St Aloysius Primary School
&
Nursery Unit
Lisburn



Safeguarding (Child Protection) Policy

(Reviewed 2026/27)

1. INTRODUCTION

We in St Aloysius Primary School and Nursery Unit have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. This code is set out in this policy statement.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

2. Key Principles of Safeguarding and Child Protection:

- The child or young person's welfare is paramount
- The voice of the child or young person should be heard
- Parents are supported to exercise parental responsibility and families helped to stay together
- Partnership
- Prevention
- Protection
- Responses should be proportionate to the circumstances
- Evidence-based and informed decision making

3. Inclusion

3.1 Newcomer

Given our high proportion of Newcomer pupils, efforts are made to be fully inclusive. Safeguarding/Child Protection practices and procedures used with children are all discussed in child-friendly language. Each teacher knows each child's level of understanding so their approaches will reflect needs.

The Safeguarding/Child Protection Policy is freely available to parents (in English). CP flowcharts are available from the EA Intercultural Education Service and will be made available to Newcomer parents/families in their native language. Additional guidance is contained in the booklet; '*School Policy Guidance for Newcomer Parents*'. The booklet is available in the following languages:
Arabic, Filipino, Hungarian, Latvian, Lithuanian, Malayalam, Mandarin, Polish, Portuguese, Romanian, Slovak

3.2 Special Educational Needs

Safeguarding/child Protection practices and procedures used with children are all discussed in child-friendly language. For younger children with communication issues, symbols are used to reinforce messages (e.g. Boardmaker). In addition, the TCM/Incredible Years approaches use puppets to explain real life issues.

3.3 Nursery

The main messages around Safeguarding/child Protection reflect those of the school. Practices and procedures used with children are all discussed using age-appropriate language alongside the use of visual prompts and reminders. Incredible Years principles are particularly important and are used extensively.

4. Legal and Policy Context

There is a broad range of international and domestic legislation relating to child welfare and protection**. Of particular significance:**

1. The United Nations Convention on the Rights of the Child
2. The Children (Northern Ireland) Order 1995
3. The Education and Libraries (Northern Ireland) Order 2003
4. Sexual Offences (Northern Ireland) Order 2008
5. Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
6. The Safeguarding Board (Northern Ireland) Act 2011
7. The Public Services Ombudsman Act (NI) 2016
8. The Addressing Bullying in Schools Act (NI) 2016

Government Policies and Strategies:

1. Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)
2. Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans
3. Adult Safeguarding: Prevention and Prevention in Partnership

5. What is child abuse?

5.1 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 institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

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

5.2 Types of Abuse::

a) **Neglect** - the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

b) **Physical** - physical injury to a child, whether deliberately inflicted or knowingly not prevented.

c) **Sexual** - the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

d) **Emotional** - persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

e) Exploitation – the intentional ill-treatment, manipulation or abuse of power or control over a child or young person; to take selfish or unfair advantage of a child, young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engaging 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 purposes of exploitation, exploitation can be sexual in nature.

f) **Grooming** of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins.

6. Child Sexual Exploitation of Children and Young People (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

6.1 Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures, including reporting to the appropriate agencies. This includes the Health Trust, Social Services and PSNI.

7. Domestic Violence and abuse:

7.1 Definition: Domestic Violence and abuse, according to *'The Stopping Domestic and Sexual Violence and Abuse Strategy (2016)*' defines domestic and sexual violence and abuse as follows:

Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.

And Sexual Violence and Abuse

'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

7.2 Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

As such any reports of Domestic Violence will be referred on to the appropriate services including, Social Services and PSNI.

7.3 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.*

8. Bullying

Bullying is a repeated act of aggression causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures and exclusion. It is an abuse of power. It can be planned and organised. It may be perpetrated by individuals or by groups of pupils.

The Addressing Bullying in Schools Act (NI) 2016 is being introduced into schools. There are slight amendments to practice and these will be implemented in 2019/20. The staff of St Aloysius PS & NU have been working towards this legislation and some changes have been introduced already. Of note, is the requirement to record incidents. Parents will be involved in how the incident is documented. Records will follow the child through their school career. This practice has been introduced to reduce incidents of repeat behaviours by the same pupils over a longer period of time.

8.1 The School's View

This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we live and work by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

8.2 The Responsibilities of Staff

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens;

- Be alert to signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to Mrs Gray (our Designated Teacher for child protection) or Mrs McDowell (our Deputy Designated Teacher) or a member of the school Senior Leadership team:
- Follow up any complaint by a parent about bullying by investigating and reporting back to the parent, within one week, on the action that has been taken;

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. The action taken is as detailed in the school's 'Anti Bullying Policy' and 'Positive Behaviour' policy document.

8.3 The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report any instances of witnessed or suspected bullying to a member of staff;

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out.

8.4 The Responsibilities of Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school should help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

All policies, including child protection, pastoral care, anti-bullying, positive behaviour, online safety, and complaints, should be issued to parents/carers at intake*. The child protection policy, in particular, should be reviewed and reissued, at a minimum, every two years*.

We ask our parents to support their children and the school by:

- Advising their children to report any bullying to their class teacher, Mrs Gray (Designated Teacher for Child Protection), Mrs McDowell (Deputy Designated Teacher for Child Protection), Mrs Mallon (Deputy Designated Teacher for Child Protection-Nursery Unit).
- Explaining the implications of allowing the bullying to continue unchecked, for themselves and other pupils.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies. It is important that parents take time to read these policies and know they are required to inform the school:

- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents of primary school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on

parental responsibility can be found on the EA website at:
www.eani.org.uk/schools/safeguarding-and-child-protection/

- It is essential that the school has up to date contact details for the parent/carer.

9. The School's Safeguarding Team

To ensure a comprehensive and thorough approach Child Protection matters, the Safeguarding Team will meet regularly. Membership of the Safeguarding Team will include:

Role	Who
The Principal	Mrs T McDowell
Designated & Deputy Designated Teachers for Child Protection	• Mrs U Gray • Mrs T McDowell
Vice-Principal	• Miss C Calpin
Chair of Board of Governors & Designated Governor for Child Protection Governance	• Mr M McDonald/Chair & Designated Governor • Mrs G Clenaghan – Designated Governor
ICT Co-ordinator	
Nursery Teacher (Deputy Designated Teacher for Child Protection)	Mrs A Mallon

10. Managing Safeguarding and Child Protection in Schools

Everyone in education plays a part in keeping children and young people safe from harm and abuse.
All staff in a school, both teaching and non-teaching, have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

10.1 Responsibilities of Board of Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BoG) to:

- Safeguard and promote the welfare of pupils.
- Have a written child protection policy.
- Specifically address the prevention of bullying in school behaviour management policies.

*** Addressing Bullying in Schools Act (NI) 2016, when enacted, will place a statutory duty on Boards of Governors to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school.

To fulfil their responsibilities BOG's are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DoH).

All Governors should have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

10.2 Process

The Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated Teacher and Deputy Designated Teacher are appointed

- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 (see Section 4.4 for more details).
- The Chair/Vice-Chair assumes lead responsibility in the event of a CP complaint or concern about the school Principal
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:
    - Safeguarding and child protection concerns.
    - Disclosures of abuse.
    - Complaints against staff.
    - Staff induction and training.

The Governors are to ensure that all Safeguarding/Child Protection policy and procedures are to be applied to additional initiatives e.g. Extended Schools, after-schools' activities.

10.3 The Role of the Chair of Board of Governors

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures. The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

10.4 The Role of the Designated Governor for Child Protection

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.
- Receives training from CPSSS and HR
- Takes the lead in child protection governance arrangements
- Connects with DT and DDT re governance issues

10.5 The Role of the School Principal

- To assist the Board of Governors, fulfil its safeguarding and child protection duties
- To have an understanding of current assessment and referral processes through UNOCINI
- To keep Board of Governors informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection,
- To ensure any circulars and guidance from the Department of Education is shared promptly,
- To manage termly inclusion of child protection activities on the BoG meeting agenda,
- Take the lead in managing child protection concerns relating to staff.
- To manage the operational systems for safeguarding and child protection
- To appoint a Designated Teacher/Deputy Designated Teacher/s who are enabled to fulfil their safeguarding responsibilities
- To assist with safe and effective recruitment and selection
- To maintain the school's Record of Child Abuse and Complaints

The Principal, with the Designated Teacher, must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

10.6 The Role of the Designated Teacher

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA and CCMS Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.
- Responsible for promoting a child protection/safeguarding ethos in the school

10.7 The Role of 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.

Schools may have more than one Deputy Designated Teacher depending on their size or individual circumstances.

10.8 The Role of the Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. They should remember the 5 Rs:

Receive, Reassure, Respond, Record and Respect

The member of staff must:

- Refer concerns to the Designated / Deputy Teacher for Child Protection / Principal
- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child
- Avail of whole school training and relevant other training regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

In addition, the 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 will take seriously any concerns which are raised about a pupil in our school who has self-harmed and / or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

11. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher / Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a verbal and/or written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Should a member of staff be unable to attend, a written report will be submitted.

Children whose names are on the Child Protection Register will be monitored and supported in accordance with the child protection plan.

12. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence".

In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

13. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked cupboard. The key is kept in a secure location known to the Safeguarding Team.

These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team. The Chair of Governors, as part of the Safeguarding Team, has responsibility for all records and to be kept informed of allegations. The 'hard backed book' with records of allegations against staff will be kept in this location also.

14. Recruitment, Vetting and Induction of Staff and Volunteers

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system. Schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

14.1 Volunteers

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to obtain an Enhanced Disclosure Check, however, schools/ organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19.
Schools must ensure that volunteers, eg coaches, music tutors, school photographers, PTFA, etc, who are employed by others, have the necessary clearances in place.

14.2 Visitors to the School

Visitors to schools, such as parents, suppliers of goods and services, those who carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors are requested to report to the Secretary. Parents/carers collecting children during class time will be asked to wait in the foyer.

Visitors must be:

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

Visitors must 'sign-out' and return their PASS to the Secretary.

14.3 Pupils on Work Experience

Health and Social Care Programmes will require an Enhanced Disclosure Certificate for pupils on long term placement and may be required for pupils on work experience/ shadowing placements. Schools should apply through their AccessNI Registered Body in advance. (See DE Circular 2013/01 for more information).

Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes should apply.

15. Child Protection Training

15.1 School Governors

Child Protection Training for school governors has three specific strands:

- Initial Child Protection Awareness Training as part of the induction programme for all new governors.
- Child Protection Training from the CPSS for Chairperson and Designated Governor for Child Protection in order that they can assist the full Board of Governors with their child protection governance. This should be completed during each term of office (every four years).

- Training on recruitment, selection and vetting which incorporates child protection legislation and DE guidance for all governors who will be sitting on interview or teacher appointments panels.

15.2 Designated Teacher Training/Deputy Designated Teacher Training

All new Designated Teachers (DTs) and Deputy Designated Teachers (DDTs) should attend the two day CPSS Introduction to Child Protection course, within their first year in post with refresher training every three years thereafter.

Both the Designated and Deputy Designated Teachers have a responsibility to cascade training to all other staff as well as those on placement/work experience and volunteers.

15.3 Staff Training

St Aloysius Primary School and Nursery Unit is committed to in-service training for its entire staff. In order to fulfil expectations, all staff will be trained in Safeguarding/Child Protection procedures annually. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. Training will be provided for all staff including, cleaners, building supervisor, crossing patrol, admin staff, assistants, supervisors and teachers.
When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.in addition they will be asked to sign-off on procedures.

16. Conduct of Staff

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect in school through which the best interests of the children and young people entrusted to their care is paramount.

The St Aloysius ***Code of Conduct*** has been drawn up in consultation with staff and references DE policies. The Code extends to staff, both teaching and non-teaching, and volunteers and includes**:**

- Private meetings with pupils.
- Physical contact with pupils, including safe handling/use of reasonable force.
- Choice and use of teaching materials.
- Relationships and attitudes.
- Use of social media.
- Staff mobile phone policy

The full Code of Conduct - Appex 1

17. Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school should help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

In order to support the school in safeguarding their children, parents are requested to inform the school:

- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents of primary school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: *www.eani.org.uk/schools/safeguarding-and-child-protection/*

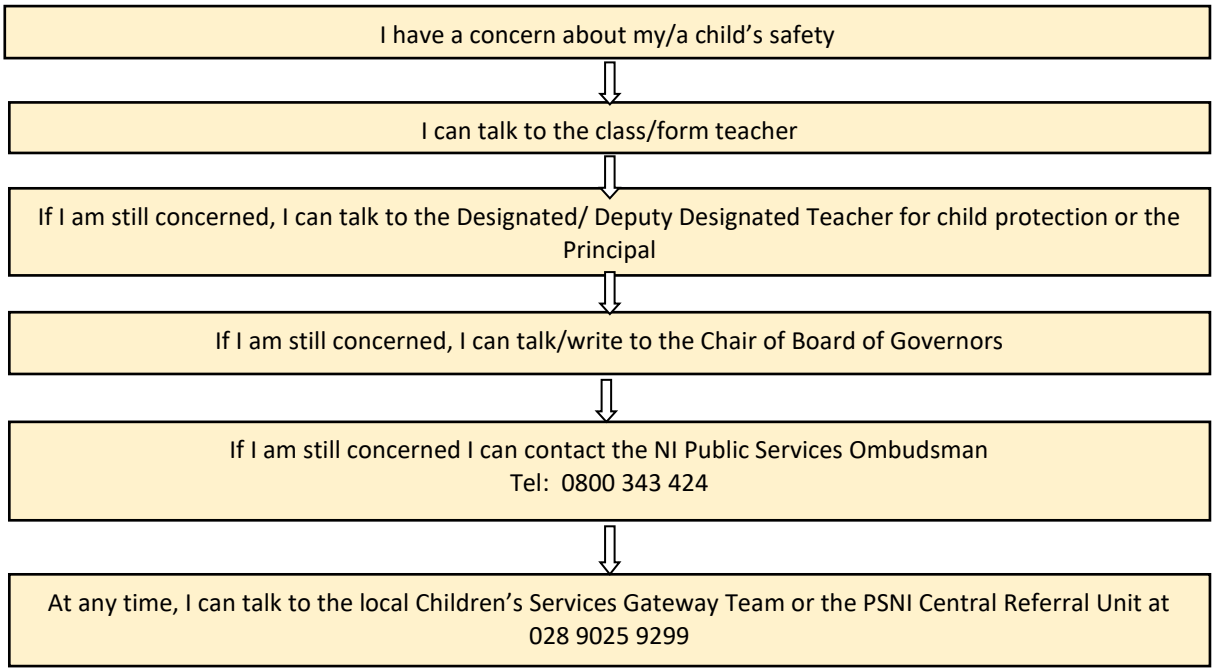
- It is essential that the school has up to date contact details for the parent/carer.

18. Procedures for reporting suspected (or disclosed) child abuse

The Designated Teacher for Child Protection is Mrs U Gray. In her absence, Mrs T McDowell will assume responsibility for child protection matters. Responsibility for referral of suspected abuse cases lies with the Designated Teacher who will find it helpful to establish a good working relationship with colleagues from the other agencies.

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, the Designated Teacher for Child Protection, or the Principal if they are worried about a safeguarding or child protection concern. The process for a parent who has a potential safeguarding or child protection concern is set out below.

If a parent has a potential child protection concern:



If a child makes a disclosure to a teacher or another member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

He/she should not investigate - this is a matter for the Social Services - but should report these concerns immediately to the Designated Teacher, discuss the matter with her, and make full notes.

The Designated Teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the Designated Teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The Principal may seek clarification or advice and consult with CCMS's Designated Officer or the Senior Social Service Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. **The safety of the child is our first priority.**

Where there are concerns about possible abuse, the Principal will inform:

- Social Services
- EA and CCMS's Designated Officer for Child Protection
- If of a criminal nature, the PSNI.

This will be done in an envelope marked **'CONFIDENTIAL – CHILD PROTECTION'**)

19. Dealing with Allegations of Abuse against a Member of Staff:

Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 should be followed - www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuseagainst-member-staff.

In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

19.1 Statutory Responsibilities

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors to safeguard and promote the welfare of pupils. In order to fulfil theseresponsibilities Governors are obliged to acknowledge and work within the relevant guidance issued by the Department of Education (DE) and the Department of Health (DoH).

19.2 Process

All allegations should be reported immediately, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection.

A Lead Individual should be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person about to be the Lead Individual.

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

All allegations of a child abuse nature must be recorded in the hard backed and bound Record of Child Abuse Complaints book6, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File. For more information on recording of child protection complaints see DE Circular 2016/20 Child Protection: Record Keeping in Schools.

19.3 Process for Referral

a) **Context**: Responsibility for referral of suspected abuse cases lies with the Designated Teacher who will find it helpful to establish a good working relationship with colleagues from other professionals.

b) Understanding the Needs of Children in Northern Ireland (UNOCINI).

'Understanding the Needs of Children in Northern Ireland' (UNOCINI) is a framework to support professionals in assessing and planning to better meet the needs of children and their family.

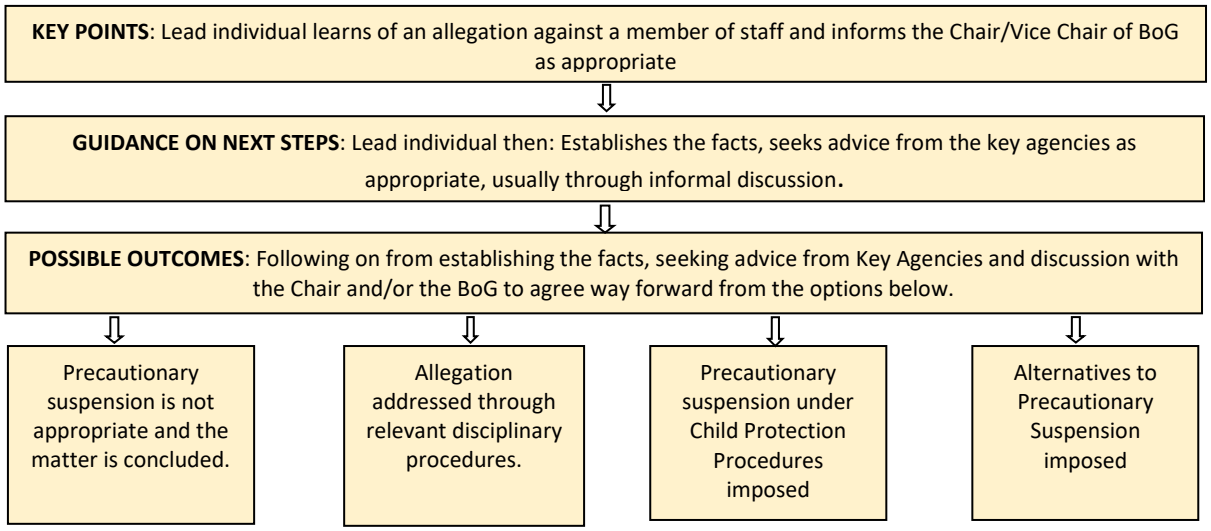
The UNOCINI model is used to enable practitioners and their agencies to communicate their concerns about children using a common format, language and understanding of the levels of need, concern or risk for all children across Northern Ireland. The UNOCINI assessment framework is intended to be used by **all** professionals working with children as a tool to help them identify the needs of children at an **early** stage.

If a child is suffering,or at risk of suffering, significant harm, then an urgent referral to children's social services through the local Gateway Service must be made. When making an urgent referral by telephone, a UNOCINI will follow within 24 hours.

Non-urgent referrals ie child in need/family support referrals must have the consent of the parent/carers and/or the young person (if they are competent to give this) and will be made in writing using the UNOCINI referral form.

The welfare of the child is paramount and, if you are unable to contact the parent/ carers, referral will be made.

19.4 In Summary:



If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher, (if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Designated Teacher).

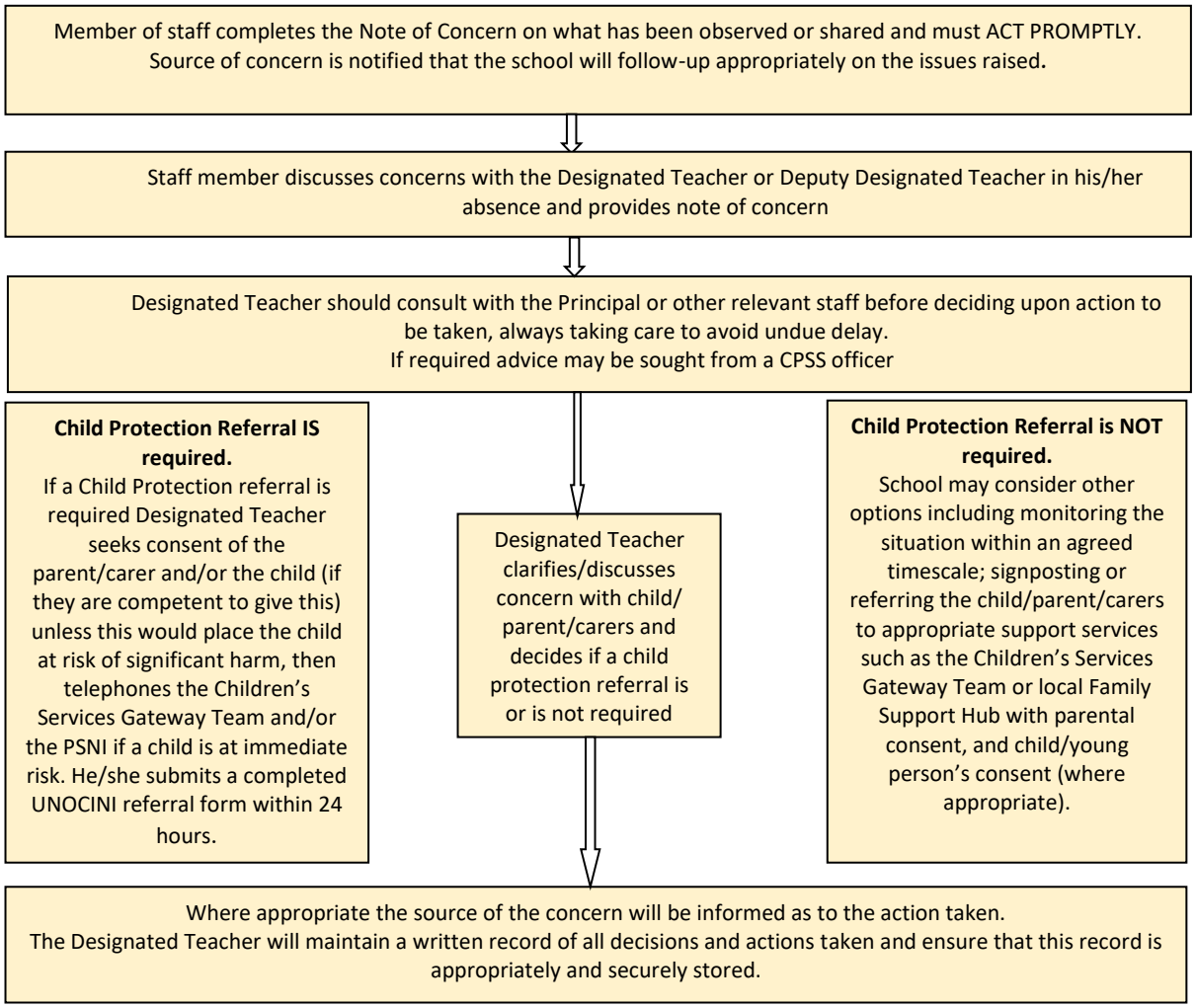
Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the Designated Teacher (or Vice-Principal, if she is not available) must be informed immediately. He/she will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the Designated Teacher.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

20. <u>Procedure where the School has concerns, or has been given information, possible abuse by someone other than a member of staff:</u>



21. <u>Preventative Curriculum</u>

In St Aloysius staff actively promote our caring ethos and a value-based curriculum. As a means of developing children's resilience and confidence, we have a well-researched PDMU programme. We strive to deliver effective provision and are proactive in identifying local issues and promoting a preventative curriculum to build the confidence, self-esteem, and personal resiliencies so children can develop coping strategies and can make more positive choices in a range of situations.

In terms of Safeguarding, we promote 'keeping safe' all though the school. We have a Safeguarding Policy which Governors helped develop. Staff are trained and aware of protocol around disclosures and prevention of bullying.

Child Protection/Safeguarding procedures are made clear to parents/guardians by way of:

- Permanent child protection notices around the school showing Designated & Deputy Designated Teachers which provides advice and guidance.
- Childline helpline numbers displayed around the school.
- A flow diagram of how a parent may make a complaint is also on display.
- Procedures on the school web-site.
- Annual Summary of Policy & Procedures sent home annually.

- All new parents receive a full copy of Safeguarding/Child Protection Policy as part of their Induction Pack.

Our PDMU themes promote key values such as; respect, tolerance, self-esteem, among others. We recognise some children can very quiet in nature and make efforts to promote their confidence and social skills.

In addition, we have adopted:

- Nursery/Primary 1 & Primary 2: Incredible Years: TCM
- Circle Time
- Worry Box
- Partnership with Parents
- Mentoring – 2 staff trained and mentoring P6 children,
- Incredible Years
- 'Being Well, Doing Well' school programme

We utilise the services of outside agencies, including:

- Early Intervention Lisburn (EIL)
- Barnardo's
- YMCA
- NSPCC 'Speak Out, Stay Safe'
- Women's Aid
- Childline
- Family Support Hub
- Health Trust, including relevant training and support around allergies, epilepsy, medical conditions.

22. Online Safety

In terms of Safeguarding and Child Protection, children, staff and parents need to be aware of the risks associated with online activity. As a school we have developed several policies and practices to safeguard.

We extend this advice to parents by way of advice, flyers, newsletters and offering internet awareness courses.

- Safe Use of the Internet.
- Staff Code of Conduct
- Use of Mobile Phones

23. Healthy Lifestyles

We have a Healthy Lifestyles Policy. We encourage healthy eating, activity and looking after one's well-being. This includes reference to anti-smoking and utilising the services of agencies such as Cancer Focus.

24. Road Safety

As part of community links and healthy lifestyles, pupils regularly walk to different venues or participate in walks. We have links with 'Sustrans' and road safety agencies. We have adopted safe practice, and all pupils have a hi-viz vest that remains in school for use on such trips/walks.

Whilst out of school, the staff-pupil ratios as recommended in the Educational Visits Policy, are adhered to. Children are not permitted to get into conversation with other adults while out with their class. Staff will direct the child across the road, opting for using pedestrian crossings where available.

25. Religious Education

Our Religious Education Policy is value driven. Children are encouraged to be respectful of others at all times and to show empathy for others. The key messages of our Religious Education Policy are visited constantly. Whilst our Policy in Catholic in nature, it recognises those pupils from different faiths and traditions.

The key messages of Safeguarding/Child Protection are reflected in our **Religious Education** programme.

26. Other Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy should complement and support a range of other policies including:

- Attendance Policy
- Positive Behaviour and Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs & Inclusion Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct
- Educational Visits

All policies will be kept up to date, with regular risk assessments carried out where required. All policies will be available to parents with hard copies available on request.

27. Legislation

- The United Nations Convention on the Rights of the Child: Articles 3,4,12,19, 20,34 & 36, 39
- The Children (Northern Ireland) Order 1995
- The Human Rights Act
- The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Children's Services Co-operation Act (Northern Ireland) 2015
- The Education and Libraries (Northern Ireland) Order 2003
- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Public Interest Disclosure (Northern Ireland) Order 1998
- Criminal Law Act (NI) 1967 Section 5
- Family Homes and Domestic Violence (Northern Ireland) Order 1998
- Safeguarding Board Act (NI) 2011
- The Public Services Ombudsman Act (NI) 2016
- The Domestic Abuse Information-sharing with Schools etc. Regulations (Northern Ireland) 2022. www.operationencompass.org.

28. Contacts

Child Protection Support Service

EA Offices	Contact Number
Belfast	028 9056 4289
Northern Region: Antrim	028 9448 2223
South Eastern: Dundonald	028 9056 6216
Southern: Armagh	028 3834 1975
Western: Omagh	028 8241 1461

Duty Social Worker Gateway Team (Health & Social Care Trusts)

Gateway Teams	Contact Number
Belfast	028 9050 7000
Northern	0300 1234 333
South Eastern	0300 1000 300
Southern	028 3741 5285
Western	028 8283 5156
Out of Hours for All Areas	***028 9504 9999***

PSNI

The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8 am to 9 pm and weekends and public holidays 9 am to 5 pm**.**

Telephone: 028 9025 9299

29. Monitoring & Evaluation

This policy will be regarded as a 'live' document reflecting advice and guidance issued by DE, EA, Social Services etc. Any updated advice will be communicated to staff. Should there be points in this policy that prove difficult to implement, adaptations will be made accordingly.

The ETI Safeguarding Proforma will be used as 'benchmark' for good practice. The DT will reference the pro-forma with relevant evidence.

30. Review

Review Board of Governors- Wednesday 21 Oct

Chairperson Martin McDondald

Appendices 1

A Code of Conduct for Employees within
St Aloysius Primary School/Nursery Unit

Introduction

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

Code of Conduct

Setting an Example

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils. All staff must therefore demonstrate high standards of conduct in order to encourage our pupils to do the same.
- All staff and volunteers must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

Safeguarding Pupils/Students

- All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding Team (Designated Teacher or Deputy Designated Teacher for Child Protection or the school Principal)
- St Aloysius Primary School & Nursery Unit: Designated Teacher is Mrs Gray and the Deputy Designated Teacher is Mrs McDowell. The Safeguarding Team includes: Mr M McDonald/BoG, Mrs G Clenaghan/BoG, Mrs U Gray/DT, Mrs T McDowell/Principal & DDT, and Mrs A Mallon/DDT for Nursery Unit.

Private Meetings with Pupils

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

Physical Contact with Pupils

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance

involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).
- 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 to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the principal.
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities. In such circumstances informal relationships tend to be more usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment, yet the above guidelines still apply.

Intimate Care Policy

Being a primary school, with nursery attached, there will be occasions when children will have toileting accidents. Procedures for dealing with such incidents are outlined in the Intimate Care Policy.

Acceptable Use of Mobile Phones

The use of mobile phones by **ALL** staff to make/receive personal calls and or texts during the work day is discouraged. It does not set a professional example to pupils/colleagues and interrupts lessons or work routine. It is a misuse of the individual's time and may impact the children's learning or the individual's standard of work.

The following guidelines are recommended for your protection and that of the children in your care.

- Staff should have their phones out of sight on school premises while pupils are present.
- Staff should make friends or family aware of the best time to contact them e.g. lunchtime/non-contact hours.
- Staff may not make calls during teaching time. Should an urgent call need to be made/received, the Principal should be made aware of this. If the mobile phone must be used, this should be done away from pupils. e.g. store room/staff room which is the staff designated safe area for phone use.
- Staff should make use of the school phone/secretary's office.
- Staff should not be texting during pupil contact time.
- Use of phones should be limited to non-contact time before/after class or during breaks.
- Staff should only access social networking sites via their mobile phone while in the Staffroom. (Designated Mobile Safe Area)
- Social media notifications should be switched off or on silent.
- On occasions a mobile phone may assist with support from outside agencies e.g. C2k/IMEX in remediation of ICT fault. On such an occasion make it clear to the pupils that you must receive call and its purpose.
- Staff should not provide parents or pupils with their personal mobile phone number.

- Mobile phones should not be used to make contact with parents even during school trips. Such contact should be made via school office. *In the case of emergencies staff may use a personal mobile but should withhold their number.*
- Be aware, mobile phones in school are at your own risk – the school cannot accept liability for any loss or damage.
- Staff phones, iPads/tablets should be password protected so information cannot be accessed, should it fall into pupil's hands.
- Staff should ensure that no illicit materials are stored on their phones, iPads/tablets should they find themselves in the wrong hands.
- Parental permission is essential before taking a digital image of any pupil.

Mobile Phone Use Policy for Staff Purpose

To ensure safeguarding and compliance with data protection regulations regarding the use of mobile phones for school-related photography.

Policy Statement:

- **Photo Usage:**
  Photos should only be taken for the purpose of **official school promotion** (e.g., website, newsletters, social media managed by the school).
- **Deletion Requirement:**
  Any photo taken on a staff member's personal or work mobile phone must be **deleted within 24 hours** of being taken.
- **Recycle Bin Management:**
  Staff must ensure that deleted photos are also removed from the device's **Recycle Bin/Recently Deleted folder** within the same 24-hour period.
- **Data Protection Compliance:**
  Photos must never be stored beyond the agreed timeframe and should not be shared outside official school channels.

The above advice applies to PTFA. In pursuit of their goals, photographs are often taken and they too must adhere to our Safeguarding protocols.

Pupils are not allowed mobile phones in school.

Choice and Use of Teaching Materials

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature, a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as AIDS education for schools and in connection with sex education programmes.
- If employees have any doubts about points in St Aloysius Primary School Child Protection Policy or how they should act in particular circumstances, they should consult with the Designated Teacher, Mrs Gray, or the school Principal, Mrs T McDowell.

Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Pupils and staff should be addressed by their formal names only when communicating with each other.

All staff must remember that any conversations that take place within earshot of the pupils, are always professional in nature.

Conversations about children and families: Finding the balance between maintaining confidentiality yet informing colleagues. Staff are reminded to be mindful of who is present when discussing sensitive issues around pupils/families.

Social Networking

With regards to pupils, staff of St. Aloysius P.S. should always maintain appropriate professional boundaries, avoid direct contact or relationships and respect their position of trust. Individuals who work with children should be extremely careful in corresponding with people on social networking sites.

Staff (teaching, student teachers, teaching assistants, ancillary, secretarial, catering and supervisory assistants) relationships with children and young people should, *AT ALL TIMES,* remain professional.

Staff and school volunteers *SHOULD NEVER* correspond with pupils through such sites or add them as 'friends'.

It is worth bearing in mind that on such sites an inappropriate or even misconstrued communication may have the potential to impact upon their careers or even result in criminal investigation.

The School Policy, as endorsed by the Board of Governors, ***STRONGLY RECOMMENDS* that staff should not communicate with parents or add them as 'friends' on social networking sites**. (e.g. Facebook, Twitter)

No correspondence with parents through such sites is permitted which relates to any pupil or any aspect of school business.

No correspondence with parents through other digital media (e.g. text, tweet, private message or email) is permitted which relates to any pupil or aspect of school business unless it has prior approval from the Principal or Vice Principal.

In addition;

- Staff should bear in mind who may access their own profiles on such websites and should therefore take care as to the information they display about themselves and their personal lives. They should also ensure that they have installed and are using the appropriate privacy settings.
- Staff should not make, view or access illegal or inappropriate images of children.
- Staff have responsibility to hold in high regard their position of trust and should exercise caution when using social networking sites and avoid inappropriate communication of any kind.

Written communications (digital or non-digital) should not in any way denigrate an individual within our school community or the school.

To further ensure the children's protection and safeguarding when in our care:

- We will ensure that the doors of the Primary School and the outside gates of the Nursery Unit are securely locked during school hours.

- We will ensure that children are only released with parental permission to adults known to staff. Children will not be permitted to leave the school or nursery with anyone under 16 years of age.
- If a child soils him/herself, we will follow procedures outlined in our Intimate Care Policy.

Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal, as decided by the Board of Governors.

Appendices 2

The class teacher's role: What to do if a child tells you (a teacher) of abuse: The 5 R'S OF:

i. Receive,
ii. Reassure,
iii. Respond,
iv. Report,
v. Record

RECEIVE

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Take notes.

REASSURE

- Reassure the child, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like 'I'll stay with you' or, 'Everything will be alright now'.
- Don't promise confidentiality; you have a duty to refer. Explain to the child that you will need some help to deal with what he/she has told you.
- Do reassure and alleviate guilt, if the child refers to it. For example, you should say: 'You're not to blame'
  'You're not alone, you're not the only one this sort of thing has happened to'.

RESPOND

- React to the child only as far as necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- Do not ask 'leading' questions, for example, 'What did he do next? (this assumes he did) or, 'Did he touch your private parts?' Such questions may invalidate your evidence and the child's in any later prosecution in court.
- Do ask open questions, like, 'Anything else to tell me?' 'Yes?', 'And?'
- Do not criticise the perpetrator; the child may love him/her and reconciliation may be possible.
- Do:
  Explain what you have to do next and to whom you have to talk. Try to see the matter through yourself and keep in contact with the child. Ensure that if a Social Services interview is to follow, that the child has a 'support person' present if the child wishes it, (possibly yourself).

RECORD

- Make some notes at the same time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy these original notes.
- Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent.
- Record statements and observable things, rather than your 'interpretations' or assumptions.
- Note down when the suspicions were reported and to whom.

REFER TO THE DESIGNATED TEACHER.

RELAX - try to. Get some support for yourself. Sources of support include: your Principal, colleagues, the Chief Education Welfare Officer; the local Senior Social Worker and the National Society for the Prevention of Cruelty to Children.

REFERRALS

All referrals of concern of abuse should immediately be referred to the Designated Teacher (Mrs Gray/Mrs Milne)

POSSIBLE SIGNS of PHYSICAL ABUSE

Physical Indicators

- Unexplained bruises (in various stages of healing) – grip marks on arms, slap marks, human bite marks, welts, bald spots.
- Unexplained / untreated burns, especially cigarette burns or immersion burns (glove like), unexplained fractures, lacerations or abrasions.
- Untreated injuries.
- Bruising on both sides of the ear; any symmetrical bruising is suspicious.
- Injuries occurring in a time pattern (e.g. every Monday morning.)

Behavioural Indicators

- Self-destructive tendencies, aggressive towards other children.
- Behavioural extremes (i.e. withdrawn or aggressive) child appears frightened or cowed in the presence of adults; improbable excuses given to explain injuries.
- Chronic run away (teenagers) uncomfortable with physical contact.
- Arrives at school early or stays late as if afraid to be at home.
- Clothing inappropriate to weather – worn to hide certain parts of the body.

POSSIBLE SIGNS of NEGLECT

Physical Indicators

- Looks extra thin, poorly and sad.
- Constant hunger; lack of energy; untreated medical problems.
- Special needs of child not being met.
- Constant tiredness
- Inappropriate dress
- Poor hygiene – repeatedly unwashed, smelly.
- Repeated accidents, especially burns.

Behavioural Indicators

- Tired or listless (falls asleep in class)
- Steals food; compulsive stealing; begging from class mates; withdrawn / lacks concentration.
- Kept away from school medicals
- Reports that no carer is at home.
- Low self esteem.
- Persistent non-attendance at school.
- Exposure to violence, including violent videos/games.

POSSIBLE SIGNS of EMOTIONAL ABUSE

Physical Indicators

- Well below average height and weight.
- 'Failing to thrive' ; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet.
- Recurrent diarrhoea, wetting and soiling; sudden speech disorders

Behavioural Indicators

- Apathy and dejection; inappropriate emotional responses to painful situations.
- Rocking / head banging; inability to play; perverted appetite.
- Indifference to separation from family.
- Indiscriminate attachment.

POSSIBLE SIGNS of SEXUAL ABUSE

Physical Indicators

- Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs.
- Bruises or bleeding in genital or anal areas.
- Torn, stained or bloody underclothes.
- Signs of sexually transmitted infections.
- Chronic ailments such as recurrent abdominal pains or headaches.
- Difficulty in walking or sitting.
- Frequent urinary infections; avoidance of lessons especially PE, games, showers.
- Unexplained pregnancies where the identify of the father is vague; anorexia / gross over-eating.

Behavioural Indicators

- What the child tells you; withdrawn; chronic depression
- Excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe ejaculation, male masturbation, erection and other details of adult sexuality.
- Role reversal; overly concerned for siblings.
- Poor self esteem, self devaluation, lack of confidence. Peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents) hysterical/ angry outbursts; lack of emotional control.
- Sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play. Repeated attempts to run away from home. Unusual or bizarre sexual themes in children's art work or stories.
- Vulnerability to sexual and emotional exploitation, promiscuity.

POSSIBLE SIGNS of EXPLOITATION

Physical Indicators

- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks
- Change in personal hygiene (greater attention or less).

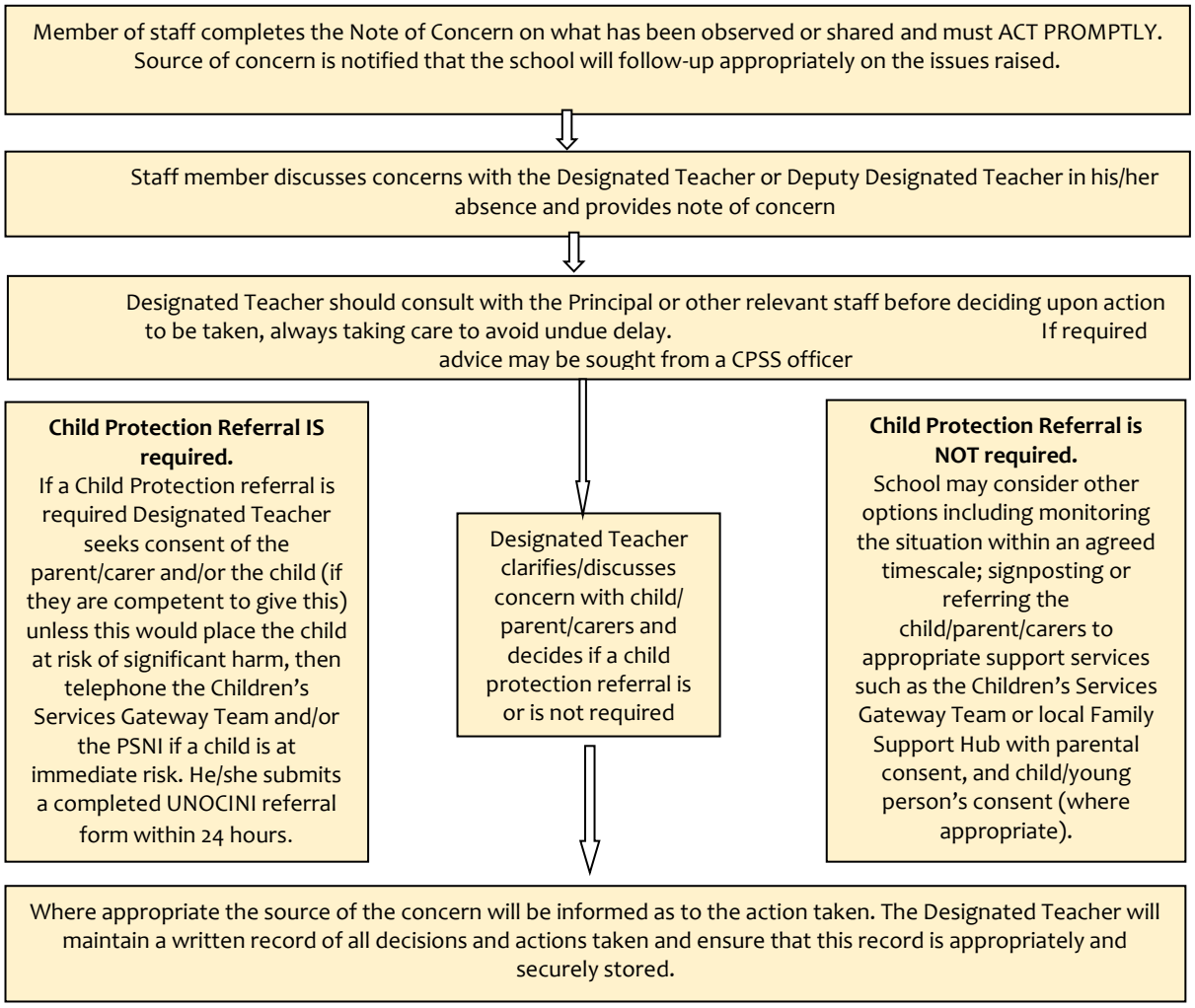
Behavioural Indicators

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truanting/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Self-harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

Appendices 4

PROCEDURE FOR REPORTING AN INCIDENT OF SUSPECTED OR DISCLOSED CHILD ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL'S STAFF

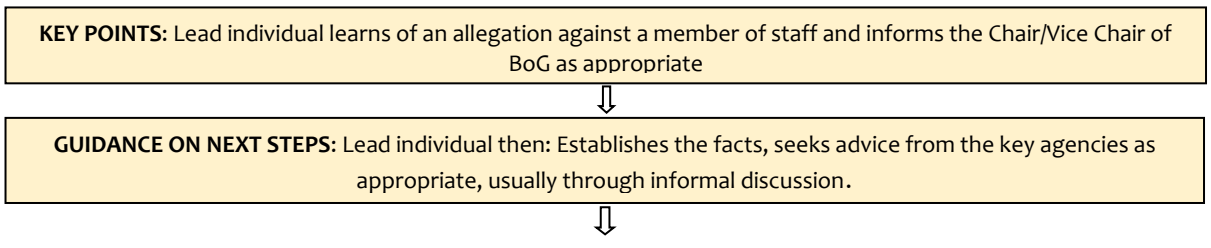
Procedure where the School has concerns, or has been given information, about possible abuse by <u>someone other than a member of staff:</u>



Appendices 5

Dealing with Allegations of Abuse Against a Member of Staff

Summary:



POSSIBLE OUTCOMES: Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or the BoG to agree way forward from the options below.

- Precautionary suspension is not appropriate and the matter is concluded.
- Allegation addressed through relevant Disciplinary Procedures.
- Precautionary suspension under Child Protection Procedures imposed
- Alternatives to Precautionary Suspension imposed

CHILD PROTECTION

How a Parent Can Make a Complaint or Raise a Concern about their/a child

If a parent has a potential child protection concern:

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

⇩

I can talk to the class/form teacher

⇩

If I am still concerned, I can talk to the Designated/ Deputy Designated Teacher for child protection or the Principal

⇩

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

⇩

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

⇩

At any time I can talk to the local Children's Services Gateway Team or the PSNI Central Referral Unit at 028 9025 9299

EA: School Policy Guidance for Newcomer Parents - *CP Flow charts/different languages*

Polish:

Ochrona dzieci: Procedura dla rodziców

Jak rodzic może złożyć skargę

Martwię się o bezpieczeństwa dziecka.

↓

Mogę porozmawiać z wychowawcą.

↓

Jeśli nadal się martwię to mogę porozmawiać z nauczycielem wyznaczonym do zajmowania się ochroną dzieci, z jego zastępcą lub z dyrektorem.

↓

Jeśli nadal się martwię to mogę porozmawiać lub napisać do Przewodniczącego Rady Nadzorczej.

↓

Jeżeli nadal się martwię to mogę skontaktować się z Rzecznikiem Praw Obywatelskich ds. Służb publicznych NI
Tel: 0800 343 424

↓

W dowolnym momencie mogę skontaktować się z zespołem ds. dzieci Children's Services Gateway Team lub wydziałem policji PSNI Central Referral Unit pod numerem 028 9025 9299

Lithuanian:

Vaiko apsauga: Procedūra tėvams

Kaip tėvai gali pateikti skundą

Aš nerimauju dėl savo vaiko / bet kurio kito vaiko saugumo.

↓

Aš galiu pasikalbėti su klasės mokytoja / auklėtoja.

↓

Jei aš vis dar nerimauju, aš galiu pasikalbėti su atsakinga už vaiko saugumą mokytoja / atsakingos mokytojos pavaduotoja arba direktore.

↓

Jei aš vis dar nerimauju, aš galiu pasikalbėti / parašyti valdytojų tarybos pirmininkui

↓

Jei aš vis dar nerimauju, aš galiu susisiekti su ŠA viešųjų paslaugų ombudsmenu Tel: 0800 343 424

↓

Bet kada aš galiu pasikalbėti su vietine vaikų tarnybų portalo komanda arba PSNI centriniu nukreipimo skyriumi Tel. 028 9025 9299

Arabic:

حماية الطفل: إجراءات للآباء والأمهات
كيف يمكن لأحد الوالدين تقديم شكوى

لدي قلق حول سلامة طفلي / سلامة طفل

▼

يمكنني من التحدث إلى المدرس المعني بالصف

▼

إذا ما زلت قلقاً، أنا أستطيع التحدث مع المدرس المكلف أو التحدث إلى نائب المدرس المكلف لشؤون حماية الطفل، أو التحدث إلى مدير المدرسة

إذا ما زلت قلقاً، يمكنني التحدث / أو الكتابة إلى رئيس مجلس الأمناء

▼

إذا ما زلت قلقاً، يمكنني الاتصال في أمين المظالم للخدمات العامة في إيرلندا الشمالية على هاتف:
0800 343 424

في أي وقت أنا أستطيع التحدث إلي فريق بوابة خدمات الأطفال المحلية أو إلى وحدة الإحالة المركزية في شرطة إيرلندا الشمالية على هاتف:
028 9025 9299

حماية الطفل: إجراءات للآباء والأمهات

Appendices 8

Child Protection Support Service

EA Offices	Contact Number
Belfast	028 9056 4289
Northern Region: Antrim	028 9448 2223
South Eastern: Dundonald	028 9056 6216
Southern: Armagh	028 3834 1975
Western: Omagh	028 8241 1461

Duty Social Worker Gateway Team (Health & Social Care Trusts)

Gateway Teams	Contact Number
Belfast	028 9050 7000
Northern	0300 1234 333
South Eastern	0300 1000 300
Southern	028 3741 5285
Western	028 8283 5156
Out of Hours for All Areas	***028 9504 9999***

PSNI

The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8 am to 9 pm and weekends and public holidays 9 am to 5 pm**.**

Telephone: 028 9025 9299

OPERATION ENCOMPASS
In every force. In every school. For every child.

ea Education Authority

[Insert School logo here]

Dear Parent/Carer,

I am writing to update you about our school's participation in Operation Encompass. Operation Encompass is an early intervention partnership between Police and Schools. It is aimed at supporting children who are victims of domestic violence.

Operation Encompass is already established across all of England and Wales and is now coming to Northern Ireland. It is a very simple idea, but one that will help us to support and protect vulnerable children. When the Police attend an incident of domestic violence where one of our pupils is present, they will inform the school's Designated Teacher for Child Protection at the start of the next school day. This information is shared in strict confidence and school staff are only told on a need-to-know basis.

Following any notification from the PSNI, our staff will provide immediate support to any child who has been the victim of domestic abuse. We know that when children do witness domestic abuse at home, this is a highly traumatic experience for them. By taking part in Operation Encompass, we can provide tailored and compassionate support to our pupils, in line with our school ethos. This builds on our existing commitment to child safeguarding.

Should you wish to find out more information, please contact the school's Designated Teacher for Child Protection [INSERT NAME] or alternatively you can read more about Operation Encompass at www.operationencompass.org.

Signed

Head Teacher