



Safeguarding and Child Protection Policy



St. Joseph's Primary School

School Safeguarding Team: Designated Teacher (DT) for Child Protection – Mr McVeigh
Deputy Designated Teacher (DDT) for Child Protection – Mrs McMullan
Designated Governor for Child Protection – Mr Jim Lemon
Chair of the Board of Governors – Mr Niall Addis

(Policy Updated March 2018)

Introduction

It is the purpose of our school to provide an educational environment suited to all of the pupils entrusted to our care and we will seek to promote a caring, supportive and safe environment whereby staff and pupils can work in an atmosphere of mutual respect; where pupils can enjoy their learning within a secure and stimulating environment, so that each individual should achieve the highest level of spiritual, moral, cultural, intellectual, personal, physical and social development of which he /she is capable.

We have a pastoral responsibility towards the children entrusted to our care and by law (The Children's Order 1995), must take all reasonable steps to ensure their welfare is safeguarded and their safety preserved. This policy therefore sets out guidance for all staff, teaching and non-teaching and volunteers on the action required where abuse or neglect of a child is suspected and outlines procedures within our school.

Principles

The general principles, which underpin our work, are those set out in the UN convention on the Rights of the Child and are established in the Children's (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance, 'Pastoral Care in Schools – Child Protection' (DENI Circular 99/10) and the Area Child Protection Committees' Regional and Procedures (2005).

This policy is based on the following principles:

- In any incident the welfare of the child is paramount, this overrides all other considerations.
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- At all times, there must be a multi-disciplinary and multi-agency approach and commitment to the protection, support and safeguarding of children from harm
- Each agency involved must have an understanding of each other's professional values and accept each other's role, powers and responsibilities
- Any action taken by agencies must be considered and well informed so that they are sensitive to take account of the child's sex, age, stage of development, religion, culture & race
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interests must always come first.
- The right of confidentiality for parents, carers, teachers, and children must be respected and information will only be shared in the interests of the child's welfare.

Roles and Responsibilities

The Designated & Deputy Designated Teachers and Their Roles

Mr McVeigh and **Mrs McMullan**, in assuming the above roles respectively, accept responsibility for:

- Maintaining detailed accurate up to date records of referrals/concerns in a secure place
- Act as a point of contact for staff, parents and pupils
- Leading the review of the School's Safeguarding and Child protection policy
- Attending training so that they are aware of duties, responsibilities and roles
- Organising and ensuring that all staff are up to date with training and are aware of the procedures, including internal school arrangements
- Co-ordinating action by teachers in cases of suspected child abuse and reporting to the appropriate agencies and the Senior Management Officer
- Ensuring that the teaching staff and the school's EWO are aware of children in care or on the Child Protection Register
- Liaising with EA designated officers for advice and support
- Make referrals to Social Service Gateway team or PSNI Public Protection Unit where appropriate
- Assisting in the drafting/issuing of our Safeguarding and Child Protection summary leaflet for parents
- Provide written annual report to the Board of Governors regarding Child Protection

The Principal's Role

- The Principal must ensure that:-
- DENI 1999 / 10 guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training annually
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's safeguarding and child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to Board of Governors on a need to know basis.
- All unsupervised volunteers, coaches and tutors are vetted prior to beginning their work with the children.

The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of safeguarding and child protection policies
- The content of a code of conduct for employees within the school
- The content of the termly updates and full annual Safeguarding and Child Protection Report
- Recruitment, selection and vetting of staff

The Chair of the Board of Governors

- The Chair of the Board of Governors should:
- Ensure that he/she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Safeguarding and Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection 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 activity.

Members of School Staff:

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, using tact and understanding, treat it seriously and value what they say.

Members of School Staff and volunteers must:

- Refer concerns to DT/DDT (Where a classroom assistant or member of school's ancillary/auxillary staff sees such signs, he/she should immediately bring them to the attention of either the class teacher or Mr McVeigh (DT) or Mrs McMullan (DDT)
- Avail of whole school safe guarding training and other training so they know how to identify the signs and symptoms of abuse and act promptly
- Listen to what is said, preferably quoting words actually used make to record a concise written record of disclosure (**Appendix 1**), remembering the 5r's: Receive, Reassure, Respond, Record and Refer (**Appendix 1**). This should be signed, dated etc and passed on to the Designated Teacher.

- **NOT** give the children a guarantee of total confidentiality regarding their disclosures
- **NOT** investigate or ask leading questions
- Reassure the child that information will be disclosed only to those professionals who need to know.
- Know and adhere to the requirements on record – keeping

In addition the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence. We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures. Each term, the children are reminded of the "Feeling Safe, Feeling Secure," poster which is displayed in all classrooms, dining hall, etc. should they need advice.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

1. Where there is cause for concern about a child, the teacher, staff member or volunteer will notify the designated Teacher as soon as possible. The concern must to be recorded, signed and dated (**Appendix 2**)
2. The Designated Teacher will decide if the information should be referred immediately to Social Service. The Designated Teacher may consult with the Designated Officers for Child Protection at EA as part of the decision making process. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
3. If a decision is made not to refer the matter to Social Services, written records will clearly indicate the basis on which this decision is made.
4. If a decision to refer is made, the Designated Teacher will ensure that the following are immediately notified:
 - Social Services or the police
 - The Designated Officer for Child Protection at EA
 - The parent / carer (except where the parent / carer is the alleged abuser).

The referral will be followed up in writing within 24 hours using the standard UNOCINI referral form. A copy will be sent to the Child Protection Support Service for School (CPSSS), EA (this will be done in an envelope marked 'CONFIDENTIAL – CHILD PROTECTION')

Parents

Parents should play their part in safeguarding by:

- reporting their child's absence by telephoning the school on the morning, or sending a note on the child's return to school, so the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up their child after school;
- notifying the school in advance if their child is going home to an address other than their own home
- familiarising themselves with the Safeguarding and Child Protection Policy, Pastoral Care, Anti Bullying, Behaviour Management, Safe Use of Internet and other relevant policies
- Reporting to the office on arrival, signing the visitor book in reception and not attempting to enter classrooms/key-stages areas without permission or accompaniment by a member of staff.
- Raising concerns they have in relation to their child with the school.

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 Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all employees working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

At no time will the school be involved in investigating abuse. The role of the school is to inform the relevant outside agencies of its suspicions.

Child Abuse

Definition (from ACPC Regional Policy and Procedures 2005) *Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings (including online), 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.*

Types/Categories of Child Abuse

Abuse may take a number of forms including:

Neglect

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Emotional Abuse

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued in so far as he meets the needs of another person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Sexual Abuse

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Physical Abuse

Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Specific Types of Abuse:

Grooming

Grooming of a child is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child 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 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.

Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

Child Sexual Exploitation

Child Sexual Exploitation is where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Female Genital Mutilation

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 complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the

majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where there is suspicion of a forced marriage in relation to a child or young person, the PSNI should be contacted immediately.

Warning signs within the school environment:

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.

Children Who Display Sexually Harmful Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'.

Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require

liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention and schools should refer to their own child protection policy and, seek the support that is available from the CPSS.

Domestic and Sexual Violence and Abuse

It is now recognised that children who live in an atmosphere of domestic violence may be at risk.

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).'

Symptoms which young people may display and which are indicators only include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares/flashbacks
- Physiological – stress/nerves
- Stomach pain
- Bed wetting
- Immature/needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

E-Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Schools have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

A child may suffer from 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. Any concerns about any of the above categories will be referred immediately to the Social Services.

SIGNS AND SYMPTOMS OF CHILD ABUSE – Possible Indicators

Neglect:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Constant hunger • Looks very thin, poorly and sad • Exposed to danger, lack of supervision • Inadequate/inappropriate clothing • Poor hygiene • Untreated illnesses • Persistent tiredness 	<ul style="list-style-type: none"> • Listlessness • Lack of peer relationships • Low self-esteem • Compulsive stealing/begging • Withdrawn • Persistent • non-attendance at school • exposure to violence including unsuitable videos

Emotional:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • well below average in height and weight • Sudden speech disorders • Wetting and soiling • Signs of mutilation • Extremes of physical, mental and emotional development (e.g anorexia, Frequent vomiting). • Signs of self-mutilation • Signs of solvent abuse (e.g mouth sores, smell of glue, drowsiness). 	<ul style="list-style-type: none"> • Apathy and dejection • Attention seeking/needy behaviour • Indifference to separation from family • Rocking, thumb sucking • Fear of change • Chronic runaway • Reluctance for parental liaison • Poor peer relationships • Attention seeking behaviour

Physical

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Scratches, slap marks, • Bite marks or welts • Unexplained bruises in places difficult to mark (behind ears, groin) • Unexplained/untreated burns • Untreated injuries. 	<ul style="list-style-type: none"> • Self-mutilation tendencies • Chronic runaway • Aggressive or withdrawn • Fear of returning home • Undue fear of adults • Fearful watchfulness • Uncomfortable with physical contact

Sexual

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Soreness, bleeding in genital or anal areas • Itching in genital areas • Stained or bloody underwear • Recurrent stomach pains or headaches • Pain on urination • Difficulty in walking or sitting • Bruises on inner thighs or buttocks • Anorexic/bulimic • Avoidance of lessons, esp PE, games, swimming, showers • Frequent urinary infections 	<ul style="list-style-type: none"> • Withdrawn/Chronic depression • Inappropriate language, sexual knowledge for age group • Making sexual advances to adults or other children • Low self-esteem • Afraid of the dark • Wariness of being approached by anyone • Evidence of substance misuse • Acquisition of money, mobile phones etc without plausible explanation • Association with older people, particularly men, outside the usual range of contacts • Phone calls/messages from adults outside the normal range of contacts. • Promiscuity; exposure to pornographic material.

Child Sexual Exploitation

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • Soreness, bleeding in genital or anal areas • Itching in genital areas • Stained or bloody underwear • Recurrent stomach pains or headaches • Pain on urination • Difficulty in walking or sitting • Bruises on inner thighs or buttocks • Anorexic/bulimic • Avoidance of lessons, esp PE, games, swimming, showers • Frequent urinary infections 	<ul style="list-style-type: none"> • 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

	<p>girlfriend.</p> <ul style="list-style-type: none"> • 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.
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Grooming:

Physical Indicators:	Behavioural Indicators:
<ul style="list-style-type: none"> • As per Sexual 	<ul style="list-style-type: none"> • be very <i>secretive</i>, including about what they are doing online • have older boyfriends or girlfriends • go to unusual places to meet friends • have new things such as clothes or mobile phones that they can't or won't explain • have access to drugs and alcohol

Procedures for making complaints in relation to child abuse

Complaints against Members of Staff including volunteers

If a complaint about possible child abuse is made against a member of staff or volunteer, the Principal **must be informed immediately**. She will then:

- Inform the chair of the Board of Governors (if he/she is not the subject of complaint)
- All complaints will be recorded in the "Complaints Against Staff" book located in locked cupboard in Principals office
- Consult with the Designated EA Officer for Child Protection, CCMS and unions to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action
- Maintain records of all steps

If the complaint is made against the Principal, the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is necessary. If a complaint is made against a volunteer, it will be treated in the same manner as complaints against a person who is not on the school's staff and the same procedures followed. If the principal has any concern that a child may be at risk, the services of the volunteer will be terminated immediately.

Appendix 3 outlines the procedures to follow when a complaint has been made about possible abuse by a member of staff.

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

HOW A PARENT CAN MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE

In St. Joseph's we understand the importance of working closely and in partnership with parents. Parents too have an important role in identifying potential cases of child abuse. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has any concerns about the safety of their (or another child) they should contact:

Mrs Mc Mullan (Principal/ Deputy Designated Teacher), **Mr McVeigh** (Designated Teacher),

A parent informing the school of such a concern should normally have a personal response from the Principal or the Designated Teacher within one week of the concern being shown. This response will indicate the investigation which has been carried out and the action taken. If the parent is unhappy with this response, they

may refer their concern to the Chairperson 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 Units. Details of who to contact are shown in the flowchart (**Appendix 4**).

Parents will be made aware of the school's Child Protection Policy at the Primary 1 induction meeting. They will be told that in the implementation of the policy, cases may be referred to the investigative agencies in the interests of the child.

The school includes in its Prospectus, a summary of the Child Protection Policy and the procedures parents should follow to make a complaint and the recourse that they have if they are not satisfied with the outcome. The policy will be available on the school's website. Parents will be reminded of this at least every 2 years and the summary will be distribute to parents annually.

RECRUITMENT OF STAFF/Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity. All members of staff appointed to St.Joseph's have been appointed following EA recruitment procedures which includes a check of a possible criminal background. Any temporary teaching staff are employed from the NISTR list which has its own criminal background checks. Volunteers are all Access NI checked if they are in school on a regular basis.

Volunteers and students will be asked to familiarise themselves with our Child Protection Policy before taking up their duties.

In order that all reasonable steps are taken to guard against employing someone who might harm our pupils, or put them at risk of harm, we follow the guidance on pre-employment checking and safer recruitment practices provided in:

- DE Circular 2006/06: Child Protection- recruitment of people to work with children and young people in educational settings
- DE Circular 2006/07: Child Protection- employment of substitute teachers
- DE Circular 2006/08: Child Protection – training requirements for school governors on staff recruitment and selection panels
- DE Circular 2006/09: Child Protection – criminal background checking of staff in schools – programme to extend coverage
- DE Circular 2006/25: Child Protection – vetting of school governors
- DE Circular 2007/01: Acceptable use of the internet and digital technologies in schools

- DE Circular 2008/03: pre employment checking of persons to work in schools – new arrangements
- DE Circular 2017/04: Safeguarding and Child Protection – A guide for Schools

(all of the above available to view on DE website: www.deni.gov.uk Click on 'circulars')

Criminal Records checks will be carried out on all prospective employees, volunteers and school governors.

GUIDELINES FOR VOLUNTEERS

Before commencing employment at the school, volunteers are briefed on the school's safeguarding and Child Protection procedures and given a copy of the Summary leaflet, a signed record of this will be kept in the office. They will be introduced to the Designated Teacher and told how to report concerns.

Code Of Conduct for all Employees and Volunteers

All staff i.e. teaching / non-teaching, paid / unpaid must be mindful that they hold a position of trust and that their behaviour towards children and young people in their charge must be above reproach. When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies, a signed record of this is kept in the office.

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration.

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 (UNOCINI). 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 child protection records, information and confidential notes are kept in separate files in a locked case in the Principal's office. These records are kept separate from

any other file that is held on the child or young person and are only accessible by members of the safeguarding team (Mr McVeigh/Mrs McMullan).

The Preventative Curriculum

The school is committed to playing its part in the prevention of child abuse through its ethos and the curriculum. In line with the Northern Ireland Curriculum, it is appropriate for schools to include elements, in teaching and learning, which support pupils in their physical and emotional well-being.

Our aims:

- Ensure pupils have sufficient knowledge about themselves
- Equip pupils with the skills and confidence needed to stay safe
- Empower pupils to recognise unwanted behaviour towards them e.g. what is appropriate and inappropriate behaviour
- Provide information that pupils can use to prevent abuse and empower them with strategies they can use to protect themselves
- Ensure children are aware of the members of staff on the Safeguarding Team and how to raise a concern.

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a staff allegation is in the staff room.

We have also developed effective links with

- local PSNI (Stranger danger/E-safety)
- Child line
- NSPCC (Keeping Safe)
- Transition programme for P7 (EWO)

The Child line number (0800-1111) and the NSPCC number (0800-800500) is displayed around the school and pupils are reminded in assembly, the significance of the numbers.

The school has an effective security system. All visitors must report to the office and sign visitors' book. All entrance doors are closed once all pupils have been admitted and anyone who wishes to get into the school must do so through a buzzer system.

Rigorous systems are in place for arrival and dismissal of pupils

E-Safety and Internet Use & Mobile Phone Use

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and Acceptable Use Policy at all times both inside and outside of work.

Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal files they have.

Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by "liking" certain pages or posts established by others or "retweeting" tweets. This may also include the use of dating websites where staff could encounter past students or parents with their own profile or acting covertly.

Contact with pupils must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students. If you are contacting parents, in as far as possible use the school telephone. It is advisable to not give parents yours or other teachers' personal contact details. Parents can contact the school by phone or through the school info email account.

If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

Photographs/stills or video footage of students should only be taken using school equipment for purpose authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recordings or taking of photographs must be retained and destroyed in accordance with the schools Record Management Policy.

Staff are asked not to use their mobile phones during the working day especially when teaching. This includes the receiving of personal calls, replying to texts and emails both personal and school related. It is recognised that some "roaming" members of staff need to use their phones for work purposes. However, in exceptional circumstances and in agreement with the principal, exceptions can be made.

REVIEW AND MONITORING OF THE POLICY

The Safeguarding Team in St.Joseph's will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the safeguarding team. On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: _____

Signed: _____ (Designated Teacher)

Signed: _____ (Deputy-Designated Teacher)

Signed: _____ (Principal)

Signed: _____ (Chair of Board of Governors)

Other linked Policies:

In order to ensure that safeguarding permeates all activities and aspects of school life, this policy complements and supports a range of other policies including:

- Positive Behaviour
- Anti-Bullying
- Educational Visits
- Use of reasonable force/Safe handling
- Special Educational Needs
- First Aid
- Administration of Medicine
- Health and Safety
- Relationships and Sexuality Education
- Safe and Effective Use of the Internet and Digital Technologies
- Intimate Care
- Pastoral Care
- Code of Conduct for Employees & Volunteers

These policies are available to parents and any parents requiring a copy should contact the school.

Appendix 1

DISCLOSURE

If a child discloses that he/she has been abused in any way

Five things to say:

- I believe you
- I am glad that you have told me this
- I am sorry that this has happened to you
- It is not, nor ever was your fault
- We are going to do something together about this

How to Respond to a disclosure - The '5 R' Principles:

Receive	I will take notes and share responsibility with child
Reassure	Encourage them that it's not their fault. Don't make promises
Result	Don't interrogate or ask leading questions
Record	Take brief notes when later make more detailed notes eg diagram of where the bruising is
Remember	Remember to follow procedures – CP1 form
Relax	Know your limitations. Teacher and designated teacher may need support

Appendix 2

CHILD PROTECTION RECORD SHEET

Pupil's Name:	DOB:
Class:	Time of disclosure/concern)
Date:	Place: People Present:
<u>Nature of Concern</u> – including dates, details of injury noticed or reported, comments made by the pupil	
<u>Action Taken</u> – including referral to SS or other agencies, contact with parents or counselling given	
<u>Advice Sought</u> – including the names of individuals concerned and the advice given	
Follow up (if required)	
Signature: Date:	

Appendix 3

HOW A PARENT CAN INDICATE A CONCERN.

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

|

I can talk to the class teacher

|

If I am still concerned, I can talk to the
Designated Teacher for Child Protection –
MR MCVEIGH or Principal/Deputy Designated
Teacher **MRS MCMULLAN**

||

If I am still concerned, I can talk/write to the
Designated Governor for Child Protection,
MR JIM LEMON
or the Chairman of the Board of Governors,
MR NIALL ADDIS
who may be contacted through the School

|

At any time I can talk to the social worker at the
Gateway Team
Tel: 0800 7837745 (Free from a Landline)
or the PSNI Public Protection Unit
Tel: 101 (Ask for PPU in 'E' District)

Appendix 4

Child Protection

To conform with current legal requirements we are including a flow diagram which explains the procedure if the school has concerns, or has been given information about possible abuse by someone other than a member of school staff.

