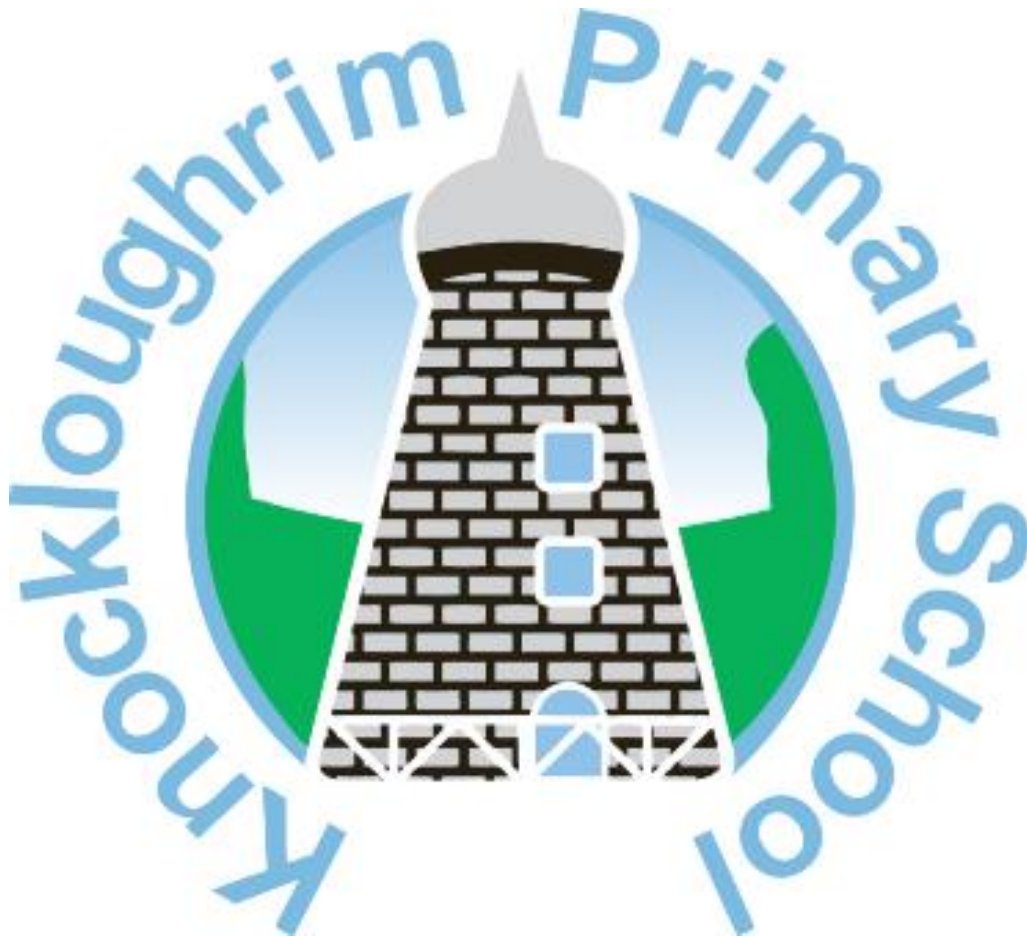


Knockloughrim Primary School

Safe Guarding/ Child Protection Policy



Written December: 2016
Due for Annual Review: December 2017

UNCRC : - All children have the:
-Right to have his/her welfare considered paramount in all decisions taken about him/her Article 3:
-Right to be heard Article 12:
-Right to be protected from abuse and neglect Article 19:

'Everyone who has contact directly or indirectly with children has a responsibility to promote their health and well being and protect them from harm of all kinds. Children trust and depend on adults to safeguard them from harm, and those working with children have a responsibility to report any concerns about a child's behaviour or concerns that abuse may have occurred.'

Northern Area Child Protection Committee Advice Document - 2003

The Board of Governors and staff of Knockloughrim Primary School take a serious and professional approach to their responsibilities in relation to child protection. Staff take all reasonable steps to ensure that children's welfare is safeguarded and their safety is preserved. Staff will maintain a high level of awareness and sensitivity with regard to the child's well-being and seek to support the child's development in ways which will foster security, confidence and independence. Clear procedures and guidelines are currently in place with all staff, teaching and non-teaching having been involved and informed of them.

All our staff and volunteers have been subject to appropriate levels of background checks required in an education environment. (Appendix 3).

The purpose of this policy is to protect our children and provide clear guidelines to everyone in our school community, about the action that is required where abuse or neglect of a child is suspected. It seeks to ensure a consistent approach by all members of staff and to develop an effective partnership with parents in relation to child protection.

- Section 1** What is Safeguarding ?
- Section 2** What is Child Abuse?
- Section 3** Overview, Rationale and Aims of Child Protection
- Section 4** Monitoring, Review and Evaluation of our Child Protection Policy
- Section 5** Key Roles and Responsibilities in Child Protection
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Section 1: What is Safeguarding?

Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:

- Pupil's health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet safety
- School security
- School/local specific issues
- Pupil's sexuality

Safeguarding is more than child protection:

Safeguarding begins with **promotion and preventative** activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child **protection** refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm. *Co-operating to Safeguard Children and Young People in Northern Ireland 2016*

Section 2: What is Child Abuse?

Under Article 66 of the Children (NI) Order 1995 the authority of Health and Social Boards and Trusts to investigate concerns is determined by the effect of actions on the child and whether a child is "suffering" or "likely to suffer" significant harm. (Volume 6 Page 5)

Harm is defined as the ill treatment or the impairment of health or development. Whether it is significant is determined by his/her health and development as compared to that which could reasonably be expected of another child.

Knockloughrim Primary School has a pastoral responsibility towards our children and must take all reasonable steps to ensure their welfare is safeguarded and their safety preserved. There are different types of abuse according to the *Co-operating to Safeguard Children and Young People in Northern Ireland* document published in 2016 and a child may suffer from more than one of them:

Neglect:

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

Physical abuse:

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

Sexual abuse:

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

It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional abuse:

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Exploitation:

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such 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. The practice definition of Child Sexual Exploitation is as follows: '**Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.**' (SBNI 2014, adopted from CSE Knowledge Transfer Partnership NI)

Section 3: Overview, Rationale and Aims of Child Protection

As part of our pastoral care in Knockloughrim Primary School we seek to support the child's development in ways that will foster security, confidence and independence. Our approach to Child Protection aims to:

- *Encourage all children towards a positive self-image.*
- *Help children view themselves as part of a community and, by example, to nurture children's abilities to establish and sustain relationships with families, peers, adults and the world outside.*
- *Provide time, space and opportunities for children to explore, discuss and develop the key concepts of Child Protection openly with peers and adults, in a secure environment.*
- *Equip children with appropriate tools to make reasoned, informed choices, judgements and decisions.*

- *Provide a model for open and effective communication between children, teachers, parents and other adults working with children.*

Our Child Protection Programme is regarded as central to the well being of the individual and is seen as an intrinsic part of all aspects of the curriculum. We seek to achieve this by:

- *Providing adequate and appropriate staffing, and resources to fulfil the children's needs.*
- *Creating an environment within the classroom/school in which every child is valued as a member of the community; all members of the community should be sensitive and responsive to the needs of others.*
- *Allowing a variety of opportunities, appropriate to the age of the children, for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.*
- *Integrating the key concepts of Child Protection within the revised curriculum, allowing for continuity and progression through the Foundation Stage and Key Stages 1 and 2.*
- *Providing resources and materials for Child Protection e.g. Road Safety.*
- *Class and school councils.*
- *P1 and P7 buddy system.*
- *Worry box and Friendship Tree.*

An important part of this will be the gathering, storage and access to information as appropriate, as evidenced by:

(a) Regular meetings to discuss 'at risk' children involving relevant staff members.

(b) School records, personal details and health information being kept up-to-date and passed on at the end of the year.

Section 4: Monitoring, Review and Evaluation of our Child Protection Policy

The responsibility to monitor, review and evaluate the Child Protection Policy rests with the Board of Governors, Principal and Designated Teacher and or their Deputy.

Monitoring will take place on an on-going basis with the policy and procedures reviewed on an annual basis.

Review & Evaluation of our policy will seek to include the views of teaching staff, children, parents and governors. Review and evaluation will take place as part of our school development plan, in response to future initiatives and in the light of any Child Protection related incidents or key changes to policy and advice.

Section 5: Key Roles and Responsibilities in Child Protection

1. *Education Authority Officers*
2. *The Board of Governors*
3. *The Principal*
4. *School Designated Teacher for Child Protection*
5. *Deputy Designated Teacher for Child Protection*
6. *School Staff*
7. *Parents*
8. *Children*

1. Education Authority Officers

Personnel in the Education Authority (EA) fulfil an important role in Child Protection issues

- EA Designated Child Protection Officer Mrs Elaine Craig
- EA Educational Psychologist Dr Stacey Mellon

2. The Board of Governors

The Board of Governors play a vital role and hold real responsibilities in all aspects of our Child Protection Policy.

Chair of Governors:

- Pivotal role in creating safeguarding ethos
- Receives training from CPSSS and HR
- Assumes lead responsibility in the event of a CP complaint or concern about the Principal
- Ensures compliance with legislation and policy

Designated Governor for Child Protection:

- Receives training from CPSSS and HR
- Takes the lead in child protection governance arrangements
- Connects with DT/DDT re governance issues
- Keeps the governors informed

3. Principal

- To manage the operational systems for safeguarding and child protection
- To appoint a Designated Teacher/Deputy Designated Teacher who are enabled to fulfil their safeguarding responsibilities
- To have an understanding of current assessment and referral processes through UNOCINI
- To manage allegations / complaints against school staff
- To ensure your Board of Governors are kept fully informed of all developments relating to safeguarding
- To ensure safe and effective recruitment and selection
- To maintain the schools Record of Child Abuse Complaints

4. School Designated Teacher and or their Deputy

- To raise awareness in child protection with all school staff including new staff and volunteers
- Responsible for discussing Child Protection concerns of any member of school/support staff and keeping all concern records
- Responsible for making the referrals to Social Services or PSNI (Child Abuse Investigation Unit)
- Responsible for notifying the ELB designated officer
- Responsible for keeping the school Principal informed
- Responsible for notifying the Chair of Board of Governors of the school if there is a complaint against the Principal
- Taking lead in the development of the school's child protection policy, and ensure that parents receive a copy every 2 years
- Ensure that the Safeguarding Team has identified key safeguarding lessons from the PDMU curriculum to be delivered
- Responsible for promoting a child protection/ safeguarding ethos within the school
- Responsible for written report to Governors re child protection issues

4. Deputy Designated Teacher:

- Shall fulfil the function of the Designated Teacher in the absence of the Designated Teacher.
- Work closely with the Designated Teacher and deal with any situations together.

5. School Staff

All school staff have important roles and responsibilities in relation to the effective implementation of our *Child Protection* Programme. The teacher's role is in early detection and effective teaching. The school should play a part in preparing children to resist abuse and to become responsible, caring and confident. We should look at the holistic approach promoting mutual respect, self-discipline and personal responsibility that underlies good behaviour.

- All school staff will be given copies of the full Child Protection Policy Document.
- All school staff will be given clear guidance re the procedures for responding to Child Protection incidents.
- All school staff will be made aware of who the Designated Teacher and Deputy Designated Teacher for Child Protection are..
- All new staff will address Child Protection related issues as part of a planned induction programme.
- Additional INSET opportunities may be available for specific and/or key staff within school.
- All staff groupings will discuss the Child Protection Policy on an annual basis.
- All staff groupings will be consulted as part of a planned review of our Child Protection Policy within our School Development Plan.

The **teachers** in Knockloughrim Primary School have specific training, knowledge and experience in all aspects of child development. They should be able to detect changes in a child's behaviour over time or to observe a child's failure to thrive. Teachers are frequently chosen by children to discuss all sorts of issues and may be the person a child will talk to about abuse.

6. Parents

Parents play a vital role and share real responsibilities in ensuring the effectiveness of our Child Protection Programme.

- Parents will be made aware of the Child Protection Policy Statement through the Board of Governors Annual Report, the School Prospectus and Parents' Newsletters.
- Parents will be made aware that full copies of our Child Protection Policy Document are available on request.
- Additional information will be circulated to parents through a range of home / school communications as appropriate.
- Parents will be made aware of the curriculum content of our Child Protection programme through the availability of the Child Protection Policy Document.
- Parents will be informed and involved, as soon as possible, in the event of a Child Protection related incident involving their child.

7. Children

Children play an active role in our approach to our Child Protection Programme. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to take responsibility for the decisions they make and to develop awareness of Child Protection issues. We consider the pastoral care provided by Knockloughrim P.S. as appropriate to ensure our children adopt a safe and healthy lifestyle in society.

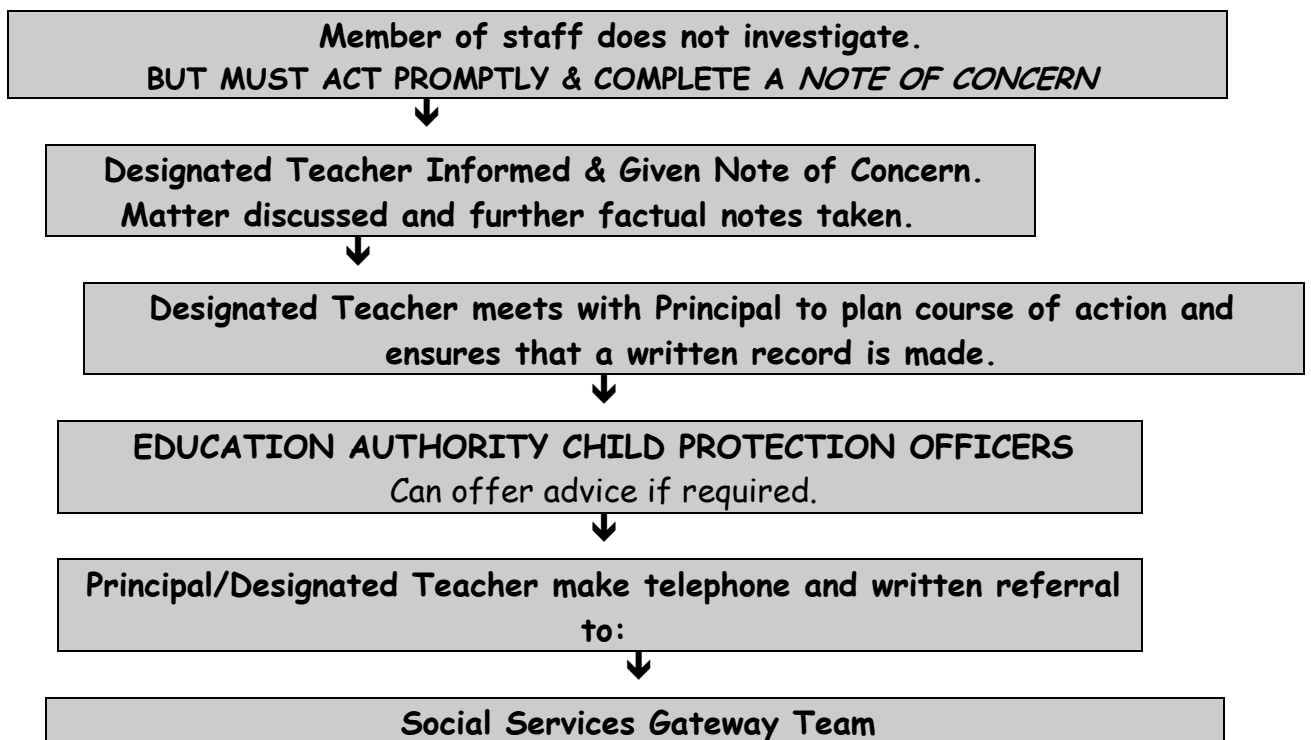
Section 6: Procedures for Reporting A Child Protection Issue

'The first step in recognising abuse is the ability to entertain the possibility of abuse taking place.' [S. Sgroi 1982]

There is a range of circumstances which would invoke Child Protection procedures.

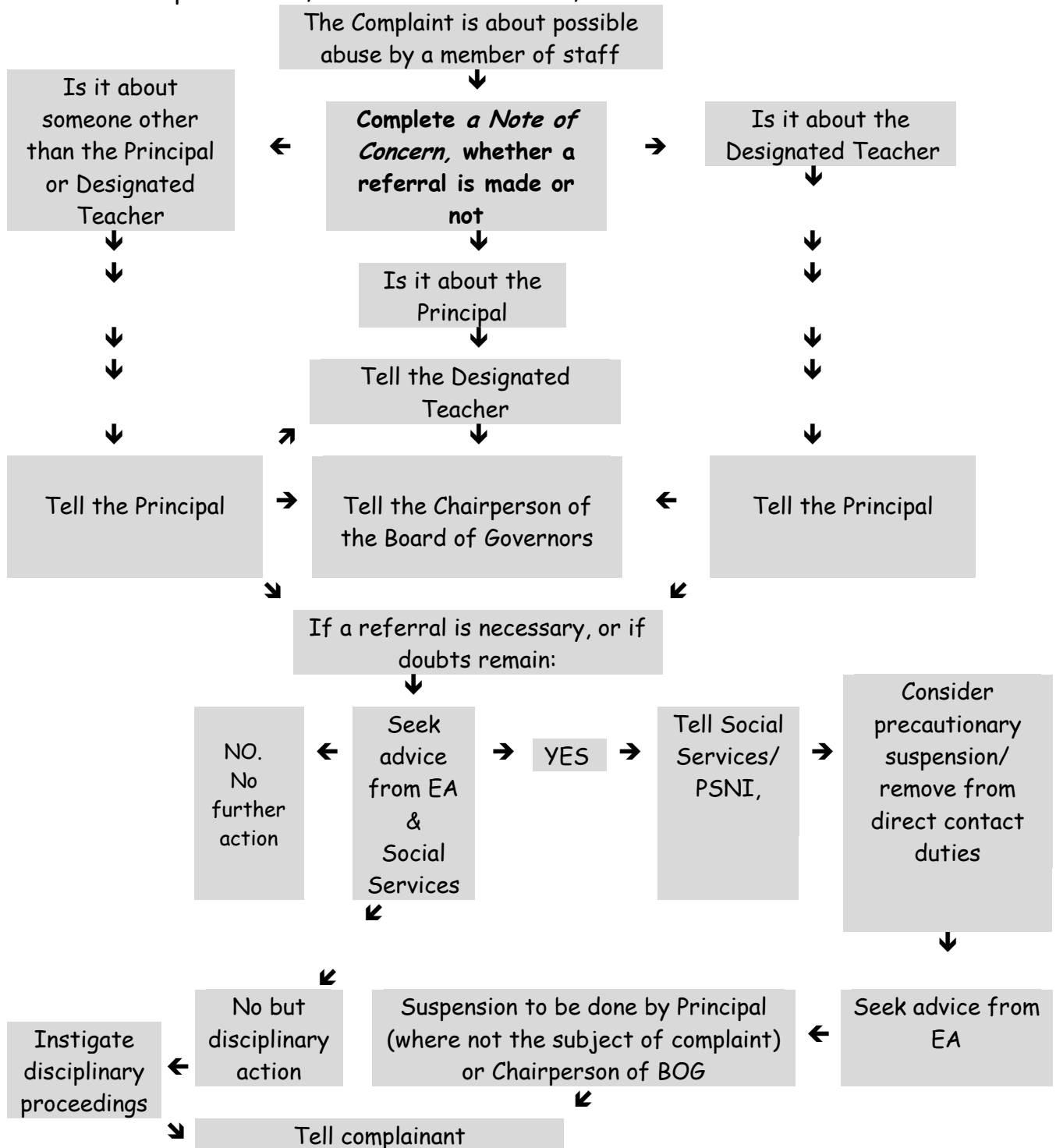
- *A child makes a disclosure to a member of staff.*
- *A member of staff has concerns about a child either as a result of one observation or many observations over a period of time.*
- *A parent expresses concern about the safety of his/her child*
- *Other sources of concern e.g. Social Services etc.*

In the case of suspected or disclosed child abuse the following will apply:-



In addition to the above procedures the Pastoral Care in School - Child Protection Document gives guidelines to schools where a complaint is made about possible abuse by a member of the school staff.

The relevant procedures, in such circumstances, are:



Where the designated teacher is suspected to have abused a child, or such an allegation is made, the member of staff who is made aware of the possible offence should inform the principal immediately, who will instigate the normal reporting procedures. Where the principal is suspected, or an allegation is made against him, the matter should be reported to the designated teacher and she should report the matter immediately to social services (or, as the case may be, to the police), the chairperson of the Board of Governors, and the EA designated officer.

Appendix 1: Policy Statement in relation to Child Protection

The Board of Governors and staff of Knockloughrim Primary School take a serious and professional approach to their responsibilities in relation to child protection.

'Everyone who has contact directly or indirectly with children has a responsibility to promote their health and well being and protect them from harm of all kinds. Children trust and depend on adults to safeguard them from harm, and those working with children have a responsibility to report any concerns about a child's behaviour or concerns that abuse may have occurred.'

Northern Area Child Protection Committee Advice Document - 2003

Our Child Protection Policy seeks to guide and support staff in achieving this.

Section 1 What is Safeguarding?

Section 2 What is Child Abuse?

Section 3: Overview, rationale and aims of Child Protection

As part of our pastoral care in Knockloughrim Primary School we seek to support the child's development in ways that will foster security, confidence and independence.

Section 4: Monitoring, Review and Evaluation of our Child Protection Policy

The responsibility to ensure the monitoring, review and evaluation of the Child Protection Policy rests with the Board of Governors, Principal and Designated Teacher.

Section 5: Key Roles and Responsibilities in Child Protection

Our policy seeks to ensure a consistent approach by all members of staff, to develop an effective partnership with parents and to provide a clear statement, to all, how any incident would be addressed. Our policy identifies and defines the **key roles** that school staff, children, parents and governors have in delivering an effective child protection programme.

Section 6: Procedures for Reporting A Child Protection Issue

These guidelines relate specifically to incidents of suspected or disclosed child abuse and are written in accordance with the Northern Area Child Protection Committee guidance and procedures.

In all instances and aspects of provision Knockloughrim Primary School will act in accordance with guidance given by the North-Eastern Education and Library Board.

Copies of our complete Child Protection Policy are available on request from the Principal.

Appendix 2: Guidelines For Staff

Issues re Confidentiality

Teachers have been requested to exert full confidentiality in every case that arises whether or not the case is found to be founded or otherwise. Staff should note down if an issue arises in a *Note of Concern* and give to our Designated Teacher to be held in a secure file in school.

If relevant this information will be passed on at the end of the year to the next class teacher who will be made aware there has been a problem. It will be easy to access the information if needed by the teachers, referred to by a parent at parental interview or requested by an outside agency.

The Principal and Designated Teacher for Safeguarding & Child Protection is instructed by our Board of Governors and Department of Education to withhold details if he/she feels it is not necessary to divulge them.

In many cases due to the course of events, the Principal is usually the first contact a parent, social worker will make. There will be full cooperation between the principal and designated teacher.

Note re: Social Worker

If a Social Worker phones to speak to you, do not talk with them at that point of time. Take their name and say you will phone back to their office in 10 minutes. This should allow you to verify that the person is legitimate.

Issue when no guarantee of confidentiality can be given

If a child comes and says, 'I want to tell you something that no one else should know', or 'I want you to keep a secret': you, the teacher must tell the child straight away and before a disclosure is made, yet with sensitivity, that you cannot do so. You are here to help and listen and will try to do what you can.

You must refer a case of abuse to the appropriate agency for the child's sake. You can tell the child that the matter will only be disclosed to those that need to know about it.

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

Where a member of staff is concerned that abuse may have occurred, he or she must report their concern to the designated teacher immediately.

Where teachers see signs that cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's ancillary or auxiliary staff sees such signs, he or she should immediately bring them to the attention of either the class teacher or the designated teacher.

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information that amounts to that. In some cases, talking to the child will crystallise initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should therefore be aware that the way in which they talk to a child could have an effect on the evidence which is put forward if there are subsequent criminal proceedings:

- **Do not ask the child leading questions**, as this can later be interpreted as putting ideas into the child's mind;
- Do not ask questions which encourage the child to change his or her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?";
- The chief task at this stage is to *listen* to the child, and not to interrupt if he or she is freely recalling significant events, and to **make a note** of the discussion to pass on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, or sketched, but *under no circumstances should a child's clothing be removed*;
- Any comment by the child, or subsequently by a parent, carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used;
- Do *not* give the child or young person undertakings of confidentiality although they can and should, of course be, reassured that information will be disclosed only to those professionals who need to know;
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

While discreet preliminary clarification from this child or his parent or carer will often help to confirm or allay concerns, *it is not the responsibility of teachers to carry out investigations* into cases of suspected abuse.

Appendix 3: Guidelines For Self Protection – Some Suggestions

- In the event of injury to a child, ensure that it is recorded and witnessed by another adult.
- Keep records in the form of a *Note of Concern* of any false allegations a child makes against you or other staff including – “*you’re always picking on me*”, to “*you hit me*”, or comments such as “*don’t touch me*”. Keep record of dates and times. Get another adult to witness the allegation, if possible.
- If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell the Designated Teacher for Child Protection or the Principal. As it could be totally innocent, do not make the child feel like a “criminal”. However, remember that ignoring this or allowing it to go on may place you in a difficult situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it. Do give guidelines on inappropriate behaviour to the child. Explain that the behaviour is unacceptable, but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child’s fault.
- If you take children on journeys in your car, always have two along.
- Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one, make sure the door is open. Tell another member of staff if you are going to see a child on your own.
- If possible, do not stand or sit between the child and the door – place the child nearer the door. In such instances where it is preferable to stand between a child and the door, seek to have another adult present.
- In a residential setting never, under any circumstances, take a child or children into your room.
- Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms etc., or any other activity that could be misconstrued. (See School Intimate Care Policy)
- Do not go into the toilet along with children, if possible.
- Be mindful of how and where you touch children. Never pat a child on the bottom. If you work with young children or children with special needs who sit on your lap, get a ‘lap cushion’ which they can sit on. With younger pupils, touching them is

inevitable and can give welcome reassurance to the child. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately.

- When taking children on an outing, think of how you appear to the public - they may misunderstand your actions. It may mean that this could result in disruptive children being prevented from going on outings if there is a risk of this occurring.
- All members of staff should carry identification when on journeys with children.
- If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault. Also; be aware of recent DE Guidelines re the Use Of Reasonable Force. This will fall into three broad categories:
 - *Where action is necessary in self defence or because there is an imminent risk of injury to the child, others or property;*
- Do not make sexually suggestive comments about a child, even in jest.
- Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.
- Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.
- You are not alone, we work as part of a team in Knockloughrim Primary School
- Remember child protection is everybody's responsibility.
- Always keep in mind: the welfare of every child is paramount.

*"The child's welfare must always be paramount; this overrides all other considerations." (Ref: Children's Order 1995).
(Ref: Child Protection Guidance by DE)*

Appendix 4: Example of our School Note of Concern



NOTE OF CONCERN – CONFIDENTIAL

THIS DOCUMENT SHOULD BE COMPLETED BY STAFF & KEPT BY DESIGNATED TEACHER IN THEIR SECURE FILE

NAME OF CHILD:		DATE OF BIRTH:	
YEAR GROUP:			
Date of Disclosure or Concern: __/__/20__		Time:__:__:__	
Circumstance of Incident or Disclosure			
Nature & Description of Concern			
Parties Involved (inc. witnesses)			
Action Taken at the time			
Details of any advice sought, from whom and when:			
Any further Action Required:			
Written Report From Staff/Adult Passed To Designated Teacher?		YES <input type="checkbox"/>	NO <input type="checkbox"/> If No why ?
Date and time of written report given to Designated Teacher ?		__/__/20__	Time:__:__:__
This written report and Note of Concern should now be placed in the pupils Child Protection File in the Designated Teacher's File.			
Name of member/s of staff making this report: _____			
Signature of Staff: _____		__/__/20__	
Signature of Designated Teacher: _____		__/__/20__	
Signature of Principal: _____		__/__/20__	