

# St. Joseph's Primary School



## Child Protection Policy & Procedures

2021 Full Edition  
REVIEW DATE: NOV 2022

(Parents receive a copy of this and complaints procedure every two years  
or on intake to the school)

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Reviewed by:

Designated Teacher for Child Protection.....**Mrs Lesley Cochrane**.....

Date:.....

Deputy Designated Teacher for Child Protection ....**Mrs Helen Turley**...

Date:.....

Principal ....**Mrs Imelda Porter**.....

Date:.....

Designated Governor for Child Protection...**Mrs Anita Rogan**.....

Date:.....

Chair of Governors Father Paul Alexander

Signed..... Date.....

## INTRODUCTION

### Policy statement and principals

#### ETHOS

#### A statement and evaluation of the ethos of St Joseph's Primary School.

**'A small school with a big heart'**

***'We want our school to be a place for everyone. To do some work and have some fun! Where people feel like they belong. We ask God's Holy Spirit to be active here. To make an atmosphere of joy, peace and love.'***

We at St. Joseph's Primary School aim to provide a happy and caring atmosphere for the child, where they feel secure and able to fulfil their potential. We will acknowledge and celebrate their achievements and individual strengths and differences and aim to promote their self-esteem and confidence at all times.

Our purpose is to provide a solid foundation to help them to progress to adulthood through:

- Encouraging each child to be confident, independent and responsible learners through a curriculum which suits the needs of each individual.
- Promoting the development of lively and enquiring minds to acquire skills towards self learning.
- Developing respect for others in terms of religion, race and personal circumstances and
- Encouraging the children to become active and interested members of the wider community.

In St. Joseph's Primary School, the pastoral care structures are based on a shared understanding of what it means to be a Catholic school. We in St. Joseph's P.S. have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. The schools Child Protection Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

We in St. Joseph's Primary School have a responsibility for the care, welfare and safety of our pupils. The general principles which underpin our work are those set out in the Children (NI) Order 1995, the Department of Education guidance "Safeguarding and Child Protection in Record keeping in Schools (DENI Publication 2020) <https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%20202007%20Child%20Protection%20Record%20Keeping%20in%20Schools.PDF>

"Co-operating to safeguard children and young people in Northern Ireland" (DHSSPSNI, Aug 2017) and the SBNI Regional Core Child Protection Policies and Procedures 2017. *More legislation documents and guidance documents can be found listed in Appendix 10.*

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. (Co- operating To Safeguard Children and Young People in Northern Ireland 2017) <https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

As part of a team, we have a caring commitment to guide and advise our pupils, both formally and informally, on personal and educational matters. We believe that the pastoral dimension in our school contributes to the creation of a supportive atmosphere for both pupils and teachers alike.

The primary responsibility of all staff of St. Joseph's Primary School is the care, welfare and safety of the pupils in our charge, and we will carry out this duty through the implementation of the Child Protection and other policies. We seek to protect our pupils by helping them to 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.

The statutory personal development curriculum (PDMU) requires St. Joseph's Primary School to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system.

The curriculum at St. Joseph's Primary School offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

In recent years, the use of 'keeping safe messages' and the term '**preventative curriculum**' have become even more widely used in St. Joseph's Primary School to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

Staff teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves. Further details of how this is achieved can be found in year group planners and the school Relationship and Sexuality Education (RSE) Policy.

We recognise the contribution that ALL staff and volunteers make in helping to make our school a safe environment. We promote a child-centred ethos where children are listened to by adults and taken seriously and recognise that the child's welfare must be paramount in our decision making.

Everyone in our school community has a role to play and is committed to safeguarding the children in our care by ensuring that all:

- children are/feel safe and protected in our school and reasonable steps are taken to ensure their welfare is safeguarded and their safety is preserved.
- members of teaching and support staff, and all adults who have contact with the children have been subject to appropriate vetting procedures and have been provided with the school's Child Protection training.

It is important that all relevant agencies involved in education and care cooperate for the benefit of the child. All staff have a total commitment to Child Protection. They promote a preventative curriculum raising children's awareness about themselves through Personal Development and other areas of the curriculum, in addition to developing a climate of trust so that children feel able to talk and share their thoughts and feelings.

Governors and all staff are acutely aware of the importance of promoting E-Safety and the associated risks i.e. Content, contact, conduct and commercial risks as referred to in DENI Circular 2017/04.

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. The Child Protection Policy complements and supports other policies including:

- Data Protection
- Child Protection: Record Keeping in our School
- Attendance Policy
- Behaviour Management and Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct
  
- Complaints Policy
  
- GDPR Policy

**ST. JOSEPH'S PRIMARY SCHOOL SAFEGUARDING TEAM**

## **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DT** refers to the designated teacher for child protection  
**Child** includes everyone under the age of 18.

SBNI-Safeguarding Board for Northern Ireland

**Parent** refers to birth parents and other adults who are in a parenting role or who have parental responsibility, for example step-parents, foster carers and adoptive parents.

## **Key personnel**

**The designated teacher (DT) for child protection is**

Mrs L Cochrane

Contact details: email: [lcocrane952@c2kni.net](mailto:lcocrane952@c2kni.net)

Tel: .02844841546

**The deputy designated teacher is\_\_Mrs H Turley\_**

Contact details: email: [hturley264@c2kni.net](mailto:hturley264@c2kni.net)

Tel: ... 02844841546.

**The designated child protection governor is Mrs Anita Rogan**

Contact details: email: [anitarogan@aol.co.uk](mailto:anitarogan@aol.co.uk)

Tel: 07500586078

**The Principal is \_\_\_\_Mrs I Porter\_\_**

Contact details: email: [iporter336@c2kni.net](mailto:iporter336@c2kni.net)

Tel: 02844841546

**The Chair of BOG** is Father Alexander

Contact Details: email: [saul@downandconnor.org](mailto:saul@downandconnor.org)

Tel: 02844612525

Effective functioning of the Safeguarding Team structure relies on the skills and expertise of adults within St. Joseph's Primary School, and their recognition and prompt reporting of child protection and safeguarding concerns.

## **ROLES AND RESPONSIBILITIES**

### **SAFEGUARDING TEAM**

The responsibilities of the team will include:

- Monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.

Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements. (i.e. DENI Circular 2017/04 - Section 4.7.1. & 4.7.2) School Governors Handbook- **Co-operating to Safeguard Children and Young People in Northern Ireland**

- Revised Sept. 2019 <https://www.education-ni.gov.uk/sites/default/files/publications/education/cps-s-school-governors-handbook-safeguarding-and-child-protection-revised-september-2019.pdf>

As best practice, the Safeguarding Team review their child protection / safeguarding practices annually.

### **BOARD OF GOVERNORS**

**Boards of Governors must ensure that:**

- A Designated Governor, Designated and Deputy Designated teachers are appointed in St. Joseph's Primary School.

- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The Chair and designated governor have initial Child Protection Support Service (CPSS) as part of Induction Training provided by the Education Authority (EA).
- The Chair, Designated Governor, Principal, Designated and Deputy Designated teachers for Child Protection undertake full CPSS training completed by EA.
- All Governors undertake refresher Child Protection training every term of office (4 years).
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19.
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report includes details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools.

## **CHAIR OF THE BOARD OF GOVERNORS**

### **The Chair of the Board of Governors will ensure:**

- They assume lead responsibility for managing any complaint/allegation against the School Principal.
- Child Protection records are kept in a locked filing cabinet in the Principal's office.
- They sign and date the Record of Child Abuse complaints annually, even if there have been no entries.

## **DESIGNATED GOVERNOR FOR CHILD PROTECTION**

### **Provides advice to Governors about:**

- The role of the Designated Teachers.
- The content of Child Protection Policies.
- Recruitment, selection, vetting and induction of staff.
- The content of the code of conduct for adults within the school.
- The full annual Designated Teachers report and any termly updates.

## **PRINCIPAL**

### **The Principal will ensure:**

- As Secretary to the Board of Governors, that information is relayed promptly to Governors about any new DE guidance (circulars and letters) related to child protection/safeguarding.
- That she is actively involved in the school Safeguarding Team.
- That Child Protection is an item on the Agenda at Board of Governor meetings each term.
- Suitable staff are appointed to roles of Designated and Deputy Designated Teacher(s) for Child Protection.
- Designated time is allocated for the Designated Teacher to carry out their role effectively.
- New staff and volunteers have Safeguarding and Child Protection awareness sessions.
- They lead procedures in relation to a complaint against a member of staff also keeping the Chairperson informed.
- The maintenance of any records of allegations against staff including the Record of Child Abuse complaints.
- All parents and pupils receive a copy, or summary of the Child Protection Policy at intake and, at a minimum, every two years.

## **DESIGNATED TEACHER (DT)**

### **The DT will:**

- Be available to discuss safeguarding or child protection concerns of any member of staff.
- Be responsible for record keeping of all child protection concerns.
- Promote safeguarding and child protection ethos in the school.
- Liaise with the Education Authority (EA) Designated Officers for Child Protection.
- Attend training and are aware of duties, responsibilities and role.
- Keep the school Principal informed.

- Lead the development of the schools Safeguarding and Child Protection policy.
- Take the lead in the drafting and issuing the summary of the Child Protection arrangements for parents every 2 years.
- Make referrals to Social Services or the PSNI Central Referral Unit where appropriate.
- Notify the Chair of the Board of Governors in the event of an allegation against the Principal.
- Complete induction and training of all staff including support staff raising awareness of child protection policy and procedures.
- Compile written report at least annually to the Board of Governors regarding child protection.
- Complete a referral form (UNOCINI) sending this to Social Services.
- Maintaining a current awareness of early intervention supports and other local services. E.g. Family Support Hubs.
- The **Designated Teacher** may seek clarification or advice and consult with the EA **Designated Officer** or appropriate senior social worker before a formal referral is made.

## **DEPUTY DESIGNATED TEACHER (DDT)**

The role of the Deputy Designated Teacher is to actively support the Designated Teacher in fulfilling her responsibilities developing sufficient knowledge and experience to undertake the duties recorded above of the Designated Teacher when required.

## **TEACHING STAFF**

If any member of the teaching staff has concerns about a child or staff member they should report their concerns to the Designated Teacher, or in their absence the Deputy Designated Teacher, who will keep a detailed written record of the concerns and take any further necessary action.

Before approaching the **Designated Teacher** with his/her concerns a teacher may seek some clarification from the child, remembering to exercise tact and understanding. Great care must be taken in asking and interpreting children's responses to questions about indicators of abuse. Teachers should be aware that, if their concerns lead to a formal referral, the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal

proceedings. This is also the case if a child makes an allegation of abuse or voluntarily discloses information which amounts to an allegation.

## **SUPPORT STAFF**

If any member of the support staff has concerns about a child or staff member they should report these concerns to the **Designated Teacher** or **Deputy Designated Teacher** who will keep a detailed written record of the concerns and take any further necessary action.

## **PARENTS**

Parents must play their part in safeguarding by:

- Informing the school if their child has a medical condition or educational Need.
- Ensuring the school has up to date contact details for them providing details of any Court Orders relating to the safety or wellbeing of a parent or child.
- Giving details of any change in a child's circumstances for example change of address, change of contact details, change of name, change of parental responsibility.
- Contacting the school to inform child's absence, or sending in a note on the child's return to school, so that the school is reassured as to the child's health/circumstances.
- Informing the school whenever anyone, other than themselves, intend to pick up their child after school.
- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Positive Behaviour, E Safety and Child Protection Policies.
- Informing a taxi firm transporting their child to/from school that the driver must park the taxi outside the school grounds Car Park. The driver must then collect the child from a member of staff and show an appropriate form of identity.

## **PUPILS**

Pupils should play their part in safeguarding by informing an adult if they have any concerns about themselves or another pupil or adult at home or in school.

**(Appendix 5)**

## **CHILD PROTECTION**

The Child Protection Policy seeks to ensure protection of our pupils by ensuring that everyone who works in our school - teachers, support staff and volunteers - has clear guidance and training on the action that 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.

A copy of the full version of the Child Protection Policy is given and receipted to every family of the school when their child commences their education at the school. A summary of the policy is sent home annually to each family. The Child Protection Policy is also available on the school website and a paper copy of the policy can be requested at any time by a parent.

### **1. TYPES OF ABUSE**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

### **2. DEFINITIONS OF ABUSE**

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm.

Child abuse may take a number of forms including:

- I. NEGLECT**
- II. PHYSICAL ABUSE**
- III. SEXUAL ABUSE**
- IV. EMOTIONAL ABUSE**

## V. EXPLOITATION

- I. **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.
- II. **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.
- III. **Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- IV. **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 involved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games of mobile phones – by a child's peers.

- V. **Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for

personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

All the above definitions are from 'Co-operating to Safeguard Children & Young People in N.I. (2016)

Indicators of Child Abuse can be viewed in **Appendix 1**.

Other specific types of abuse include:

- VI. Grooming**
- VII. Child Sexual Exploitation (CSE)**
- VIII. Domestic and Sexual Violence and Abuse**
- IX. Female Genital Mutilation (FGM)**

**VI. Grooming** of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

**VII. Child Sexual Exploitation (CSE)** - Although Child Sexual Exploitation is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Child Sexual Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or

unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

#### **VIII. Domestic and Sexual Violence and Abuse -**

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse:

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

Sexual Violence and Abuse:

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

It is 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 years or over who are or have been intimate partners or family members regardless of gender or sexuality. If it comes to the attention of school staff that Domestic Violence is or may be affecting a child this must be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Potential indicators of Child Sexual Exploitation are listed in **Appendix 2**.

**IX. Female Genital Mutilation (FGM) -** Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically

unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in this school policy.

### **3. BULLYING**

Although not an official form of abuse, bullying in any form will not be tolerated in St. Joseph's Primary School. Our Anti-Bullying Policy is available at the school upon request and can be found on the school website. It includes detail on how to address E-safety and Internet abuse.

### **4. SAFE RECRUITMENT MEASURES**

All staff paid or unpaid who are appointed to positions in the school are vetted/supervised in accordance with relevant legislation and Department guidance. Adults who volunteer to help with class visits will be under the supervision of school staff at all times.

### **5. CODE OF CONDUCT FOR ALL STAFF, PAID OR UNPAID & VISITORS**

All actions concerning children 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 in their charge must be above reproach at all times.

St. Joseph's Primary School takes account of Section 7 of DENI Circular 2017/04 regarding 'Dealing with Children with increased vulnerabilities'. e.g. Children with a disability and children with limited fluency in English.

The staff at St. Joseph's Primary School have also adopted a Code of Practice for their behaviour towards pupils. (**Appendix 3**).

Visitors are required to read and follow the Visitors Code of Conduct and sign the Visitors' Book. (**Appendix 4**).

### **6. Procedures for Reporting Suspected (or disclosed) Abuse**

In St. Joseph's Primary School all staff, through their care of children, take all reasonable steps to ensure that children are safe and remain healthy.

If a child 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, the member of staff will act immediately.

No child will be given a promise of confidentiality but will be assured that the information shared will only be disclosed to people who NEED to know. In reporting a concern or suspicion, all adults in school must follow the following procedures.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse the person should:-

- RECEIVE - listen to what a child says but do not ask leading questions except when to show you have understood.
- REASSURE - ensure the child is reassured that he/she will be safe and their interests come first.
- REACT - only to ensure the child is safe and secure.
- RECORD - make note of what you have seen or heard and the date and time.
- REPORT - Report to the Designated or Deputy Designated Teacher

The Designated Teacher, Principal and Deputy Designated Teacher will follow Child Protection and Safeguarding procedures.

**The welfare of the child is St. Joseph's Primary School's paramount concern.**

If there are concerns that a child may be at risk, Mrs Cochrane and Mrs Turley will discuss any concerns with Mrs Porter.

If after consultation with the EA (SE Region) Child Protection Officers a referral is deemed necessary, it will be made immediately by telephone and followed up with a UNOCINI. The Principal and Designated Teacher will inform Social Services and or the PSNI.

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

Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

**(Appendix 6 – A Guide for Parents)**

## **10. DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF**

The procedure when dealing with allegations of abuse against a member of staff should be applied with expediency, sensitivity, common sense and judgement. All actions taken should comply with the inter-agency arrangements outlined in SBNI Regional Core Child Protection Policies and Procedures 2017.

St. Joseph's Primary School Governors and staff will follow updated guidance which is clearly recorded in DENI Circular 2015/13.

- If an allegation is made against a member of staff, the resolution of that allegation will be a clear priority to the benefit of all concerned. Any unnecessary delays will be avoided. **Allegations should be reported immediately**, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection.
- A **Lead Individual** to manage the handling of an allegation will be identified from the outset. This will normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to the Chairperson (Chair) of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual.

In accordance with agreed disciplinary procedures **the Board of Governors, the Chair or the Principal can impose a precautionary suspension on a member of staff** and should only do so following full consideration of an individual case in conjunction with the Lead Individual and advice from the relevant Employing Authority.

A precautionary suspension will be kept under regular review and can only be ended by the Board of Governors.

In response to an allegation, other options will be considered before suspending a member of staff. Suspension should not be the default option. An individual will be suspended **only** if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual

notified of the reasons. The precautionary suspension will be reviewed monthly. The requirement to maintain confidentiality must be emphasised. Please refer to **Appendix 7**.

If the school has concerns or has been given information about possible abuse by someone other than a member of staff please refer to **Appendix 8**.

In the unlikely event of the Designated Teacher or Deputy Designated Teachers not being available to deal with an emergency involving child protection issues, the teacher must speak to the next senior member of staff.

### **11. Intimate Care**

St. Joseph's Primary School has a separate Intimate Care Policy. It may be necessary for staff to do things of a personal nature for these younger children in their care. Children may be upset and need to be comforted. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent.

In order to safeguard the child and protect, the following code of conduct will be adhered to at all times in St. Joseph's Primary School:

- Children will be encouraged to adjust clothing, etc. themselves when using the toilet.
- Children who wet their clothes after a toileting accident will be given clean replacements and depending on the child's level of independence, will be encouraged to change themselves in the privacy of a cubicle in the toilet area.
- If assistance is required to help a child change, If possible, the member of staff should be accompanied by a second member of staff. If not possible, the adult supporting the child will inform another member of staff as to their whereabouts and the need to help a pupil.
- If a child vomits or soils themselves, their previously given contacts will be telephoned in the order given to request that they are changed by a parent or another adult who has the parents' consent to clean and change the child
- In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or school secretary. Written records of incidents will be kept on an official form. A child's initial is recorded to provide anonymity. Code letters W, S and V (Wetting, Soiling or Vomiting) will be used.

- The Building Supervisor and Cleaners will only enter the toilet areas after first making sure that no pupils are present.

## **12. Confidentiality and Record Keeping**

The relationship which teachers and other staff in the education service have with the children in their charge is based on trust and, often, on confidentiality. Such relationships are an integral feature of a secure and caring environment which fosters learning and personal development. Some forms of child abuse are however a criminal offence and staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

No promise of confidentiality can or should ever be given where abuse is alleged. 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.

Written records will comply with DENI Circular 2020/07 Child Protection Record Keeping in Schools <https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%20202007%20Child%20Protection%20Record%20Keeping%20in%20Schools.PDF>

- Safeguarding and Child Protection in Schools: A guide for schools (2017). Updated September 2019 and August 2020

Records will be kept in a locked Cabinet in Mrs Porter' Office.

Only the Principal, DT and DDT have access to these records. The key is kept securely. Electronic records are only accessible to the Principal, DT and DDT. All must be encrypted and appropriately password protected. DENI Child Protection Note of Concern Proforma is in **Appendix 9**.

The Data Protection Act 1998 establishes a framework of rights and duties which are designed to safeguard personal data. This framework balances the legitimate needs of organisations to collect and use personal data for business and other purposes against the right of individuals to respect for the privacy of their personal details.

-When considering what information can be shared, including on transfer to another school, schools must ensure that they comply with the 8 principles in the Data Protection Act 1998 -(See Data Protection Policy and Child Protection Record Keeping in our School.)

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. The Designated Teacher for Child Protection will transfer Child Protection documentation to the Designated Teacher for Child Protection of a pupil's new school.

Appropriate and continued staff development will be provided for teachers and other staff who, at all levels of the caring process, need to feel that they themselves are valued and that help and support are available to them.

### **13. Staff in-Service Training**

Each member of staff will receive general training on this policy and the procedures on a yearly basis. This will be led by the Safeguarding Team. The Safeguarding Team and Governors will also avail of courses offered by the Education Authority and other multi-disciplinary agencies when appropriate. Training resources can be accessed on the school computer system.

### **14. Monitoring and Evaluation**

The Safeguarding Team will regularly discuss all Child Protection and Safeguarding issues.

The Board of Governors (who have reviewed and approved this policy) will also be advised of relevant Child Protection Issues at regular intervals during the course of the school year.

Specific details will not be shared with the Governors and confidentiality will be maintained.

The Safeguarding Team will review this policy annually and advise Governors and parents of changes when necessary.

### **15. LIABILITY FOR STAFF**

Any teacher or other member of staff who complies with EA Procedures in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, will receive the full support of the Board and will not be legally or financially liable.

### **REFERENCE DOCUMENTS**

EA (SE Region) Child Protection - Policy and Procedures Training Material which encompassed the following documents

DENI Circular 2017/04, Safeguarding and Child Protection in Schools

DENI Circular 2020/07 <https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%20202007%20Child%20Protection%20Record%20Keeping%20in%20Schools.PDF>,

Child Protection Record Keeping in Schools

DENI Circular 2015/13 Dealing with allegations of abuse against a member of staff

DENI Circular 2017

Co-operating to Safeguard Children (DHSSPS 2016)

SBNI Regional Core Child Protection Policies and Procedures 2017

DE of Justice - Tackling Domestic & Sexual Violence & Abuse Action Plan

DE strategy for Tackling Violence at Home [www.nidirect.gov.uk/articles/domestic-violence-and-abuse](http://www.nidirect.gov.uk/articles/domestic-violence-and-abuse)

Policy update Autumn 2006, 2011, 2016 Policy reviewed annually 2007-2017

#### Useful Telephone Numbers

Childline 0800 1111 NSPCC 0800 800 5000 Useful Website [www.deni.gov.uk](http://www.deni.gov.uk)

### **APPENDIX 1 - Indicators of Possible Abuse**

Physical	Emotional
<ul style="list-style-type: none"> <li>• Bruising (self harm)</li> <li>• Burns</li> <li>• Bites</li> <li>• Broken Bones</li> <li>• Sprains</li> <li>• Dislocations</li> <li>• Scalds</li> <li>• Weals</li> <li>• Cuts</li> <li>• Fear (excessive, shrinking away)</li> <li>• Reluctance to undress or change for PE/swimming</li> <li>• Poorly clothed/covering up</li> <li>• Behaviour change (dramatic)/performance change</li> <li>• Aggression</li> <li>• Withdrawal</li> <li>• Weight loss</li> <li>• Pallor</li> <li>• Alert/third party reports</li> <li>• 'Under the influence' of illegal or unauthorised substances</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet</li> <li>• Withdrawn</li> <li>• Low self esteem</li> <li>• Unable to make friends</li> <li>• Poor concentration/sleepy</li> <li>• Can't accept praise</li> <li>• Need to control environment by behaviour (negative reaction)</li> <li>• Inappropriate learned responses</li> <li>• Attention demanding</li> <li>• Imaginary friend</li> <li>• Lack of interest in everything</li> <li>• Impulsive stealing</li> <li>• Wanting to stay in school</li> <li>• Over-reaction</li> <li>• Overly attached to teacher, over sensitive to praise/criticism</li> <li>• Doesn't like physical contact</li> <li>• Sudden speech disorders</li> <li>• Drug/solvent abuse</li> <li>• Deprived of love, positive attention, appropriate relationships, stimulation</li> <li>• Exposed to criticism, negativity, blame and denied their human rights</li> </ul>
Neglect	Sexual
<ul style="list-style-type: none"> <li>• Lack of provision of food in school</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate drawings</li> </ul>

<ul style="list-style-type: none"> <li>• Lack of supervision</li> <li>• No interest in education</li> <li>• Hunger and tiredness</li> <li>• Poor personal hygiene</li> <li>• Unkempt state</li> <li>• Emaciation</li> <li>• Few friends</li> <li>• Withdrawn or aggressive</li> <li>• Health problems</li> <li>• Difficulties in school work</li> <li>• Inappropriately dressed</li> </ul>	<ul style="list-style-type: none"> <li>• □Issues getting changed</li> <li>• □Inappropriate or sexually explicit language</li> <li>• □Inappropriate play - sculpting genital features with play-dough</li> <li>• □Fear of the dark</li> <li>• Posture and sexualised gestures</li> <li>• Obsessive washing</li> <li>• Frequent ailments or marks and bruising</li> <li>• Tired and withdrawn</li> <li>• Low self-esteem</li> <li>• Difficulty concentrating on school work</li> <li>• Avoids physical contact</li> <li>• May have significantly more money</li> <li>• Few friends of own age</li> </ul>
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## **APPENDIX 2 -Child Sexual Exploitation (CSE)**

### **Potential indicators of CSE:**

- Acquisition of money, clothes, mobile phones etc. without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or 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 abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

### APPENDIX 3 -Code of conduct



## **Code of Conduct for Staff and Volunteers in Schools**

BOG Ratified

Signed \_\_\_\_\_

Date \_\_\_\_\_

This Code of Conduct applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school. It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on:

- Setting an Example
- Relationships and Attitudes
- Private Meetings with Pupils
- Physical Contact with Pupils
- Honesty and Integrity B Conduct Outside of Work
- E-Safety and Internet Use B Confidentiality

## INTRODUCTION

This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is built on the premise that 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 charge must be above reproach. However, it is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff. It sets out standards of conduct which staff are expected to follow when within, or representing the School. This code is not exhaustive but is written to assist staff and it is important that staff should take advice and guidance if necessary.

### ***If in doubt ask.***

The underlying purpose is to ensure that the School provides a high quality service to its pupils and stakeholders in accordance with the Mission Statement and to promote public confidence in the integrity of the School.

It takes in the requirements of the law and attempts to define the required levels of professionalism to ensure the well-being of the School, its staff and its customers.

It has been drafted to comply with School Policies and Procedures.

Staff are requested to read this Code carefully and consider the issues which it raises.

The Principal should also ensure that all staff are aware of the Code's contents and are fully briefed on its implications.

Reference to this Code will be made in all contacts of employment, and copies will be given to all staff. In addition, the induction programme for all new staff will reinforce the principles of this Code.

Investigations of alleged breaches of this Code will be covered under the School's Disciplinary procedures and related codes of practice.

## **SAFEGUARDING PUPILS**

All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.

The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding Team

The school's DT is **MRS L.Cochrane**

and the DDT is **MRS H. Turley**

All staff and volunteers must be familiar with relevant school policies e.g. Child Protection, e-Safety and Acceptable Use Policy.

### **Code of Conduct for Staff & Volunteers**

#### **1. Setting an Example**

1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.

1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

#### **2. Relationships and Attitudes**

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections.

Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:

*f* acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;

*f* co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;

*f* respect for school property;

*f* taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;

being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;

*f* respect for the rights and opinions of others.

### 3. Private Meetings with Pupils

3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

### 4. Physical Contact with Pupils

4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force').

### 5. Honesty and Integrity

5.1 All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school (eg a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents eg at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

## 6. Conduct outside of Work

6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/volunteer's own reputation or the reputation of other members of the school community.

- a. Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school.

Advice should be sought from the Principal when considering work outside the school.

## 7. E-Safety and Internet Use

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety Policy.

7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

## 8. Confidentiality

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should

not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

8.2 There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

8.6 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

## **HANDLING CONVERSATIONS OF A SENSITIVE NATURE**

Staff should:

RECEIVE - listen to what a child says but do not ask leading questions except when to show you have understood.

REASSURE - ensure the child is reassured that he/she will be safe and their interests come first.

REACT - only to ensure the child is safe and secure.

RECORD - make note of what you have seen or heard with the date and time.

REPORT - Report to the Designated or Deputy Designated Teacher

### **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 and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation.

From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

### **CONFIRMATION OF COMPLIANCE**

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name.....

Position/Post

Held.....

.....

Signed.....

Date.....

#### **APPENDIX 4- Visitors code of conduct**

**All visitors must:**

1. Read the Code of Conduct and sign the Visitors' book
2. Report immediately to the office
3. Knock the door before entering an office/classroom and explain the reason for your visit
4. Only be alone with a child in a room which has visual access or an open door
5. Never initiate an inappropriate conversation with a child
6. Never have physical contact with a child
7. Never swear on the premises
8. Never smoke on the premises
9. Never bring nuts or foods containing nuts of any kind onto the premises (in case of nut allergies in the school)
10. Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access
11. Be particularly cautious when using social networking sites at all times.
12. Report any incidents immediately to:

## ST. JOSEPH'S PRIMARY SCHOOL SAFEGUARDING TEAM

**PRINCIPAL:** Mrs I. Porter

**DESIGNATED TEACHER:** Mrs L. Cochrane

**DEPUTY DESIGNATED TEACHER:** Mrs H. Turley

**CHAIRPERSON OF GOVERNORS:** Fr. Paul Alexander

**DESIGNATED GOVERNOR:** Mrs Anita Rogan

### **RELATIONSHIPS WITH PUPIL'S OUTSIDE OF WORK DECLARATION**

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to pupils outside of work. Examples include membership of sports clubs, family connections or private tutoring.

Staff must declare any relationship outside school that they may have with pupils.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with pupils in line with this policy.

If I am tutoring a pupil outside of school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable-this is a stipulation of such tutoring.
- I emphasise to parents that this is done completely independent of the school.
- No monies come through the school at any point, informally (eg via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time, I will complete a new form to ensure the school are aware of any relationships.

Signed.....

Date.....

Once completed, signed and dated, please return this form to the Principal.

## APPENDIX 5

WHAT DO YOU DO IF YOU ARE WORRIED OR  
ANNOYED ABOUT YOURSELF OR SOMEONE ELSE



**I am annoyed or worried**

**I can talk to my teacher**

**If I am still concerned, I can talk to**  
**MRS Cochrane**  
**(Designated Teacher for Child Protection)**  
**MRS Turley**  
**(Deputy Designated Teacher for Child Protection)**

**If I am still concerned, I can talk to**  
**MRS PORTER**  
**(Principal)**  
**or any other member of staff. They are**  
**all here to listen and help.**

**If you are unsure about talking to a**  
**member of staff you can call**  
**CHILDLINE on 0800 1111**  
**NSPCC on 0800 800 5000**

## APPENDIX 6- A guide for parents

### Procedure for Parents who wish to raise a Child Protection Concern



#### **PARENTAL CONCERN**

**I have a concern about my child or another child's safety**

**I can contact the class teacher**

**If I am still concerned, I can contact the school SAFEGUARDING TEAM.**

**MRS Cochrane**

**(Designated Teacher for Child Protection)**

**MRS Turley**

**(Deputy Designated Teacher for Child Protection)**

**MRS Porter**

**(Principal)**

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

**If I am still concerned, I can contact the NI Public Services Ombudsman Tel: 0800343424**

**At any time I can talk to the local Children's Service Gateway Team or the PSNI Central Referral Unit 028 90259299**

## Appendix 7- Allegation against a member of staff



### **Key Points**

**Lead individual learns of the allegation against a member of staff and informs the Chair / Vice Chair of the Board of Governors as appropriate.**



### **Guidance on the Next Steps**

**Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.**



### **Possible outcomes**

**Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and / or Board of Governors to agree a way forward from the options below.**



**Precautionary suspension is not appropriate and the matter is concluded.**

**Allegation addressed through relevant disciplinary procedures.**

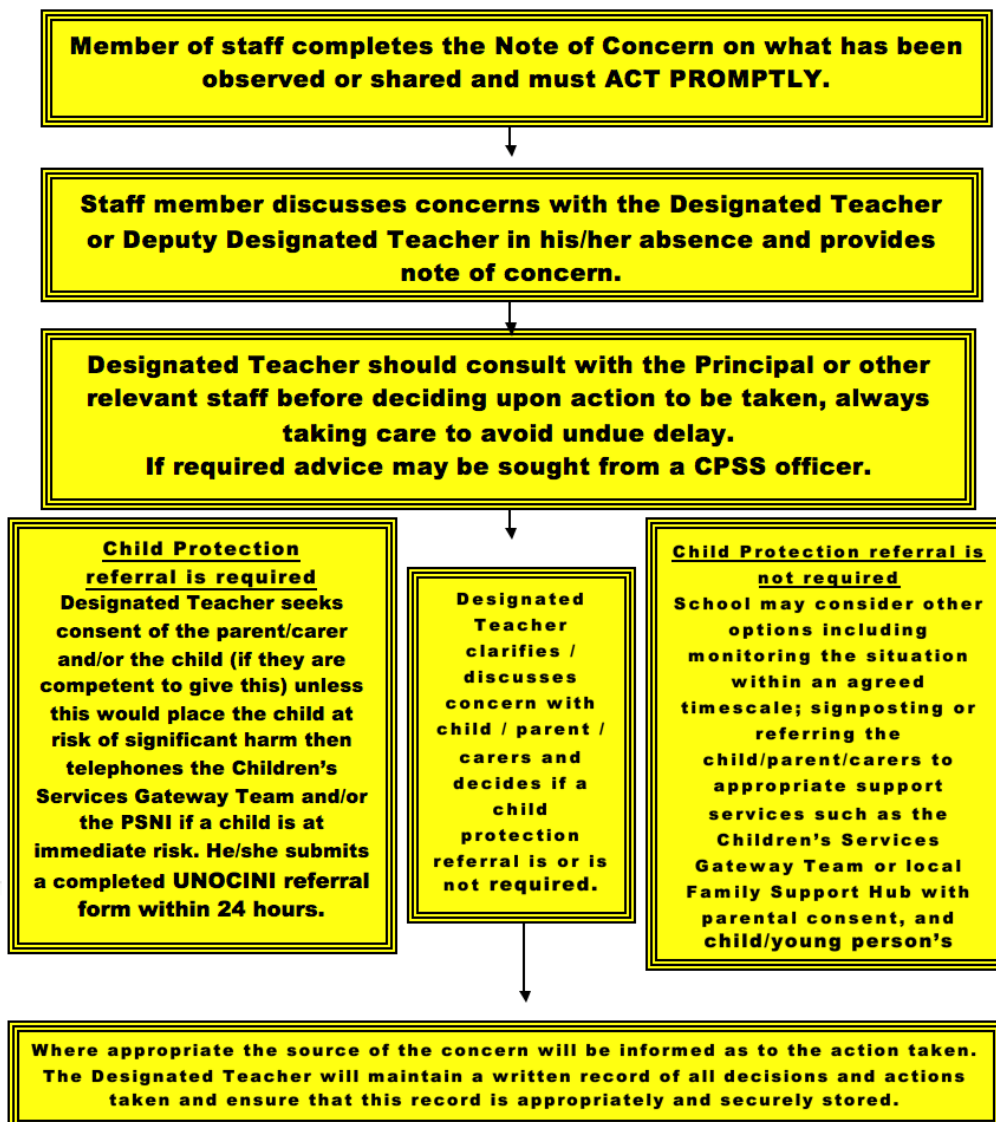
**Precautionary suspension under Child Protection procedures imposed.**

**Alternatives to precautionary suspension imposed.**

## Appendix 8



If the school has concerns or has been given information about possible abuse by someone other than a member of staff the process below should be followed for a referral.



## NOTE OF CONCERN

## St. Joseph's Primary School

Complete and pass to Designated Teacher (DT) for Child Protection as soon as possible on the same day. If not available pass to Deputy DT or Principal.

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**Action taken by DT/DDT /Principal**

**Details of any advice sought, from whom and when:**

**Any further action taken:**

**Written report passed to Designated Teacher:**

☐

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

**Written note from staff member placed on pupil's Child Protection**

☐

**If 'No' state reason:**

**Signature of Staff Member:**

\_\_\_\_\_

**Date:**

**Signed:**

\_\_\_\_\_

**Date:** \_\_\_\_\_

**(DT/DDT/Principal)**

**This form to be filed in pupils CP file**

#### Appendix 10-Legislation and Guidance documents

- The UN Convention on the Rights of the Child.
- The Children Order (NI) 1995
- Education and Libraries (NI) Order 2003
- The Safeguarding Vulnerable Groups (NI) Order 2007 (as amended by the Protection of Freedoms Act 2012).
- The Sexual Offences (NI) Order 2008
- Safeguarding Board (NI) Act 2011
- Children's Services Co-operation Act (NI) 2015
- The Addressing Bullying in Schools (NI) Act 2016
- Public Services Ombudsman (NI) Act 2016
- SBNI Regional Core Child Protection Policy and Procedures (2017).
- Safeguarding and Child Protection in Schools: A guide for schools (2017). Updated September 2019 and August 2020