



St. Colmcille's Primary School

SAFEGUARDING / CHILD PROTECTION POLICY

Date Approved by the Board of Governors:

27th November 2018

Next Policy Review Date:

27th November 2019

1.1 INTRODUCTION - ETHOS

As a “Rights Respecting School”, the United Nations Convention on the Rights of the Child (UNCRC) is at the centre of our ethos, policy, practice and planning, particularly in the area of child protection and safeguarding children, with specific reference to Article 19 where the child has the right to be protected from hurt or being badly treated.

The area of child protection is one of the most sensitive areas of a school’s policy. The overriding aim of protecting the child has to be tempered by the need to be even handed and professional in the school’s approach to everyone concerned.

The policy of St. Colmcille’s Primary School, Ballymena which follows has been developed in consultation with the Safeguarding and Child Protection in Schools, A Guide for Schools, DENI; CCMS; DE circulars and with the whole school staff. At this school, every member of staff, whether teaching or non-teaching, knows that they have a duty to be aware of child protection issues and to follow the child protection procedures laid down if they have concerns.

We in St. Colmcille’s have a primary responsibility for the care, welfare and safety of the pupils in our charge. 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.

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.

1.2 PRINCIPLES

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in

The Children (Northern Ireland) Order 1995

The Education and Libraries (NI) Order 2003

The Gender Recognition Act 2004

The Safeguarding Board (Northern Ireland) Act 2011

The Public Services Ombudsman Act (NI) 2016

The Addressing Bullying in Schools Act (NI) 2016

The Safeguarding and Child Protection in Schools - A Guide for School (DENI 2017) and Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

The following principles form the basis of our Child Protection Policy:

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

1.3 ROLES AND RESPONSIBILITIES

1.3a The Board of Governors

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance by:

- Safeguarding and promoting the welfare of pupils;
- Having a written child protection policy;
- Addressing the prevention of bullying in school behaviour management policies.

The Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed;
- A Designated and Deputy Designated Teacher are appointed;
- Safeguarding and child protection training is given to all staff and governors;
- The school has a Child Protection Policy which is reviewed annually and parents receive a copy every two years;
- The school has an Anti-Bullying Policy which is reviewed every four years;
- The school ensures other safeguarding policies are reviewed every three years;
- There is a code of conduct for all staff;
- All staff and volunteers are recruited and vetted;
- They receive an annual report on all child protection matters;
- The school maintains the following child protection records:
 - (i) Safeguarding and child protection concerns
 - (ii) Disclosure of abuse
 - (iii) Complaints against staff
 - (iv) Staff induction and training.

1.3b **Safeguarding Team**

Membership	
Chair of the Board of Governors	Mr Diarmuid O’Loan
Designated Governor for Safeguarding and Child Protection	Mrs Shanna Orr
Principal	Mr Brendan McKenna
Designated Teacher	Miss Angela Cunningham
Deputy Designated Teacher	Mr Henry Walls & Mr Brendan McKenna

The responsibilities of the Safeguarding Team include:

- The monitoring and periodic review the safeguarding and child protection arrangements in the school.
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.
- Ensure attendance of Governors and staff at relevant training.

1.3c **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.

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 are no entries.

1.3d **Designated Governor for Safeguarding & Child Protection**

The Board of Governors will delegate a specific member of the governing body to take 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 the 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.

1.3e **The Principal**

The Principal, as Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection. In addition, the Principal takes lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school.

Then Principal 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.

1.3f **Designated Teacher for Child Protection**

The role of the Designated Teacher 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;
- Making referrals to Social Services or PSNI where appropriate;
- Liaison with the EA 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.

1.3g **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.

1.3h **School Staff**

Teachers, Learning Support and other non-teaching staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal. In addition class teachers should also keep the Designated Teacher informed in writing or verbally 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 and concerns about home circumstances including disclosures of domestic abuse. A pro-forma for reporting a concern or disclosure is included at Appendix A.

If a member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

1.3d **Parents**

Parents can play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being;
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- familiarising themselves with the schools safeguarding policies e.g. Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the school office when they visit the school;
- sharing any concerns they may have in relation to their child with the school.

1.4 DILEMMAS IN WORKING TOGETHER IN CHILD PROTECTION

Child Protection involves different services and agencies working towards a common goal, which may engender misunderstanding, lack of communication and other inter-agency tensions.

- There is no shared body of knowledge, for example about how 'significant harm' is defined, what is 'good parenting', what are the 'needs of children' - every individual may have his/her own view.
- As people we all subject to our own traumas, feelings, fears and anxieties which can get in the way when dealing with a child protection issue.
- We have to balance our responsibilities to individual children, the school and ourselves.
- Knowing when something amounts to child abuse.
- Knowing when to share it with someone else.
- Being aware of when it is appropriate to contact other agencies e.g. Social Services, NSPCC or the PSNI.
- Knowing when to involve the parents.
- Having concerns that the child may feel you've betrayed a trust.
- Being concerned about the possible consequences of your actions, for breaking up a family.
- Fear of being wrong.

1.5 DEFINITIONS AND SYMPTOMS OF CHILD ABUSE

There are five main categories of child abuse - physical abuse, neglect, sexual abuse, emotional abuse and exploitation. The list of possible indicators given is not exhaustive or comprehensive but consists of frequently observed symptoms. **It is important to remember that most abuse involves more than one main type, for example cuts and grazes may also be accidental and not a sign of abuse.**

1.5a 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 Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • looks very 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. 	<ul style="list-style-type: none"> • tired or listless (falls asleep in class); • steals food; • compulsive eating; • begging from class friends; • withdrawn; • lacks concentration; • misses school medicals; • reports that there is no carer is at home; • low self-esteem; • persistent non-attendance at school; • exposure to violence including unsuitable videos.

1.5b 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.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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 (glove like); • unexplained fractures; • lacerations or abrasions; • untreated injuries; • bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; • injuries occurring in a time pattern e.g. every Monday 	<ul style="list-style-type: none"> • Self destructive tendencies; • aggression to other children; • behavioural extremes (withdrawn or aggressive); • appears frightened or cowed in presence of adults; • improbable excuses to explain injuries; chronic runaway; • uncomfortable with physical contact; • coming to school early or staying last as if afraid to be at home; • clothing inappropriate to weather – to hide part of body; • violent themes in art work or stories.

1.5C SEXUAL ABUSE

Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain 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 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.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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; • 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 identity of the father is vague; • anorexia/gross over-eating. 	<ul style="list-style-type: none"> • 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 details of adult sexuality; parent/child role reversal; • over 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; • exposure to pornographic material.

1.5d 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 opportunity to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • well below average in 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; • signs of self mutilation; • signs of solvent abuse e.g. mouth sores, smell of glue, drowsiness; • extremes of physical, mental and emotional development e.g. anorexia, vomiting, stooping. 	<ul style="list-style-type: none"> • apathy and dejection; • inappropriate emotional responses to painful situations; • rocking/head banging; • inability to play; • indifference to separation from family; • indiscriminate attachment; • reluctance for parental liaison; • fear of new situation; • chronic runaway; • attention seeking/needing behaviour; • poor peer relationships.

1.5e EXPLOITATION

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a 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.

All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

1.6 TYPES OF ABUSE IN OTHER SPECIFIC CIRCUMSTANCES

1.6a Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

1.6b Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in Figure 1 of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

1.6c Child Sexual Exploitation

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

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truancy from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

1.6d **Indecent Photographs**

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an E-safety policy which has/have been circulated to parents and pupils and which is available from the school.

1.6e **Young Person whose Behaviour places him/her at Risk of Significant Harm**

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

1.6f **Domestic Violence and Abuse**

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

(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland - A Seven Year Strategy: March 2016)

1.6g **Sexual Violence and Abuse**

Sexual violence and abuse is defined as 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).

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland - A Seven Year Strategy: March 2016)

A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the Education Authority's Designated Officer for Child Protection will contact the school in order to help assess the child/young person's needs and to ensure that he/she is receives appropriate support.

1.7 DESIGNATED TEACHERS AND OTHER CONTACTS

Designated Teacher: Miss Angela Cunningham
Deputy Designated Teacher: Mr Brendan McKenna & Mr Henry Walls
Designated Governor: Mrs Shanna Orr
Chair of Governors: Mr Diarmuid O'Loan

School: 028 2563 9970	Social Services: 028 2563 5640
CCMS: 028 9201 3014	Police: 028 9025 9299
EA - NE: 028 9448 2223	Gateway Team: 0300 1234 333
	Ombudsman: 0800 343 424

Photographs of the Designated Teachers are placed around the school and the relevant information written in other languages.

The Designated Teacher is responsible for the training of all staff in the school; making referrals; keeping records; reporting to the Board of Governors; keeping the principal informed; promoting a child protection ethos within the school; developing the school's Child Protection policy.

1.8 PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

1.8a The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Receive listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record make notes at the time and write these up as soon as possible afterwards using the record of concern in Appendix A. Note the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis

1.8b STAFF AND VOLUNTEERS (where applicable)

If a child makes a disclosure to a teacher which gives rise to concerns about possible abuse, or if a teacher has concerns about a child, the member of staff must act promptly. **He/she should not investigate**- this is a matter for Social Services- but should report these concerns immediately to the Designated Teacher, discuss the matter with her, and make full notes (Appendix A).

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

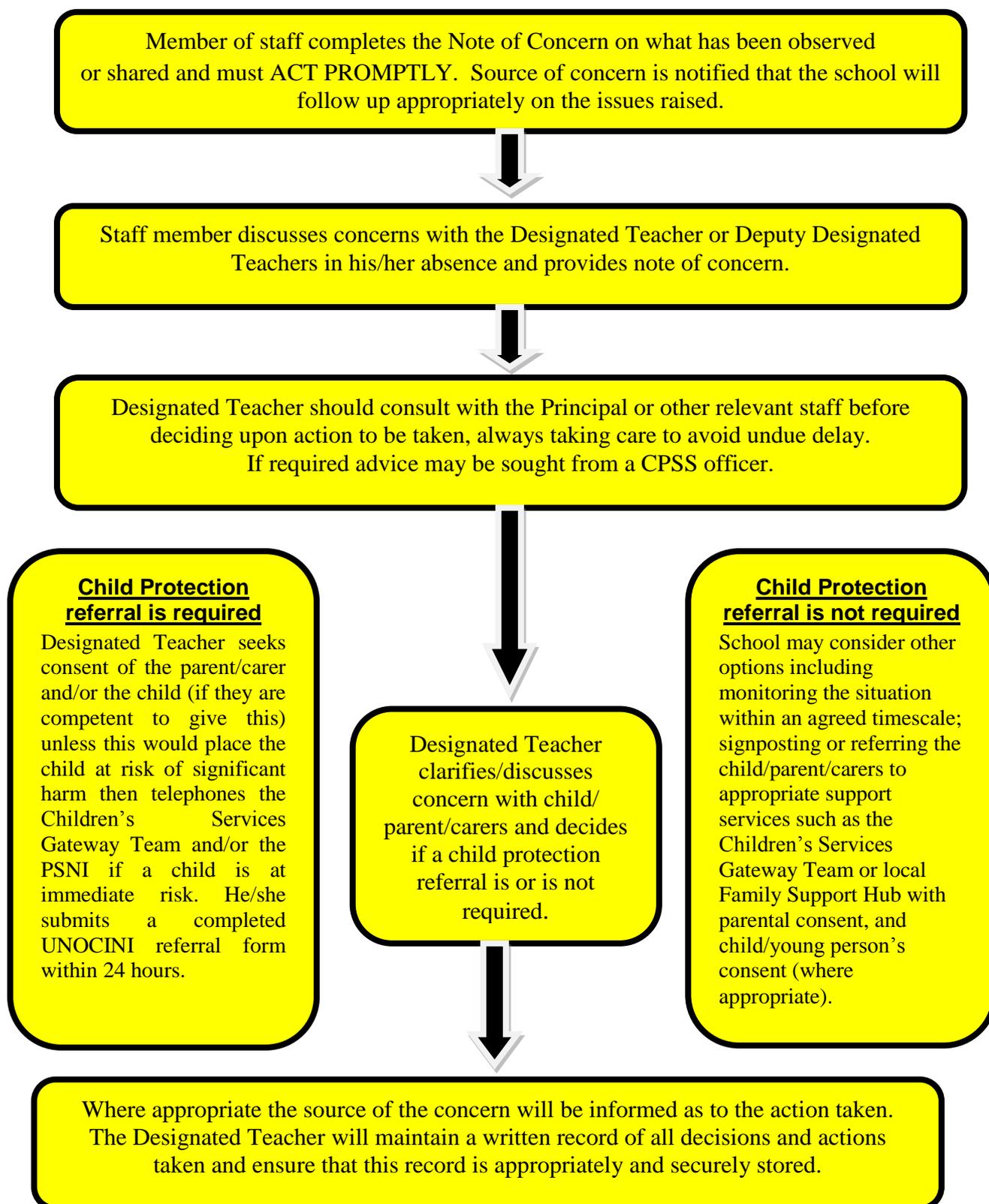
The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. (Figure 1)

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's child protection file.

If any member of the non-teaching staff has reason to be concerned she/he should immediately bring it to either the attention of the class teacher or designated teacher. **Do not investigate the matter.**

No member of staff may discuss cases of abuse or possible abuse outside school and it is discussed among staff on a '**need to know**' only basis.

FIGURE 1: PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL'S STAFF



Designated Teacher: Miss Cunningham
Deputy Designated Teacher: Mr McKenna and Mr Walls

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

1.8c COMPLAINTS AGAINST THE SCHOOL

Where a complaint is made about possible abuse by a member of staff of the school see Figure 2.

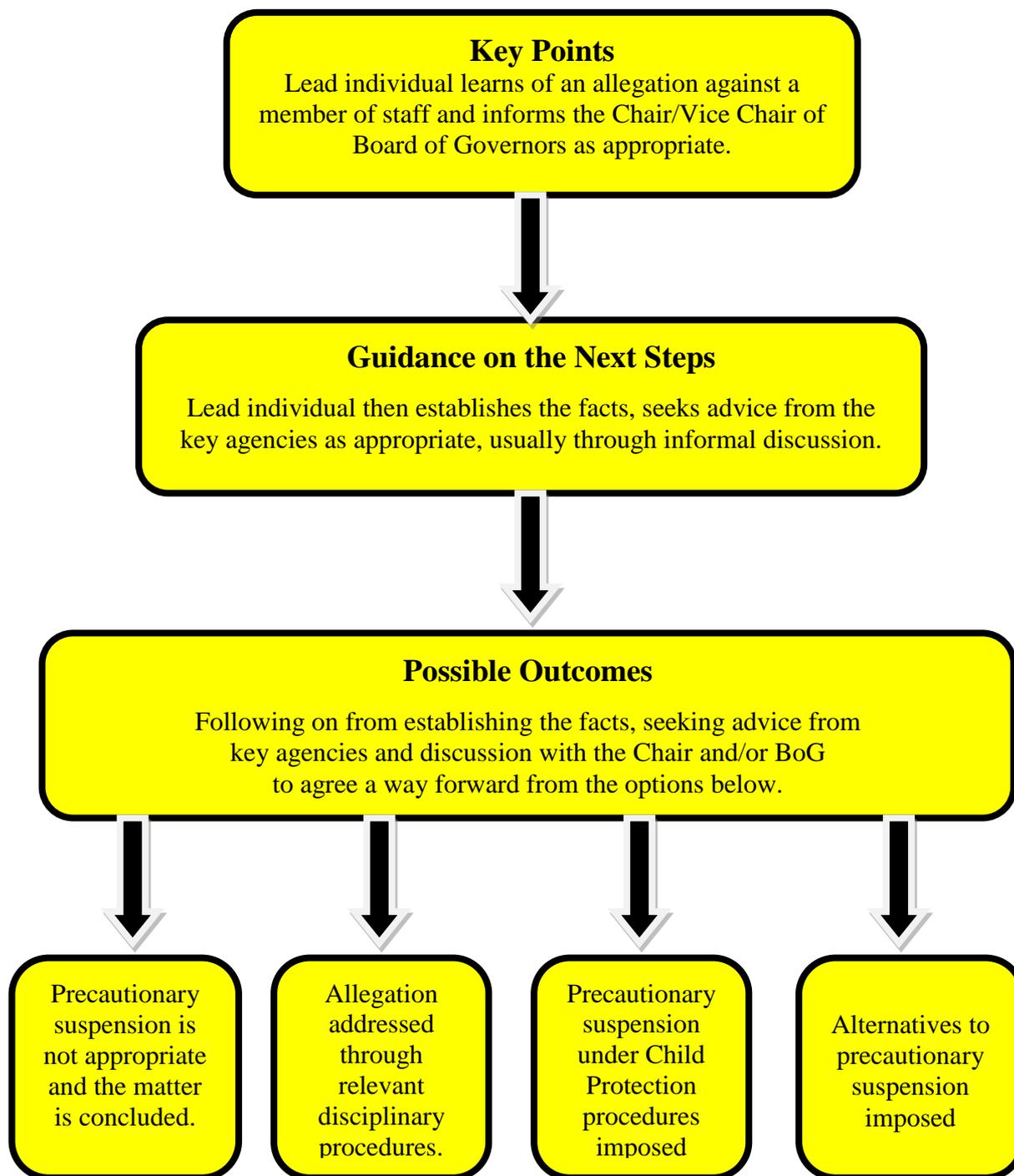
1.8c(i) A Complaint about a member of staff other than the Principal

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. 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 Chairperson of the Board of Governors will be informed immediately.

1.8c(ii) A Complaint made about the Principal

If a complaint is made against the Principal, the Designated Teacher must be informed immediately and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority.

FIGURE 2: DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF



Designated Teacher: Miss Cunningham
 Deputy Designated Teacher: Mr McKenna and Mr Walls
 Chair of Governors: Mr Diarmuid O’Loan
 Vice-Chair of Governors: Mrs Shanna Orr

The *Lead Individual* to manage the handling of an allegation will be the Chair of Governors when the allegation of abuse is against the Principal. On all other occasions the *Lead Individual* will be the Principal.

1.8C PARENTS

The school will help parents to understand its responsibility for the welfare of all the children and young people in its charge. Parents will be made aware of the school's child protection arrangements, within its pastoral care policy, and the fact that this may require cases to be referred to the investigative agencies in the interests of the child. **Parents are encouraged to notify the school when someone other than the parent or usual carer will be picking the child up from school.**

Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, or separation that might lead to otherwise unexplained changes in behaviour or characteristics.

Parents can feel confident that procedures are in place to ensure that all staff appointed have undergone procedures to ensure that they are suitable to work with children.

How CAN A PARENT MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE?

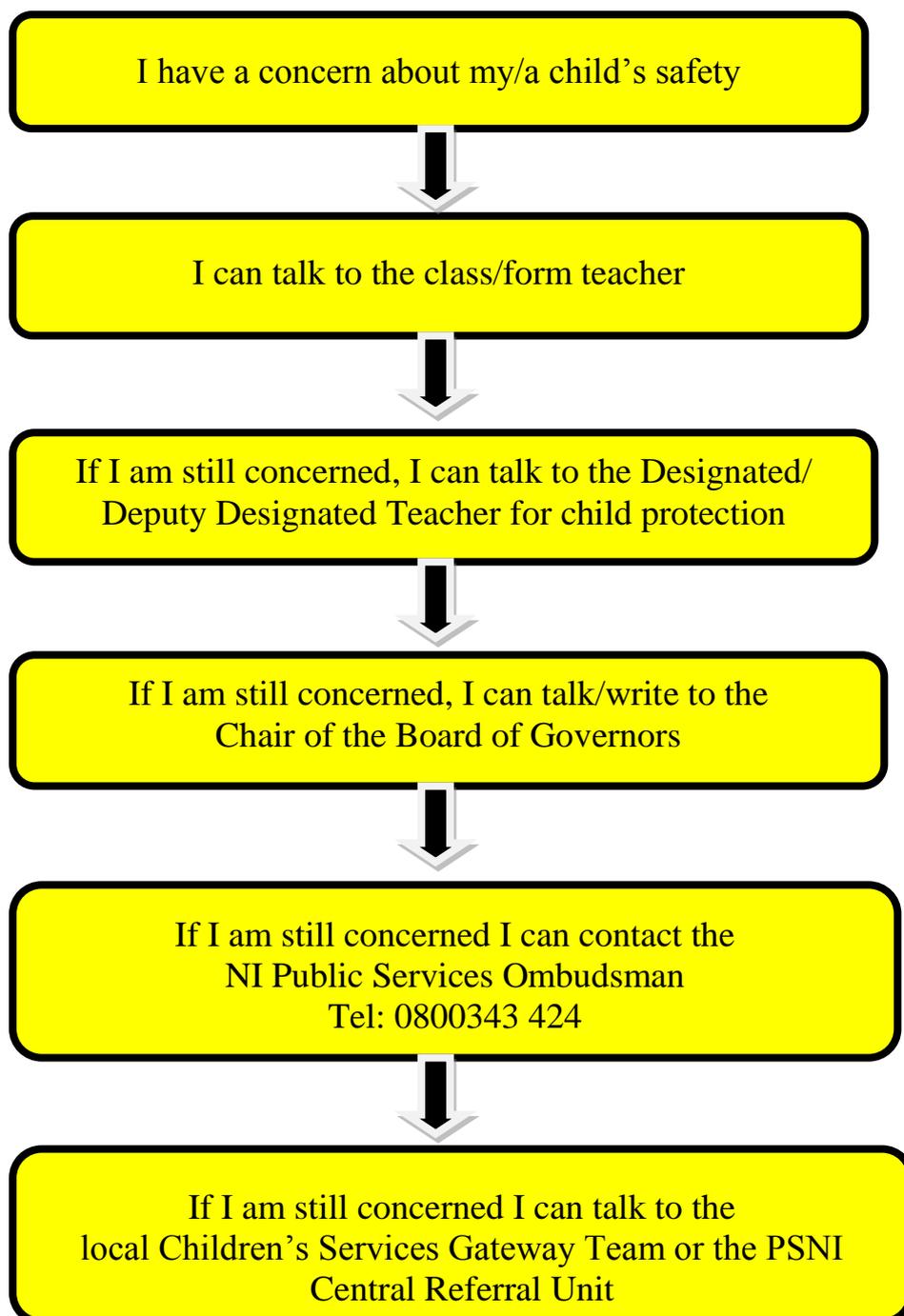
If a parent wishes to make a complaint about possible child abuse see also Figure 3.

When a parent is concerned about the safety of their child they can inform the class teacher, the Designated Teacher or speak directly to the Principal.

Parents can be assured that the matter will be dealt with as a matter of urgency and a report to the parents on the progress and outcome of their complaint will be made by the school.

If the parent is still concerned they can contact the Chair of Governors, NI Public Services Ombudsman, the local Gateway Team or the PSNI Public Protection Unit.

FIGURE 3: PROCEDURES HOW A PARENT CAN RAISE A POTENTIAL CHILD PROTECTION CONCERN.



Designated Teacher: Miss Cunningham
Deputy Designated Teacher: Mr McKenna and Mr Walls
Chair of Governors: Mr Diarmuid O'Loan

1.9 VETTING OF ALL STAFF AND VOLUNTEERS

The Department of Education's (DENI) Circular 2008/03 sets out the process by which all grant-maintained schools must use to request pre-employment criminal history background checks on prospective employees, volunteers and school governors. The organisation, which carries out these checks on the school's behalf is Access NI. No person can work on a paid, or voluntary basis until these checks are carried out.

1.10 TRAINING OF STAFF AND VOLUNTEERS

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. All staff will receive basic child protection awareness training and annual refresher training. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

1.11 CODE OF CONDUCT FOR EMPLOYEES AND VOLUNTEERS

All actions concerning the children in St. Colmcille's must uphold the best interests of the child as a primary consideration. Staff and volunteers must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children in their care must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff in St. Colmcille's. (Appendix B)

1.12 OTHER SAFEGUARDING MEASURES IN ST. COLMCILLE'S

- Security locks and buzzer at school entrance;
- Photos on display do not have the child's full name;
- Parents/adults collecting child early, or coming with a message, must report to the reception;
- Person responsible for collecting pupils must come to the designated collection point, where he/she is in the child's line of vision. At least one teacher will be on duty for any child who has not been collected. They will return to the main building where the teacher on duty will attend to any problem that might arise;
- Visitors to the school must sign the Visitors' Registration book and display visitor pass;
- A zebra crossing is in place to ensure safe exit of pupils;
- Through our curriculum pupils are taught to be safe and take responsibility for their own safety;
- Teaching staff and learning support staff sign an 'Acceptable Internet Use' statement.

1.13 INTIMATE CARE

There will be occasions, particularly in Year 1, when a child will require changing. When changing a child there should, if possible, be two members of staff present. Intimate care forms are signed by parents/guardians at the Year 1 Induction meeting in June. (Appendix B)

Staff who work with children that have specific medical needs and require help with personal care will receive specialist training, adhere to the school's Code of Conduct and sign appropriate proforma.

1.14 PUPIL PHOTOGRAPHS AND USE OF VIDEO RECORDERS

Occasions will arise when video-recordings and photographs will be taken by teachers or other personnel connected with the school e.g. Holy Communion, school trips, workshops, school show, examples of good practice. Photographs in public areas will not display the child's full name. Parents/guardians will be given the opportunity to indicate whether or not they are happy to have photographs taken of their child (Appendix C). Permission will be sought regarding video recordings as and when the occasion arises.

1.15 INTERNET SAFETY

We in St. Colmcille's recognise that the Internet has enormous potential both as a tool for teaching, and supporting teachers and pupils in their work, as well as providing a forum for interacting with a wider peer group.

We also recognise that with access to the Internet comes the availability of material that may not be of educational value to our school and guidelines for its use must be strictly adhered to by all users. Therefore, staff and parents/guardians (on behalf of pupils) will be required to read and sign a statement on the acceptable use of the Internet (Appendix C). Pupils are made aware of the rules of internet usage. As part of the curriculum they are taught about safe and responsible practices regarding its use. No child is allowed internet access unless supervised by an adult.

1.16 MOBILE PHONES AND OTHER DIGITAL TECHNOLOGIES

The school is very aware of the dangers of mobile phones and other digital technologies. Having consulted DENI Circular 2007/01 parents have been advised that it would be highly recommended that no child brings a mobile phone to school. Parents must complete a consent form if they wish their child to bring a mobile phone to school (Appendix C).

1.16a Mobiles Phones - Pupils

We discourage pupils from bringing mobile phones to school. If pupils bring mobile phones to school, the phone must remain in the school bag and switched off during the whole school day. Where a pupil is found, by a member of staff, to be using a mobile phone it will be removed and placed in the school office. The child's parent/guardian must come to collect the phone from the office.

N.B. Parents are advised that St Colmcille's accepts no liability for the loss or damage to mobile phones, which are brought into school. **Please talk to your child about who is entitled to use his/her mobile phone** as text messages are often used to bully pupils.

1.16b Mobile Phones – Teaching Staff

During teaching time, while on playground duty and during meetings, mobile phones will be switched off or put on ‘silent’ mode, except in urgent or exceptional situations. Mobile phones should always be kept in a secure place and should not be left lying around. Personal mobile phones should not be used to make phone calls to pupils.

1.16c Mobile Phones – Non-Teaching Staff

The above guidelines (1.16b) apply during working hours.

1.17 ANTI-BULLYING

The school’s ‘Anti-Bullying’ policy states very clearly that pupils have a right to learn, free from intimidation and fear and that bullying will not be tolerated. It is reviewed, on an annual basis, by the Board of Governors. Parents will receive a copy of the school’s ‘Anti-Bullying’ policy.

1.18 THE PREVENTATIVE CURRICULUM

The school seeks to promote pupils’ awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school’s personal development programme and is also addressed where it arises within the context of subjects. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

Schools are well-placed to teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

This is achieved in St. Colmcille’s Primary School using the following ways:

- Class and school assemblies
- Anti-Bullying / Pastoral Care Week
- Media Initiative
- Shared Education programme with Peace Players NI
- Worries, Thoughts and Suggestions Boxes in class
- Circle Time
- Right’s Respecting School’s
- Global Citizenship- Trocaire campaign, charitable works
- Pupil Council
- Internet Safety Programme including internet safety day; ICT Week
- Religious and Sexual Education Programme
- Personal Development and Mutual Understanding Programme
- Outside agency support including- PSNI, NSPCC
- Healthy Eating Policy
- Walk to School Week
- SUSTRANS Programme

1.19 Related Safeguarding Policies

- Complaints Procedure
- Disposal of Records
- Drugs Education
- Equal Opportunities
- Evacuation of Premises Procedure
- Fire Safety
- Health & Safety
- Healthy Breaks
- Internet Use Agreement
- Intimate Care
- Pastoral Care
- Physical Intervention and Use of Reasonable Force
- Positive Behaviour
- Recruitment & Selection
- Special Educational Needs & Inclusion
- Staff Code of Conduct
- Tackling Bullying
- Whistleblowing

1.20 SCHOOL EDUCATIONAL VISITS

Only adults, who have gone through Access NI vetting procedures and have had an Induction meeting with the Designated Teacher for Child Protection can come along as helpers on educational outings.

1.21 RECORD KEEPING

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored from child's date of birth plus 30 years as per DE Circular 2016/20 Child Protection: Record Keeping in Schools.

1.22 CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all circumstances in which staff interrelate with children, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the mind of colleagues, children or parents/guardians.

1.23 REVIEWING, MONITORING AND EVALUATING

This policy will be reviewed annually by the Safeguarding Team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team.

APPENDIX A

NOTE OF CONCERN

CONFIDENTIAL
Note of Concern

CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER

Name of pupil:
Year group:
Date and time of incident/disclosure:
Circumstances of incident/disclosure:
Name and description of the concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to designated teacher: YES / NO
Date and time of report to the designated teacher:

Name of staff member making the report:

Signature of the staff member:

Signature of the designated teacher:

APPENDIX B

CODE OF CONDUCT

APPENDIX C

PARENT CONSENT PROFORMA

ST. COLMCILLE'S PRIMARY SCHOOL

Parental Consent Form

Photographs

(please tick one box in each section)

SECTION A – GENERAL USE

I give permission for my child's photograph to be used in connection with school.

I do not wish my child's photograph to be used in connection with school.

SECTION B - WEBSITE

I give permission for my child's photograph to be displayed on the school's website. *

I do not wish my child's photograph to be displayed on the school's website. *

N.B. Children may be identified by their forename on the website.

Child's Name	Year Group

Signed: _____

Date: _____

ST. COLMCILLE'S PRIMARY SCHOOL

Mobile Phones

(only to be completed if applicable)

Child's Name: _____

I wish my child to carry a mobile phone to school. I have read the school's correspondence pertaining to mobile phones and agreed to comply with same.

I have instructed my child to have the mobile phone switched off during school hours and placed in a secure place in his/her school bag. If my child is in possession of the mobile phone during school hours I accept that the phone will be removed and placed in the school office.

I accept the school will not be held responsible for the mobile phone when brought to school by my child.

Signed: _____

Date: _____

ST. COLMCILLE'S PRIMARY SCHOOL

Internet Use Agreement Form

Please read the following agreement before signing:

- ◆ The use of the school's Internet account is a privilege and not a right.
- ◆ I have made my child aware of the "Pupil rules for responsible Internet use".
- ◆ The school will deem what is acceptable use of the Internet.

Detach & Return

As the parent/guardian of the under-mentioned I have read the "Internet use Agreement Form" and "Pupil rules for responsible Internet use". I understand that the access is designed for educational purposes and any breach of the 'Pupil Rules' may result in my child's Internet privileges being withdrawn. Further I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to permit Internet access for my child(ren)].

Parent/Guardian Name (print) _____

Signature _____

Date _____

Enter the names of your child(ren) in the box below.

Child's Name	Year Group

ST. COLMCILLE'S PRIMARY SCHOOL

Acceptable Internet Use Statement

(staff)

The school's Internet Policy has been drawn up to protect all parties. The computer systems are owned by the school and made available for staff to enhance their professional activities. The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Staff requesting Internet access should sign a copy of this "Acceptable Internet Use Statement" and return to Mrs McAleer, ICT Co-ordinator.

Please read the following before signing:

- ◆ Inappropriate use of computer systems, allocated to staff by the school, is the responsibility of that person.
- ◆ Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received.
- ◆ Copyright of materials must be respected.
- ◆ Posting anonymous messages and forwarding chain letters is forbidden.
- ◆ As e-mail can be forwarded or inadvertently be sent to the young person, the same professional levels of language and content should be applied as for letters or other media.
- ◆ Use of the Internet to access inappropriate materials such as pornographic, racist, or offensive materials is forbidden.
- ◆ Use of the Internet for inappropriate commercial purposes is not acceptable.
- ◆ Permission must be sought to enter another user's folders/work/files.

I accept the above conditions.

Staff Name *(print)* _____

Signature _____

Date _____

ST. COLMCILLE'S PRIMARY SCHOOL

Parental Consent Form

Intimate Care

There are times when children have accidents, particularly in Year 1, and a change of clothing is required. The school has spare school uniform in storage for said purposes. When a change of clothing is required two members of staff will be present if possible.

In the unlikely event that school supplies are not adequate or the child becomes distressed, the school will contact the parent/guardian.

I give permission for the school to change my child's uniform if the need arises.

Signed: _____

Date: _____