedures, the Pastoral Information Board and through the Child Protection Policy.

Safety Outside School Hours

The supervision of children before and after school opening hours is the responsibility of parents/carers.

We would ask parents of those children who wait for lifts to remind them that if their lift does not arrive within 10 minutes they should return to the school building and request a member of staff to phone home for them.

Older children travelling to and from school by train may bring a mobile phone if a written request is submitted to the Principal. (See Mobile Phone Policy)

Bullying

Bullying, whether physical, verbal or emotional is a form of abuse.

The staff of Glenraig are aware of the symptoms of bullying which may include behavioural changes, such as withdrawal, lack of concentration, marked deterioration in school work or absenteeism. The staff will act promptly and firmly to combat bullying wherever and whenever it is identified to be occurring and will follow the guidelines set down in Glenraig IPS's Anti Bullying Policy.

Curriculum

The school will include, within its curriculum, elements which will support pupils in their physical and emotional well-being and which support pupils in learning to manage their general interests and personal relationships. These opportunities will often occur in the general course of lessons but are also planned for specifically as part of the personal development and mutual understanding strand of the curriculum and through assemblies, Circle Time sessions, Helping Hands and Media Initiative projects, PSNI citizenship lessons and the Roots of Empathy programme that are all delivered in school.

With regard to helping to prevent child abuse the school contributes by:-

- Ensuring pupils have a sufficient knowledge about themselves to understand what constitutes appropriate and non-appropriate physical contact.
- Enabling pupils to become aware of strategies which they may use to protect themselves from possibly abusive situations.
- Ensuring pupils know who to talk to if they need help.

15. The Preventative Curriculum:

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. In recent years, the use of "keeping safe messages" and the term "preventative curriculum" have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community.

This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties. Schools are well-placed to teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can

protect themselves. Throughout the school year, child protection issues are addressed through assemblies and specially convened themed weeks.

A flow diagram of how a parent/carer may make a complaint is also on display in the school.

The school embraces and utilises the work of the following bodies/organisations to support the delivery of its preventative curriculum.

For example:

- ❖ Rights Respecting Schools' Award (UNICEF);
- ❖ Helping Hands Programme (Women's Aid);
- ❖ Citizenship and Safety Education (PSNI);
- ❖ Bee-Safe Programme (PSNI);
- ❖ Child Exploitation and Protection Centre (CEOP);
- ❖ National Society for the Prevention of Cruelty to Children (NSPCC);
- ❖ NSPCC Keeping Safe in Schools Project;
- ❖ NSPCC Speak Out – Stay Safe Project; • Love for Life Initiative;
- ❖ NSPCC Keeping Safe Project; and
- ❖ NSPCC Childline in Schools. As an integral part of our delivery of the Northern Ireland Curriculum (particularly in the area of Personal Development and Mutual Understanding) the staff plan and deliver lessons to raise the pupils' awareness of how they can keep themselves safe from abuse.

16. Procedures:

Staff will continue to follow the procedures outlined in our school's Child Protection Policy which is available on our school website.

In addition, the following arrangements have been put in place to support families and monitor pupil safety:

- ❖ The school email address, teachers' email addresses and main school phone number have been made available to all parents.
- ❖ Teachers provide online learning via the school website/class dojo/ C2k platform with strict procedures in place to minimise risk.
- ❖ The website/whole school dojo provides parents with a range of resources and links to additional online learning, support and guidance.
- ❖ 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.

17. 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.
- ❖ 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.

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

18. How a parent can raise an issue or express a concern

How a parent/carer can make a complaint We aim to work closely with parents/carers in supporting all aspects of their child's development and well-being. Any concerns a parent/carer may have will be taken seriously and dealt with in a professional manner. If a parent/carer has a concern they can talk / write to the class teacher or any member of the school's safeguarding team: the Principal, the Designated or Deputy Designated Teachers for safeguarding and child protection. If they are still concerned, they may talk/write to the Chair of the Board of Governors. At any time, a parent/carer may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in Appendix 2. If at any time a parent/carer is unhappy regarding the way the school is handling a Safeguarding / Child Protection concern, they may speak to:

- ❖ Gateway Team - Tel: 0300 1000 3000 Out of Hours contact number: Northern Health and Social Care Trust – Tel :028 9504 9999 (5.00p.m. – 9.00a.m.)

- ❖ Central Referral Unit - Tel: 028 90 25 92 99 or 101 Ext: 30299 • Education Authority (South Eastern Region) Designated Officers for Child Protection Tel: 028 90 566309
- ❖ NSPCC Helpline: 0808 800 5000

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.

19. How a child can raise a concern

Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

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

- ❖ 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.
- ❖ CAMHS
- ❖ NSPCC Childline
- ❖ CEOP
- ❖ Safer Schools App

20. Useful Links:

Mr J Mawhinney (Principal) 028 90 424510) Mrs J Meadows (DT) 028 90 424510

Central Gateway Telephone: 0300 100 0300

during office hours (9.00am – 5:00pm) Monday to Friday excluding public and bank holidays

For all other times contact should be made with the Emergency Duty Service.

Telephone: (028) 9056 5444

Or in person by calling into the Gateway Team based at:

North Down Gateway Team

Family Resource Centre

James Street

Newtownards

BT23 4EP

PSNI Address: 137 High St, Holywood BT18 9LL

Phone: 028 9065 0222

Monitoring and review:

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

SIGNED:	Designated Teacher
SIGNED:	Principal
SIGNED:	Chair of Board of Governors
DATE:	

Appendix 1

Guidelines for staff conduct:

This set of guidelines is intended to assist staff in respect of the complex issue of Child Protection by drawing attention to the areas of risk for staff and offering advice on prudent conduct.

Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupil, taking care that their conduct does not give rise to comment or speculation. Staff should be particularly cautious if using social networking sites at all times.

Private Meetings with Pupils

It is recognised that there will be occasions when confidential meetings take place between teachers and pupils. As far as possible staff should conduct these meetings in a room with visual access or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the meeting is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to ever use signs prohibiting entry into the room.

If a member of staff needs to take a child on a car journey, however short, they should take at least two children and inform the principal or another member of staff. If it is an absolute necessity to take a single child on a car journey, (e.g. due to illness) the child should sit in the back.

Choice and Use of Teaching Materials

Teachers should avoid using teaching materials which might be misinterpreted or of a sensitive nature.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult the corresponding Key Stage Co-ordinator or Principal before using it.

Physical Contact

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

Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. However, this should only occur when the child is in agreement.

Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

Physical punishment is illegal as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who have to administer First Aid (e.g. on an Educational Visit) should ensure that wherever possible, that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide First Aid in an emergency simply because another person is not present.

Any physical contact which is likely to be misinterpreted by the pupil, parent or other casual observers should be avoided.

If any physical contact could be construed as inappropriate, the member of staff should inform the Principal at the earliest possible opportunity and this should be recorded in writing.

Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual and where staff may be in proximity of pupils in circumstances very different from the normal school environment.

If you are involved in an overnight stay with children please familiarise yourself with the book 'Away from Home & Safe - Getting Residential Right' and discuss the visit with the Principal. Forms relevant to health, dietary requirements, medicines, parent permission should be completed.

Restraint

Staff can use reasonable force:

1. To prevent injury to the child, other children, themselves or another member of staff
2. To prevent damage to school property
3. To prevent the commission of an offence

The rights of a member of staff to use reasonable force to restrain a pupil applies on the premises of the school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.

Staff should inform the Principal after any incident where reasonable force has been used.

There should be a written account made of the incident in order to prevent any misunderstanding or misinterpretation. The account should include the names of those involved, when and where the incident took place, names of witnesses, a brief account of the steps taken to defuse the situation and the outcome of the incident

Intimate Care (Intimate Care Permission Form filled in by Parent annually) see Intimate Care Policy.

Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated by the silence.

The purpose behind all of these procedures is to protect pupils and staff, by ensuring that there is clear guidance on action which is required where abuse or neglect is evident or suspected or where an allegation has been made.

Appendix 2

Child Abuse

The following is an extract from 'Co-operating to Safeguard Children' (DHSSPS 2003) cited in ACPC (2005) and clearly defines the categories of abuse.

Types of Abuse:

Physical: is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Emotional Ill-treatment or Abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Sexual Abuse: occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

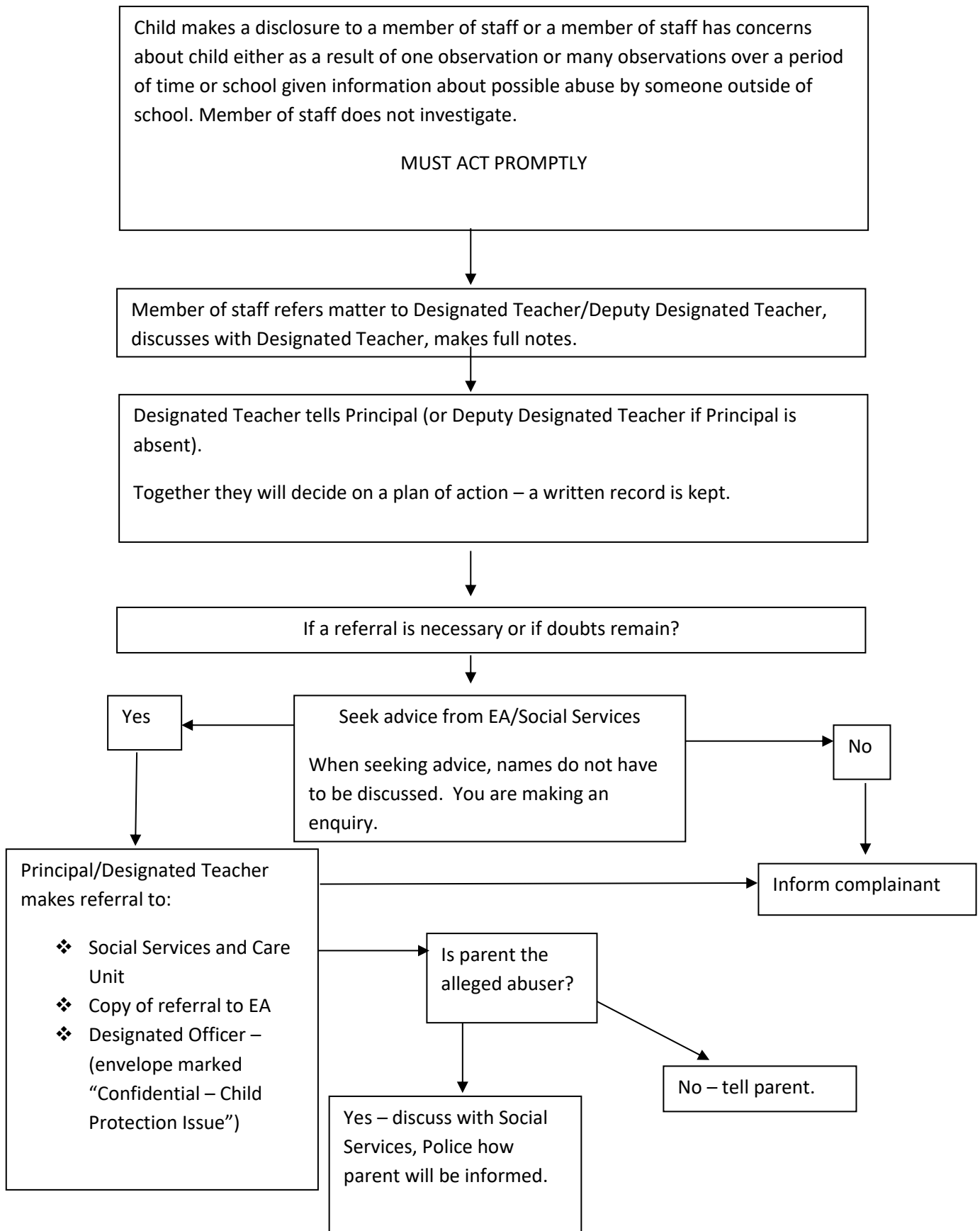
Neglect: is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Exploitation (1): is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

(1 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.

Appendix 3

Procedure for reporting an incident of child abuse in school:



Appendix 4: Note of Concern

Pupils Name: _____

Class: _____

Teacher: _____

Date: _____

Time of incident / disclosure: _____

<p>Designated Teacher</p> <p>Mrs Meadows</p> <p>Deputy Designated Teacher</p> <p>Mrs McChesney</p>
--

Circumstances of incident / disclosure		
Nature and description of concern:		
Parties involved, including any witnesses to an event that was said or done and by whom:		
Action taken at the time:		
Details of any advice sought, from whom and when:		
Any further action taken:		
Written report passed to Designated Teacher	YES	NO
If 'No' state reason	<input type="checkbox"/>	<input type="checkbox"/>

--

Date and time of report to the Designated Teacher:
--

Written note from staff member placed on pupil's Child Protection File If 'No' state reason

Signed: _____ Staff Member Date: _____

Signed: _____ DT/DDT Date: _____

Follow Up:

Appendix 5

How a parent/carer can raise a concern about child protection.

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



I can talk/ write to the class teacher



If I am still concerned, I can talk/ write to the DT (Mrs Meadows) or the DDTs (Mrs McChesney or Mr Mawhinney)



If I am still concerned, I can talk/ write to the Chair of the Board of Governors: Dr E Gallagher



If I am still concerned I can contact the NI Public Services Ombudsman
Tel: 0800 343 424

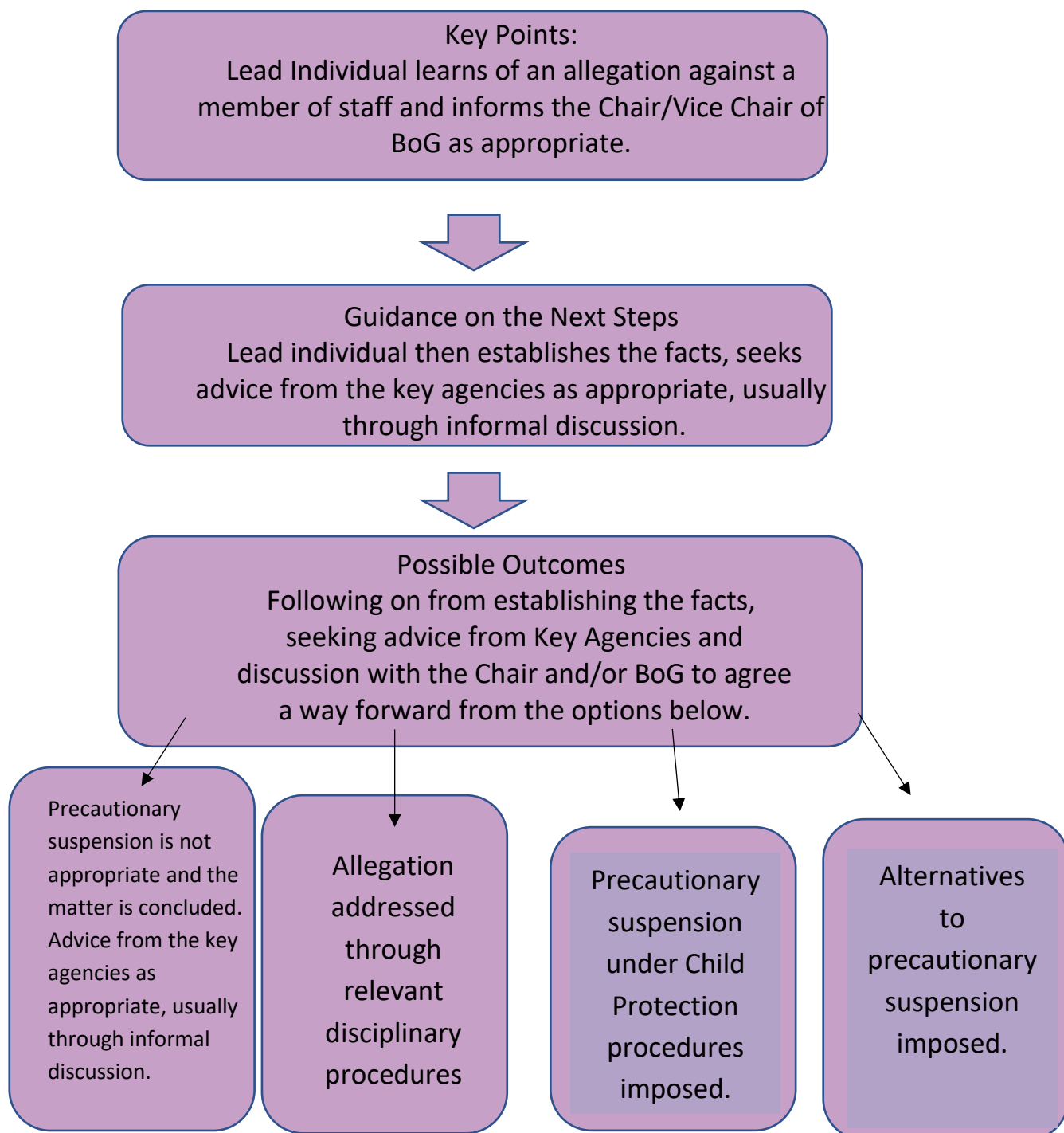


At any time, I can talk to:

Children's Services Gateway Team 03001234333
Regional Emergency Social Work Service 028 9504 9999

Appendix 6:

Dealing with Allegations of Abuse against a Member of Staff (Refer to the Department of Education N.I.'s Circular 2015/13)



Appendix 7:

Procedure where the school has concerns or has been given concerns about possible abuse by someone other than a member of staff

Member of staff completes the “Pastoral Care- Issue of Concern” on what has been observed or shared and must ACT PROMPTLY.
Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides not of concern

Designated Teacher should consult with the Principal or other relevant staff before Deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer (02894482223)

Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at

risk of significant harm then telephones the Children’s Services Gateway Team

and/or the PSNI if a child is at immediate risk. He/she

submits a completed



Designated Teacher clarifies/ discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child /parent/ carers to appropriate support services such as the Children’s Services Gateway Team or local Family Support Hub with parental consent, and child/young person’s consent (where appropriate).



Where appropriate the source of concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

