



CHILD
PROTECTION

CHILD PROTECTION POLICY **CLINTYCLAY PRIMARY SCHOOL**

Rationale

We in Clintyclay Primary School have a primary responsibility for the care, welfare and safety of the children in our care. We will carry out this duty through the vehicle of our Pastoral Care Policies which aim to provide a caring, supportive and safe environment, in which all our children can learn and develop to their full potential, and, at the same time, be valued for their unique talents and abilities.

We seek to protect our pupils 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 have also adopted the *Staff Code of Conduct* attached to this policy (**Appendix 1**).

We aim to protect our pupils by ensuring that everyone who works in our school - teachers, other staff and volunteers - are alert to the signs of possible abuse and should be aware of the procedures to be followed. This policy sets out clear guidance and outlines the referral procedures within our school where the abuse of a child is suspected or if a disclosure of abuse is made.

The overriding concern of all the adults in our school 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.**

“The Needs of the Child are Paramount”

General Principles

The principles and philosophy which underpin our work with children are those set out in the 'UN Convention on the Rights of the Child' (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996), the Department of Education guidance "Pastoral Care in Schools - Child Protection" (DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures (2005). In particular, the principle we support is that every child or young person has the fundamental right to be safe from harm and to be given proper care by those looking after them so as to promote their physical, emotional and spiritual well-being.

The following principles form the basis for effective child protection activity and underpin the guidance which we follow:

- The child or young person's welfare must always be paramount; this over-rides all other considerations. Where a child or young person is disabled or has special needs these factors must also be taken into consideration.

A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the child or young person's interests must always come first.

Children have a right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child or young person has a disability, specialist assistance should be sought to achieve this.

Parents/carers have a right to respect and should be consulted and involved in matters which affect their family.

Actions taken to protect the child or young person (including investigation) should not in themselves be abusive by causing the child or young person unnecessary distress or further harm.

Intervention should not deal with the child or young person in isolation; the child or young person's needs should be considered in the context of the family. Agencies' actions must be considered and well informed so that they are sensitive to and take account of the child or young person's gender, age, stage of development, religion, culture and race, and any special needs.

Where it is necessary to protect the child or young person from further abuse, alternatives which do not involve moving the child or young person and which minimise disruption of the family should be explored.

Other Relevant Policies

We have a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- School Trips and Outings Policy
- Administration of Medication in Schools Policy
- Health and Safety Policy
- ICT Policy
- Internet Safety Policy
- Intimate Care Policy
- Attendance Policy
- RSE Policy

These policies are available on request to parents - any parent requiring a copy should contact the School @ 028 877 84498.

The School Safeguarding Team

The School Safeguarding Team members are:

Designated Teacher- Miss Fiona Hampsey

Deputy Designated Teacher: Mrs Caitriona Donnelly

Principal – Miss Fiona Hampsey

Both members of staff form the **Safeguarding Team** regularly review and evaluate school practice in this area.

Miss Caroline McKee is the **Designated Governor** with particular responsibility for child protection.

Miss McKee meets with the Safeguarding Team on a regular **basis**.

The **Chair of the Board of Governors** is **Mr Gerard Cunningham**.

Roles and Responsibilities

The Principal

The Principal must ensure that:

- DENI 1999 / 10 is implemented within the school
- That she attends training on ‘Managing Safeguarding and Child Protection’
- That a designated teacher and deputy are in place.
- That all staff receive child protection training.
- That all necessary referrals are taken forward in the appropriate manner
- That the Chair of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and that an Annual Report is provided at the end of Term 3
- That the school Child Protection Policy is reviewed every two years and that parents receive a copy/summary of this policy at least once every 2 years

The Designated Teacher and Deputy Designated Teacher(s)

The designated teacher and deputy designated teachers must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school’s Child Protection Policy
- Act as a point of contact for staff and parents and assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority’s Designated Officers for Child Protection- see list attached in appendix
- Maintain records of all child protection concerns in line with 2016 Circular
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection and written updates at all meetings.

The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order 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
- Recruitment, selection and vetting of staff
- The Designated Governor for Safeguarding and Child Protection should avail of Child Protection /Safeguarding Awareness training delivered by EA
- Deliver the Annual Report provided to the Board of Governors.

The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that he has received appropriate EA Child Protection and Safeguarding training.
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection/Safeguarding Policy in place and that staff implement the policy
- Ensure that governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection/safeguarding is appointed
- Assume lead responsibility for managing any complaint/allegation against the school Principal
- Ensure that the Board of Governors receive termly updates and a full written **Annual Report** in relation to child protection activities
- Signs off the 'Record of Child Abuse Complaints'
- Ensure confidentiality

The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance, including:

- Having a Child Protection/Safeguarding Policy in place and that staff implement.
- Having a Staff Code of Conduct for all adults working in the school.
- Ensuring that all staff and volunteers are vetted in accordance with current policy.
- Attending relevant Child Protection training and that up-to-date training records are maintained.
- Ensuring that confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

Other Members of School Staff

Staff in school have regular contact with children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

Remember the 5 Rs:

Receive, Reassure, Respond, Record and Refer

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher for Child Protection/Safeguarding;
- 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 'Child Protection Incident Report form (**Appendix 2**).

The actual words used by the child should be recorded.

- 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 member of staff 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 (Including misappropriate use of the INTERNET) concerns about home conditions including disclosures of domestic violence.

Parents

Parents should play their part in Child Protection and 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 fully informed.
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school.
- Letting the school know in advance if their child is going home to an address other than their own home.
- Familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet, Child Protection/Safeguarding Policies etc.
- Must report initially to the office when they visit the school.
- Raising reasonable concerns they have in relation to their child/children with the school.

What is Child Abuse?

We use the following definitions for Child 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.

(Area Child Protection Committee's Regional Policy- 2005)

Types of Abuse

Neglect – the persistent or significant neglect of a child or young person, or the failure to protect a child or young person 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 or young person's health or development, including non-organic failure to thrive.

Physical – physical injury to a child or young person, whether deliberately inflicted or knowingly not prevented. This may include hitting, shaking, throwing, burning, and confinement to a room, or inappropriately giving drugs to control behaviour.

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 or young person

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 or any kind (including exposure to pornography or involving in the production of pornographic material) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse in which a child or young person is exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and / or for the gain of a third person.

When we become aware of young people below the age of consent engaging in sexual activity, the Designated Teacher has a duty to share this information with Social Services.

Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural 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 (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	Self-destructive tendencies; aggressive 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; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
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).	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.

Neglect

Physical Indicators	Behavioural Indicators
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.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; Exposure to violence including unsuitable videos.

Sexual Abuse (including sexual exploitation)

Physical Indicators	Behavioural 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; 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.	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; 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.

Domestic Violence

Symptoms which young people may display and which may be indicators of domestic abuse include:

Nervousness
Low self – worth
Disturbed sleep patterns
Nightmares / flashbacks
Stress
Stomach pain
Bed wetting
Immature / needy behaviour
Temper tantrums
Aggression
Withdraw internally
Truancy
Alcohol & drugs
Bullying

These symptoms can lead to a child/young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services.

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.

Remember a child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Risk from IT / Technology

All pupils and staff are constantly made aware of the exposure to risks when using IT / Technology.

As part of the School's Internet Policy all parents are requested to sign a permission slip allowing their child to use the Internet within the school whilst under supervision.

Written permission is sought from parents to take photographs / video of pupils for use within school, in school publications and online media.
Only school equipment will be used for this purpose.

Clintyclay Primary School does not permit the use of mobile phones by children within school etc.

Pupils are made aware of the procedures to follow if they are exposed to cyber-bullying (see below for definition of cyber-bullying).

Pupils are informed regularly to be careful about who they give their phone number or e-mail address to.

If they receive an offensive or bullying message, a record of the time and date it was sent must be kept.

The class teacher/ principal must be informed, who will in turn follow the matter up.

Categories of Cyber-Bullying

Research commissioned by the Anti-Bullying alliance from Goldsmiths College, University of London, identifies several categories of cyber bullying:

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort

Picture / video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room

Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online

Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying (e.g. Snap chat/ Instagram etc.).

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

<i>Do:</i>	<i>Do not:</i>
<ul style="list-style-type: none">• Listen to what the child says• Assure the child they are not at fault• Explain to the child that you cannot keep it a secret• Document exactly what the child says using his/her exact words• Remember not to promise the child confidentiality• Stay calm• Listen• Accept• Reassure• Explain what you are going to do• Record accurately• Seek support for yourself	<ul style="list-style-type: none">• Ask leading questions.• Put words into the child's mouth.• Ignore the child's behaviour.• Remove any clothing.• Panic• Promise to keep secrets• Ask leading questions• Make the child repeat the story unnecessarily• Delay• Start to investigate• DO NOT – DO NOTHING

Procedures for making complaints in relation to child abuse

How a Parent can make a Complaint

At Clintyclay we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher, the Principal or the Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 3**.

Procedures for reporting suspected (or disclosed) child abuse

If a child or young person makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child or young person, **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 member of staff, discuss the matter with her and make full notes. A Child Protection incident report Form should be completed (**Appendix 2**) and given to the designated/deputy teacher. The note should be factual-what was seen/heard/reported and include details of the place and time and who was present. **The person reporting the incident must treat the matter in confidence**. In the event that the designated/deputy teachers are not in the building their contact details are displayed in the Main Office.

The Principal, in consultation with the deputy designated member of staff, will decide whether, in the best interests of the child or young person, the matter needs to be referred to Social Services.

If there are concerns that the child or young person 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 contacted immediately.

The Principal may seek clarification or advice and consult with the Designated Officer from the CCMS, Education Board or the Senior Social Worker (Gateway) 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.

If a referral is made to Gateway the designated/deputy teacher will complete the UNOCINI (Understanding the Needs of Young Children in Northern Ireland) referral form and send it to the Gateway Team.

She will also notify the EA Designated Officer for Child Protection.

The safety of the child or young person is our first priority.

This procedure with names and contact numbers is shown in **Appendix 4**

Allegations against a member of staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or the designated member of staff, if he is not available) must be informed immediately. The above procedures will apply unless the complaint is about the designated member of staff. Deputy designated member or the Principal. The Chairman of the Board of Governors/Management Committee will be informed immediately.

Allegations against the Principal

If a complaint is made against the Principal, the deputy designated member of staff must be informed immediately.

She will inform the Chairman of the Board of Governors/Management Committee and together they will ensure the necessary action is taken.

Allegations against the designated or deputy member of staff

Any complaints must be referred to the principal.

Suspension from duties

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

Child protection/Safeguarding procedures as outlined will be followed in keeping with current Department of Education guidance. This procedure with names and contact numbers is shown in **Appendix 5**.

Confidentiality and Record Keeping

For reasons of confidentiality the only people who need to know are:

1. The Principal – Miss F Hampsey
2. The Chairman of the Board of Governors –Mr G Cunningham
3. Designated Governor – Miss C McKee
4. The Designated Child Protection Teacher – Miss F Hampsey
5. The Deputy Designated Child Protection Teacher – Mrs C Donnelly

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher 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 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.

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

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.

Record Keeping

All records, information and confidential notes are kept in separate files in a locked cabinet. These only identify the child or young person by their initials and date of birth. These records are kept separate from any other file which is held on the child or young person.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints. This entry which will contain details of the complaint will be made available to the Board of Governor at least annually.

Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted/supervised in accordance with relevant legislation and Departmental guidance.

We ensure that persons other than our school staff who are invited as leaders/helpers on educational visits or other out of school educational activities are subject to vetting procedures in keeping with the current arrangements for the care and protection of our children.

CODE OF CONDUCT FOR ALL STAFF PAID OR UNPAID

All actions concerning children and young people must uphold the best interests of the child as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The Board of Governors ensures that Clintyclay Primary School has, and follows, the Code of Conduct drawn up for all members of staff, towards the children in our school.

This Code of Conduct covers all activities organised in and by the school, whether on the premises or elsewhere. (See Appendix 1)

All staff will sign that they understand the code of conduct and its implications and a record of this will be kept.

STAFF IN – SERVICE

Clintyclay Primary School is committed to in-service training for all staff. Each member of staff will receive general training on Child Protection Policy and Procedures with other members of the Safeguarding Team receiving more specialised training in line with their roles and responsibilities. A full record of all such training is retained. All staff attend a biannual training session- the last whole school training event took place on Wednesday 15th March @ 3.15pm in the school. All new members of staff are given induction training and issued with the required documentation.

THE PREVENTATIVE CURRICULUM

In Clintyclay we offer a supportive environment to our pupils who are being abused, have been abused and may be abused in the future.

All children and young people are vulnerable.

We have developed a 'child protection ethos' and a preventive curriculum. We offer our pupils an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a 'listening school'.

We offer protection on two levels:

- **Immediate Protection** – creating a listening environment that makes it easier for children to share their concerns.

School has placed a worry box near the foyer and pupils are encouraged to use the worry box provided and can make a request to talk to member/s of staff if they are unhappy, worried, or concerned.

Childline posters and information on what to do and how to get help are displayed throughout the school.

Photographs of the designated and deputy designated teachers are also displayed throughout the school and on our school website.

- **Long Term Protection** - enhancing self-esteem, building self-confidence, encouraging attitudes of respect and tolerance and developing social skills.

The Board of Governors ensures that the curriculum includes programmes for pupils on personal protection. Examples of programmes currently in use include The Alive O and Grow in Love Programmes, PDMU, Circle Time, Road Safety, Bee Safe Programme and The Helping Hands Programme.

The Community PSNI Officer also visits the school to teach pupils about issues such as Internet Safety, Cyber Bullying, Safe use of Fireworks and Stranger Danger.

Child Protection issues are regularly addressed at assemblies NSPCC and visiting speakers including firemen, PSNI and the school nurse speak to children about these issues.

We also avail of the Pupil Personal Development Service at EA to help and support children who are suffering as a result of loss or bereavement.

We work closely with the Education Welfare Officer and organisations such as Sure Start, Homefirst Trust and Social Service to provide a range of services to parents of young children.

Further details regarding these initiatives and policy documents can be obtained from the school's general office.

MONITORING AND EVALUATION

The Policy and Procedures will be updated regularly in the light of any further guidance becoming available. In carrying out this review, children and parents will be consulted. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Principal and Designated Teacher.

On-going evaluation will ensure effectiveness of the Policy.

Appendix 1

Clintyclay Primary School Code of Conduct for All Staff (September 2017)

Introduction

In Clintyclay Primary School we want all our pupils to feel happy, safe and secure so that they can benefit fully from their time in school and be able to avail of the educational experiences which our school offers. We aim at all times to behave appropriately and warmly towards each other and with every member of our school community.

We value greatly the friendly, caring relationships which exist between all staff and pupils at Clintyclay Primary School. We want to ensure that these relationships are always appropriate and professional and that the compassionate and caring ethos within our school community continues to flourish.

We recognise that 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 that they hold a position of trust, and that their behaviour towards the children and young people 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. It is intended as a guide and a help to all school staff. It sets out standards of conduct which staff are expected to follow. It has also been drafted to comply with school policies and procedures. It is also 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.

All the Staff of Clintyclay P.S. have been consulted and subscribe to the following Code of Conduct. This Code of Conduct covers all activities organised in and by the school, whether on the premises or elsewhere. Staff are requested to read the Code of Conduct carefully and to consider the issues raised.

Code of Conduct

1. Private Meetings with pupils

- Staff should be aware of the dangers which may arise from private interviews with individual children. It is recognised that there may 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 or in a room or area which is likely to be frequented by other people.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows 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 child or (preferably) another adult should be present or nearby during the interview/meeting. Active measures will be taken to facilitate this.

Individual Teaching and Pupil Support

- Every day in school, staff are involved in individual teaching and support sessions. These include classes throughout the school e.g. in resource areas etc. and are not considered private meetings with pupils. All staff should provide this support in an appropriate and professional manner

2. Physical Contact with pupils

- As a general principle, staff are advised that it is good practice not to make unnecessary physical contact with children.
- Where physical contact is required to maintain the safety of a pupil or others around them, that safety must take precedence over all other considerations.
(Reasonable Force and Safe Handling Policy).
- **Physical punishment is illegal, as is any form of physical response to misbehaviour, whatever the provocation.**
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed pupil, especially a younger child, may need reassurance involving physical comforting, as a caring parent would give. Staff should use their discretion to ensure that what is, and what is seen by others present, to be normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time.
- Staff should never touch a student who has clearly indicated that he/she is or would be, uncomfortable with such contact, unless it is necessary to protect the student, 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) , (DENI Circular 2003/13 Welfare and Protection of Pupils).
- Some staff are likely to come into physical contact with pupils from time to time in the course of their teaching, for example when showing a pupil how to use a piece of apparatus or equipment or while demonstrating a move or exercise during P.E. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted by the pupil.
- We are pleased that some members of our staff have agreed to undertake training in First Aid and provide cover. Staff required to administer First Aid to a child should ensure wherever possible that this is done in the presence of other

pupils or another adult. However, the welfare of the pupil is paramount and no member of staff should hesitate to provide First Aid in an emergency simply because another person is not present.

The trained First Aider in Clintyclay P.S is Mrs Caitriona Donnelly

- Any physical contact which would be likely to be misinterpreted by the child, 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 Designated/ Deputy Designated Teacher.
- Staff should be particularly careful when supervising children in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from normal school/work environment.

3. Choice and Use of Teaching Materials

- It is inevitable that some of our teaching will involve the use of sensitive materials and it is very difficult to anticipate when these might impact negatively on our students. If the material to be used is contentious, and if there are concerns about any students in a class in relation to it, it is good practice to consult with the Principal and/or the Designated Teacher. All INTERNET sites should be checked before use.
- 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 be criticised after the event. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal and or Deputy designated teacher as to the suitability of the resource **before use**.
- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

4. Relationships and Attitudes

- Staff should ensure that all verbal exchanges are conducted in a calm and professional manner. Only in unusual circumstances, for example in emergency situations or when attracting attention in large areas, will voices be raised. Sarcastic, threatening or demeaning verbal interaction is **not acceptable**. Furthermore, verbally humiliating or frightening pupils as a means of punishment is not acceptable. The use of humour can be helpful in diffusing situations but the humour used must be understood and appropriate. The basic rule of thumb is that we should treat everyone in the way we would expect to be treated ourselves i.e. with respect and dignity.

- Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with older boys and girls.
- From time to time, it is wise for all staff to reappraise their teaching style, relationships with children and their manner and approach to individual pupils to ensure that they give no grounds for doubt about their intentions in the minds of colleagues, of children or their parents/ guardians

5. Use of Private/Email/Mobile/Social Networking

All communications with children and young people in our school should be of a professional nature and communicated via official school email addresses or a school mobile phone.

Staff should always maintain appropriate professional boundaries and should never enter into inappropriate relationships with children or young people.

Staff should **never**:

- Make communication of a personal nature with pupils
- Engage in inappropriate dialogue with pupils through the internet via Facebook, Twitter, online gaming sites etc.
- Post photographs or make references to pupils or school issues on internet sites other than on the schools official sites / facebook.
- Send emails or text messages to children via personal email addresses or mobile phones.

We at Clintyclay P.S. recognise that every adult has a right to use social networking as a means of communicating with other adults. However, Social networking sites present particular difficulties for staff in all schools. Great care must be taken to ensure that appropriate boundaries are maintained between staff and students in this arena, as in all others.

It is **strongly recommended** that all staff using social networking sites use the highest available privacy settings and that staff **do not communicate with pupils via personal social networking sites.**

Information directly related to the school community should **never** be posted on personal social networking sites. Staff should also be mindful of content attributable to them, posted on others' sites (eg. friends and family) that may not have the privacy settings recommended.

The school would however like to highlight the risks associated with your communications being accessible to the general social networking public.

It is advisable to consider using privacy tools when communicating via this media.

Staff should at all times be mindful of the nature of their communications on forums not controlled by themselves (e.g. friends or relatives networking sites) and how these communications might be interpreted by others.

“A simple rule of thumb is not to put any information/images etc. on social media that you would not be happy to place on the school noticeboard”.

6. Use of mobile phones/cameras

- Mobile phones should be stored out of sight of pupils in school at all times
- Mobile Phones should be turned off or on ‘silent’ mode in school during contact time with pupils.
- If a member of staff needs to be contacted during contact time the main school phone should be used **(028 8778 4498)**
- Never share mobile phone details with children – yours or theirs
- Never send text messages to children using personal phone. Use school phone/texting service only to contact parents.
- Never use personal photographic/video equipment to take photographs of children. **Only school equipment should be used.**
- Never download school photographs to a personal computer or laptop.

7. The use of reasonable force to restrain and control pupils

What might be regarded as constituting reasonable force?

Physical intervention can take a number of forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil’s path
- Holding
- Pushing
- Pulling
- Leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Or (in extreme circumstances) using more restrictive holds

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of ‘reasonable force’, for example, to prevent a pupil hitting someone, or throwing something.

However, staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe:
- Slapping, punching, kicking or using any implement on a pupil
- Throwing any object at a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down in the ground.

Staff should also avoid touching or holding a pupil in any way that might be considered indecent.

Conclusion

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

In all circumstances, staff professional judgement will be exercised and for the vast majority of staff this Code of Conduct confirms what has always been their practice.

From time to time, however, it is wise 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 minds of colleagues, of children or of their parents/guardians.

Monitoring and Evaluation

Clintyclay P.S. will update this *Code of Conduct* in the light of any further guidance and legislation as necessary, and review it annually in conjunction with our Child Protection /Safeguarding Policy.

Consultation with staff will be undertaken on a regular basis.

Signed:

Date:

Appendix 2

CLINTYCLAY PRIMARY SCHOOL

CONCERN REPORTED RE CHILD PROTECTION ISSUE

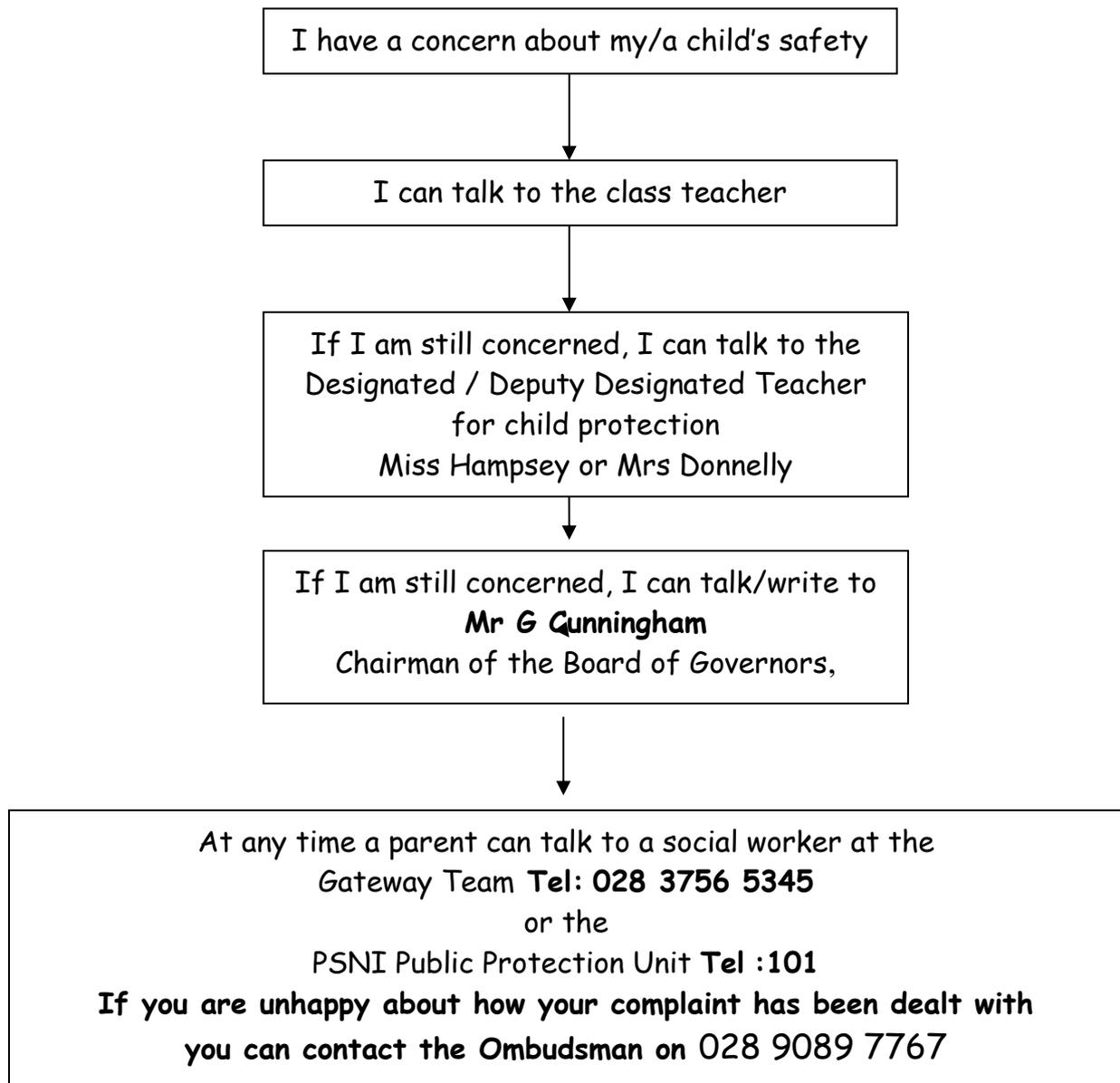
CHILD'S NAME	
DOB	
CLASS TEACHER	
NAME OF PERSON REPORTING CONCERN	
TO WHOM REPORTED	

DATE	
DETAILS OF INCIDENT / DISCLOSURE*	

*** Record actual words used by the child/young person**

CHILD PROTECTION

How a Parent can make a complaint



Appendix 4

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

Child makes a disclosure to teacher/member of staff or there are concerns about child either as a result of one observation or many observations over a period of time. Member of staff should make notes of what was said or observed and must **ACT PROMPTLY**

Discuss disclosure/concerns with designated teacher.
Give record of concern to Designated Teacher or a Deputy Designated teacher

Deputy designated teacher meets with Principal to plan course of action and ensures that a written record is made and treated confidentially.

If doubts remain seek advice from EA and/or Gateway Team/PSNI

If a referral is necessary Designated/Deputy Designated Teacher will refer to Gateway Team/PSNI and advise EA Designated Officer and if appropriate CCMS

If referral to Gateway/PSNI is not necessary

If referral to Gateway/PSNI is not necessary

Tell Complainant

Yes - discuss with Gateway team/Police how parent will be informed

Is Parent the alleged abuser?

No - tell parent

CONTACT NUMBERS

GATEWAY SERVICES

028 3756 5345

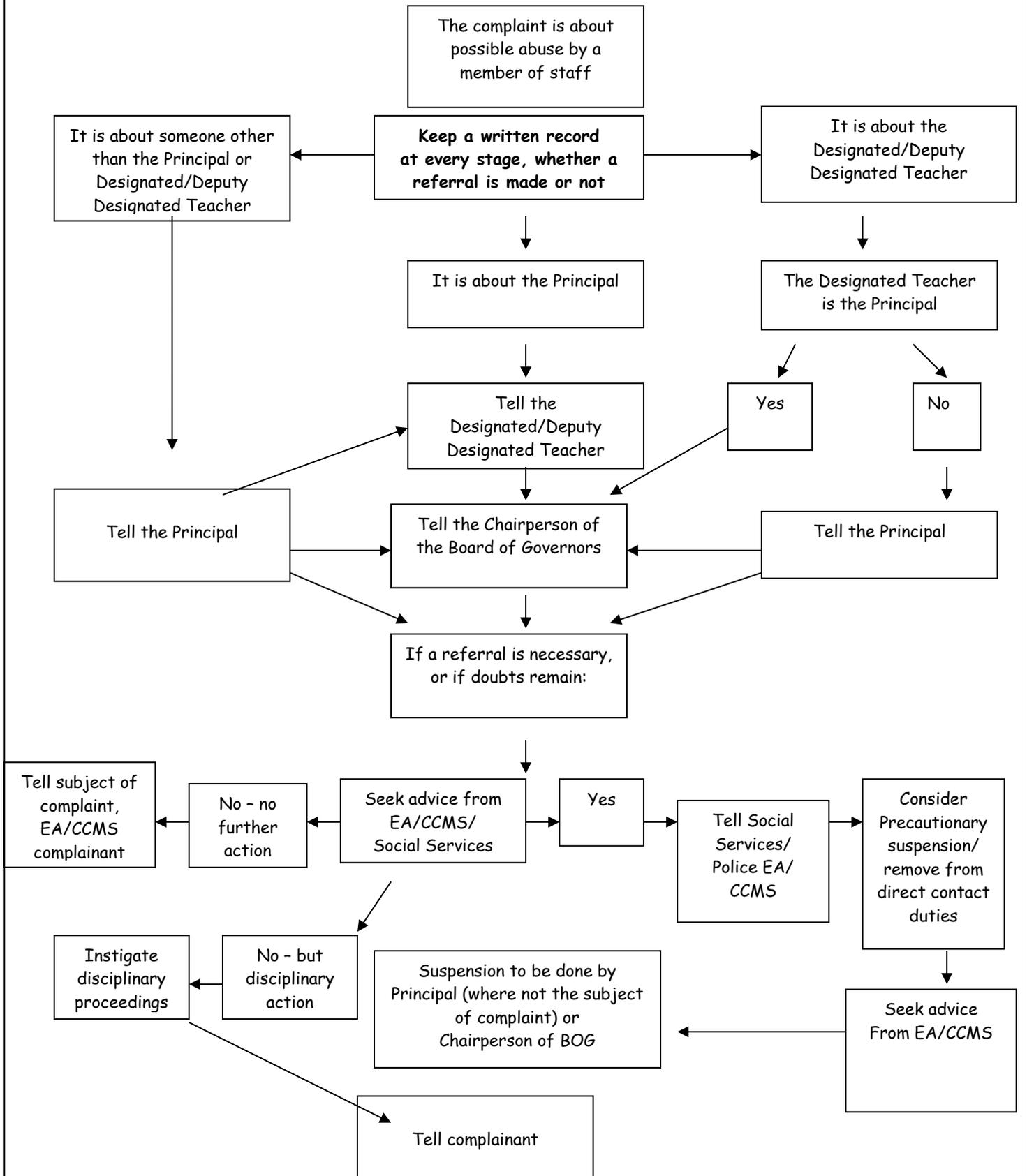
**PSNI Public Protection Unit
Tel: 101**

Ombudsman

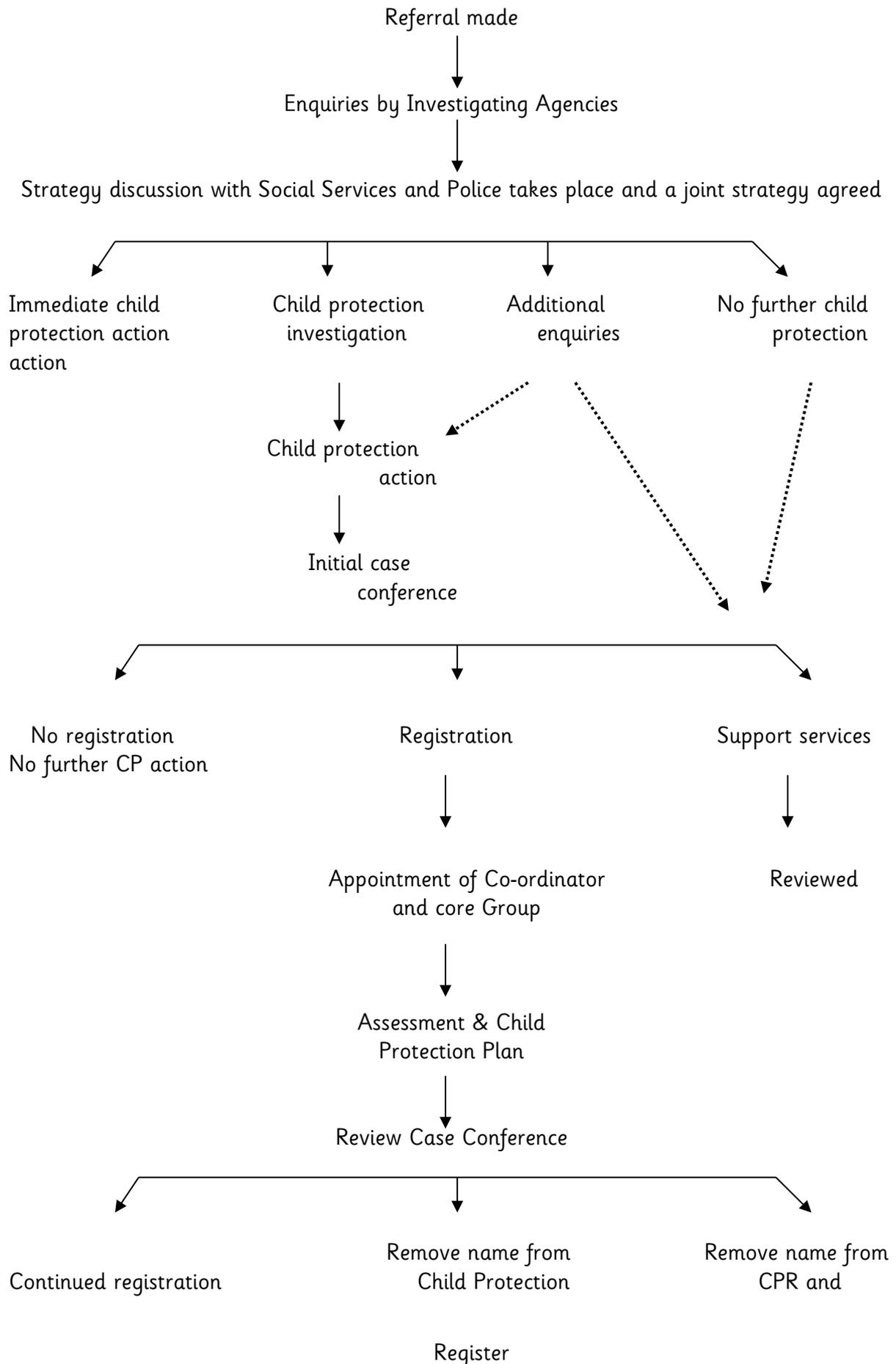
028 9089 7767

Appendix 5

Procedure where a complaint has been made about possible abuse by a member of the school's staff



Roles of other Agencies. What happens after a referral is made?



Protecção da criança

Como é que os pais/encarregados de educação podem apresentar uma reclamação/queixa?

Estou preocupado(a) com a segurança de uma/da minha criança

Posso falar com o professor da classe

Se continuo preocupado(a), posso falar com o professor responsável pela protecção das crianças – Miss Fiona Hampsey / Mrs Caitriona Donnelly

Se estou preocupado(a), posso escrever ao/falar com o Principal (Director)
– Miss Fiona Hampsey

Se continuo preocupado(a), posso escrever ao/falar com o presidente do grupo de
“governadores da escola”

Em qualquer altura, posso entrar em contacto com a assistente social telefonando para o
028 7356 5345 / PSNI Public Protection Unit Tel:101/ Ombudsman 028 9089 7767

Cópias da política de protecção da criança desta escola estão disponíveis a pedido na sec

CHILD PROTECTION

W jaki sposób rodzic może dokonać zgłoszenia?

Mam obawy o bezpieczeństwo mojego dziecka

Mogę porozmawiać z nauczycielem
dziecka

**Jeżeli w dalszym ciągu jestem zaniepokojony, mogę
porozmawiać z nauczycielem odpowiedzialnym za ochronę dzieci**

Jeżeli w dalszym ciągu mam jakieś wątpliwości mogę rozmawiać /
złożyć pismo do Przewodniczącego Rady Dyrektorów

**W każdej chwili mogę skontaktować się z pracownikiem
socjalnym pod numerem 028 3756 5345 / 0800 783 7745
lub z Jednostką Ochrony Publicznej pod
numerem 101/ Ombudsman 028 9089 7767**

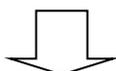
Kopia szkolnej Polityki Ochrony Dziecka dostępna jest w Sekretariacie
Głównym

Child Protection

Ochrana a bezpečnosť detí

Ako môže rodič podať sťažnosť

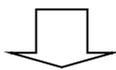
Mám obavy o bezpečnosť moju/môjho dieťaťa



Môžem to povedať triednemu učiteľovi



Ak mám stále obavy, môžem hovoriť s povereným učiteľom pre ochranu a bezpečnosť detí



Ak mám aj potom stále obavy, môžem hovoriť alebo napísať správcovi Správnej školskej rady

Kedykoľvek môžem hovoriť so sociálnym pracovníkom na tel. čísle

028 3756 5345 / 0800 783 7745

PSNI Public Protection Unit (Jednotka verejnej ochrany) Tel: 101

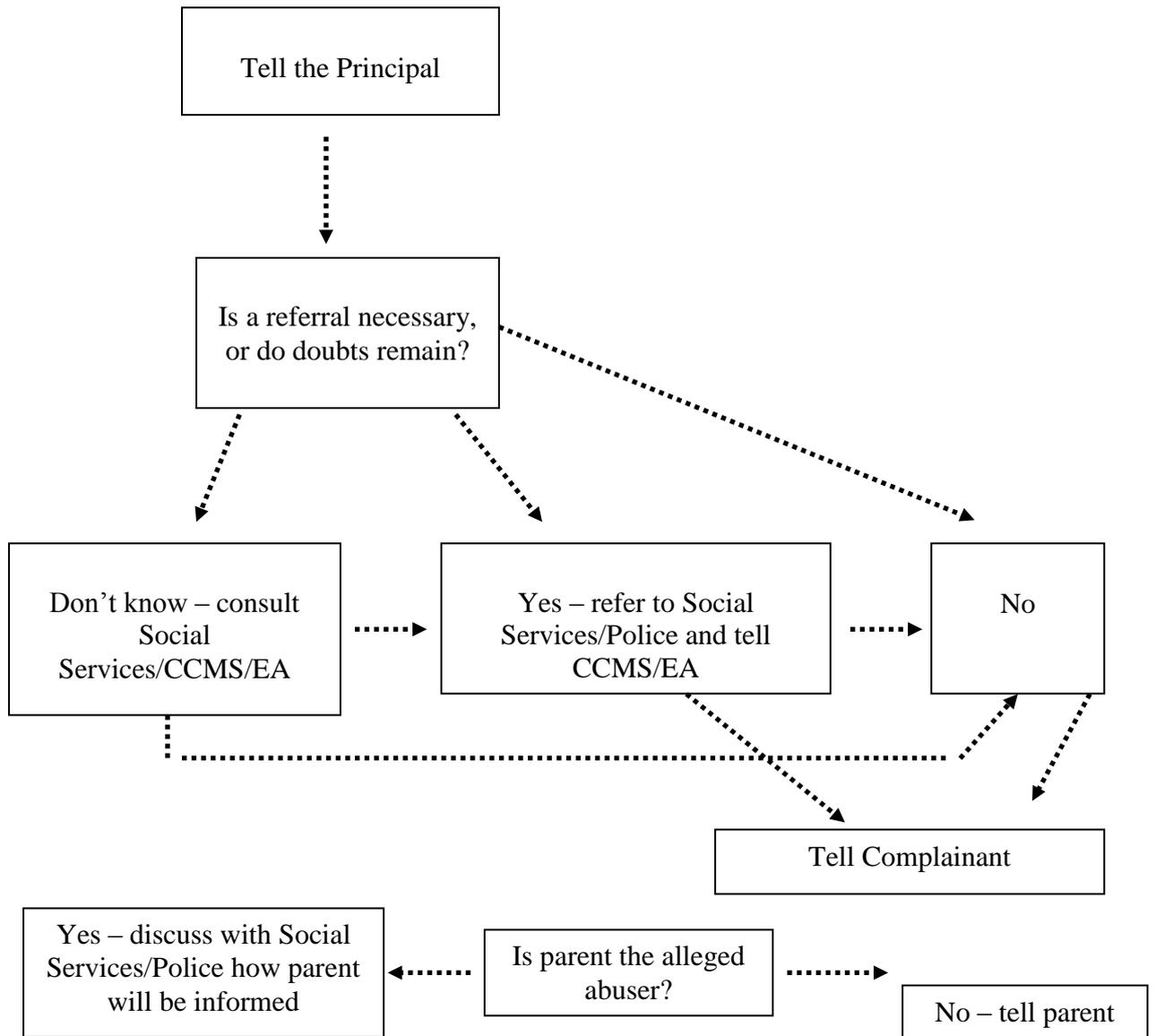
Ombudsman **028 9089 7767**



Kópie školských predpisov Ochrany a bezpečnosti detí sú k dispozícii na požiadanie v hlavnej kancelárii školy

Appendix 5 –

Procedure where a complaint has been made about possible abuse by a member of Clintyclay staff



CONTACT ADDRESSES AND TELEPHONE NUMBERS

❖ **Senior Social Worker / Gateway Team**

Armagh and Dungannon Team
'E' Floor
South Tyrone Hospital
Carland Road
Dungannon BT71 4AU

Tel: **028 8771 3506 / 028 3756 5345**

❖ **Outside Office Hours**

Referral should be made to the Area Out-of-Hours Co-ordinator who may be contacted via the switchboard at any of the following:-

Craigavon Area Hospital
Craigavon Telephone: (028) 3833 4444

Daisy Hill Hospital
Newry Telephone: (028) 3083 5000

South Tyrone Hospital
Dungannon Telephone: (028) 8772 2821

❖ **Council for Catholic Maintained Schools**

CCMS Omagh Telephone: (028) 9201 3014
1 Hospital Road
Omagh
Northern Ireland
BT79 0AW

❖ **Child Abuse Rape Enquiry Unit**

PSNI Tel 101

❖ **National Society for the Prevention of Cruelty to Children**

NSPCC Northern Ireland Divisional Office
Jennymount Court
North Derby Street
Belfast
BT15 3HN

Telephone: **(028) 90351135**

Child Protection Helpline (24 Hr) **0808 8005000**

The Education Authority- Southern Region

Child Protection Issues

Roles of Responsibilities within the EA 2017

Name	Contact Number	Roles and Responsibilities
Andrea Wills	(028) 3741 5473	◇ Senior EWO
Jennifer McCann Cathy McCann Catherine Anderson Paula Mc Creesh	(028) 3834 1975 Office Number	◇ Designated Officers for Child Protection

Appendix 6

Child Protection Record Keeping in Clintyclay Primary School

Our policies and procedures for record keeping are in line with DOE Circular 2016/20 “Child Protection; Record Keeping in Schools” and 2015/13 “Dealing with Allegations of Abuse against a Member of Staff.”

The Principal/ Safeguarding Team will be responsible for the collating storing, retention and disposal of all child protection records.

All child protection records are kept with the utmost propriety and confidentiality. A separate folder is retained for every individual pupil in a locked cabinet with access restricted to members of the Safeguarding Team- on a need to know basis. The key for the cabinet is stored in a locked safe- the location of which is known only to members of the Safeguarding Team.

Child protection records will not normally be removed for the school for any reason. The removal of any records will be accompanied by signed detailed notes re reason date- date of return etc.

The Child Protection File pertaining to each child will contain some or all of the items described at paragraph 3:12 Page 7 of Circular 2016/20. This will be retained separately from the general school pupil file. The presence of a blue sticker on the general school file will point to the existence of a confidential file on the child held elsewhere.

Records relating to complaints made of possible abuse by a member of staff will be recorded in the Record of Child Abuse Complaints Book as per the requirements of Circular 2015/13 and signed and dated by the school principal. This will be retained in a secure location as above. Allegations against the school principal will be handled by the Chair of Governors and records retained accordingly.

The Record of Child Abuse Complaints Book will be presented to the Chair of the Board of governors annually as part of the audit of Child Protection and signed and dated by the Chair.

Private File 2 on the C2K system will have restricted access for members of the Safeguarding Team for Child Protection recording purposes. Information held on disks/ pens etc. must be encrypted.

Child Protection Records of the above will be shared with the relevant statutory agencies when necessary and in line with the guidance in Circular 2016/20/ Data Protection Act 1998.

Records will be retained indefinitely and/ or in line with the schedule on page 17 of the Circular.