

Brackenagh West Primary School

Safeguarding & Child Protection Policy



Brackenagh West Primary School
Our Motto: "Building foundations for Life"

At Brackenagh West Primary School we aim to provide a happy, friendly, caring environment where children feel secure and valued. Children are strongly encouraged to develop self-discipline and mutual respect for each other and for all adults in an atmosphere that promotes learning and excellence, enabling children to fulfil their true potential. We place a very high value on children being happy when at school.

Parents and visitors are welcomed into the school. Their involvement and contribution are sought across the school in a partnership that enhances the children's education, welfare and social awareness. All members of staff, teaching and non-teaching alike, are valued and are actively encouraged to extend and develop their teaching skills and interests.

To help us achieve the above, we aim:

- to establish a happy family atmosphere within the school community, where our children can progress and develop to their full potential.
- to provide a broad and balanced curriculum.
- to help develop in our pupils, lively, enquiring minds and an ability to apply themselves to mental tasks and physical skills.
- to encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life.
- to help our pupils understand the world in which we live and to appreciate human achievements and aspirations.
- to develop knowledge, understanding and respect for the Christian religion, and to develop tolerance of other religions and races.

We hope that each child will fulfil his/her potential both academically and socially, and should leave school with sound Christian beliefs, attitudes and values that are necessary to assist them on their pathway through life. It is our hope that every child will leave us having happy memories of an enriching and stimulating time spent in Brackenagh West PS.

Definition

At Brackenagh West Primary School we believe that the following definition encapsulates the ethos of our school and our understanding of the term 'Safeguarding'.

Safe guarding is:

- Promoting the welfare of children - not just child protection or a preventative curriculum

- Promotion of equality, dignity, pupil voice, safety and freedom to be a child
- Ensuring adults who come into contact with children are suitable
- Dependent on effective information sharing, collaboration and understanding between families, agencies and professionals
- Effective sharing of information between the safeguarding team and the SENCO.

Safeguarding

- * uphold protect
- * enable guard
- * look after
- * shield
- * defend
- * Save from harm
- * maintain
- * care for
- * watch over

There are two aspects to safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

1. Child Protection Ethos

In Brackenagh West Primary School we 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. This 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.

2. Principles

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

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

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

3. Other Relevant Policies

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

- Behaviour Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- E Safety
- Intimate Care

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website.

4. School Safeguarding Team

The following are members of the schools Safeguarding Team

- * Designated Teacher - Mrs Diane Haugh-Graham
- * Deputy Designated Teacher - Mrs Karen Annett
- * Principal - Mr Michael Peacock
- * Designated Governor for Child Protection - Mr Ronald Annett
- * Chair of the Board of Governors - Mr Dave Keown

The Designated and Deputy Designated teachers along with the Principal meet on a fortnightly basis to review Safeguarding policy and procedures as well as individual children.

5. Roles And Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher must:

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

5.2 The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- He attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- 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 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 the entire Board of Governors on a need to know basis.

5.3 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 child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

5.4 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 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

5.5 Other Members of School Staff

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

They should remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (Appendix 1)
- Avail of whole school training and relevant other training regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

The 5 Rs

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Take notes - retain notes.

Reassure

- Reassure the child or young person, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like:

"I'll stay with you."

"Everything will be all right now."

- Don't promise confidentiality; you have a duty to refer. Explain to the child or young person that you will need some help to deal with what he/she has told you.
- Do reassure and alleviate guilt, if the child or young person refers to it. For example, you should say:

"You're not to blame.:"

"You did the right thing to talk about this."

Respond

- React to the child or young person as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- **Do not** ask leading questions, for example, "What did he/she do next?" (this assumes that he/she did it) or "Did he/she touch your private parts?" Such questions may invalidate our evidence and the child or young person in any later prosecution court.
- **Do ask** open questions, like 'Anything else you would like to tell me?' "Yes' "and?"
- **Do not** criticise the perpetrator, the child or young person may love him/her and reconciliation may be possible.
- **Do** explain what you have to do next and to whom you have to talk. Ensure that if the Social Services interview is to follow, that the child or young person has a 'support person' present if the child or young person wishes it (possibly yourself).

Record

- Make notes at the time and write them up as soon as possible (**see Appendix 1 - Note of Concern**).
- Do not destroy these original notes.
- Record the date, time and any noticeable non-verbal behaviour, words used by the child or young person.
- If the child or young person uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent.
- Record statements of the observable things rather than your interpretations or assumptions.
- These records should be placed in the pupil's file.
- Remember to follow the EA guidelines as appropriate.

Refer

- To the designated/deputy designated teacher.

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.

5.6 Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

5.7 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 adults 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

6. What Is Child Abuse?

6.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

6.2 Types of Abuse

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

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are

worthless or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying-including online bullying through social networks, online games or mobile phones-by a child's peers.

Neglect is the persistent 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 suffer from other types of abuse.

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

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.

6.3 Sexual Exploitation of Children and Young People

Child sexual exploitation is a form of sexual abuse 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.

6.4 Children Who Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, it is important to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful.

Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject 'Children Who Display Harmful Sexualised Behaviour'.

Domestic Violence and Abuse

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been

intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Virtual

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

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

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

Female Genital Mutilation (FGM)

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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 criminal offence in Northern Ireland. Where there is a concern that a child or young person may be at immediate risk of FGM a report should be made to the PSNI without delay. Where there is a concern that a child or young person may be at risk of FGM, a referral should be made to the relevant HSCT Gateway Services.

Grooming

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 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.

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

7. Dealing with Children with Increased Vulnerabilities

7.1 Children with Special Educational Needs

Children with a Special Educational Need (i.e. any child who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and staff working with these children are fully aware of their vulnerability and risk of harm. They understand that communication difficulties can be hidden and making a disclosure is more difficult. All staff working with these children have received training and are able to identify and refer concerns readily to allow preventative action to be taken. Children with Special Needs are always given the chance to express themselves to a member of staff with appropriate language and communication. In many cases they have their own classroom assistant whom they have a close relationship and where possible remain with them throughout their time in the school.

Physical contact may be a necessary part of teaching some pupils with special educational needs, for example visually impaired children, or those with multiple learning difficulties. Our staff code of conduct is very clear about the necessary balance between providing support and preventing abuse or potential perceptions of abuse. (Please refer to the Intimate Care Policy)

7.2 Children with English as an Additional Language

Designated Teachers and school staff can seek advice and support from the Intercultural Education Service. We strive to create an ethos in school which allows our pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

7.3 Gender Identity Issues/Sexual Orientation

In school we strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe environment, to be treated with respect and dignity, and not to be treated any less favourably due to their sexual orientation (Refer to our RSE policy).

7.4 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises - in various stages of healing - grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear - symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in art - work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight' "failing to thrive"; Poor hair and skin; alopecia; Swollen extremities i.e. icy cold and swollen hands and feet; Recurrent diarrhoea, wetting and soiling; Sudden speech disorders; Signs of self-mutilation; Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); Extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; Inappropriate emotional responses to painful situations; Rocking/head banging; Inability to play; Indifference to separation from family; Indiscriminate attachment; Reluctance for parental liaison; Fear of new situation; Chronic runaway; Attention seeking/needy behaviour; Poor peer relationships

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; Constant hunger; lack of energy; Untreated medical problems; Special needs of child not being met; Constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); Steals food; compulsive eating; Begging from class friends; Withdrawn; lacks concentration; Misses school medicals; Reports that no carer is at home; Low self-esteem; Persistent non-attendance at school; Exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; Bruises or bleeding in genital or anal areas; Torn, stained or bloody underclothes; Chronic ailments such as recurrent abdominal pains or headaches; Difficulty in walking or sitting; Frequent urinary infections; Avoidance of lessons especially PE, games, showers; Unexplained pregnancies where the identity of the father is vague; Anorexia/gross over-eating	What the child tells you; Withdrawn; chronic depression; Excessive sexual precociousness; Seductiveness; Children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; Over concerned for siblings; Poor self-esteem; self-devaluation; Lack of confidence; peer problems; Lack of involvement; Massive weight change; Suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

8. Procedures for making complaints in relation to child abuse

8.1 How a Parent can make a Complaint

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team: the Principal, the Designated or Deputy Designated Teacher for Child Protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in Appendix 2.

8.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. 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 parent will be informed immediately.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in Appendix 3.

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

Do:	Do Not:
<ul style="list-style-type: none"> * Stay calm * Listen to what the child says * Assure the child that they are not at fault * Accept * Reassure * Explain what you are going to do * Explain to the child that you cannot keep this secret * Record accurately what the child says using his/her exact words * Seek support for yourself 	<ul style="list-style-type: none"> * Panic * Promise to keep secrets * Ask leading questions * Make the child repeat the story unnecessarily * Put words into the child's mouth * Ignore the child's behaviour * Remove any clothing * Delay * Start to investigate * Do Nothing!

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

If a 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 taken.

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

Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

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

9. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

10. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant

information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

11. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. 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.

All documentation relating to children already on the child protection register are maintained in the Child Protection filing cabinet - accessible by Safeguarding Team members only.

12. Vetting Procedures

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

13. Code of Conduct For all Staff Paid Or Unpaid

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

The school's code of conduct is available on request.

14. Staff Training

Brackenagh West Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

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.

15. Use Of ICT

Individuals who work with children and young people should always maintain appropriate professional boundaries and not attempt to establish an inappropriate relationship which might include:

- Communication of a personal nature.
- Inappropriate dialogue through the Internet i.e. Facebook.
- The sending of emails or text messages of an inappropriate nature.

Any necessary electronic correspondence with a child should be carried out using school devices i.e. school mobile or school email and should be school related.

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.

We in Brackenagh West Primary School have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will 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.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. 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.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

Sexting between individuals in a relationship

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence

under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

16. Photography

All parents will be asked to give permission for their child's photograph to be used in school publications and in the newspapers. If any parent does not give consent to this happening the school will then ask all parents to refrain from taking personal photographs at school events. No parent is permitted to record any school event. The school will provide recordings for parents at a small charge.

17. Changing

Pupils may be required to change their clothes at various times during the week i.e. swimming and P.E.

On such occasions boys and girls will change separately from P4 to P7. No member of staff will be in the room with the children as they are changing. Staff will supervise the children from outside the door and if they need to enter will always knock before doing so.

18. The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the corridor and relevant information in the front hall, which provides advice, circulars and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display as well as photographs of the Safeguarding Team. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues include:

- Circle Time
- Love for Life Programme P7
- Work with the Police Service of Northern Ireland
- Work with the Fire Service
- Support from Pupil Personal Development Services
- Support from the Education Welfare Officer

18. Children in Need

Within school, we have children who need to be monitored. These children may not as yet need to be children 'in need of protection' but have come to the attention of staff for various reasons. These may be children who:

- are considered to be failing in school
- are experiencing behavioural difficulties
- are experiencing ill health, either physical or psychological
- are carers
- are suffering from family breakdown etc.

They may be the children who come into school very unkempt, maybe never have homework done, have poor hygiene, have toileting issues or may just present as being very unhappy etc. We need to be aware of these children and our responsibilities in safeguarding them. If

something in a household is impacting on a child in school, then we have a duty of care to this child.

If a member of staff has a concern about a child, they should speak to the class teacher teacher or a member of the Safeguarding Team. The class teacher will then clarify what is going on by making contact with the parents. If there are still on-going concerns these need to be passed on to a member of the Safeguarding Team and a decision will be made as to the best way forward using the already agreed procedures. We need to monitor children in need. We must log our concerns in case this moves into child protections, **see Appendix 1 - Note of Concern.**

19. Monitoring And Evaluation

The Safeguarding Team in Brackenagh West Primary School 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 Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: March 2023

Signed: _____ (Designated Teacher)

Signed: _____ (Principal)

Signed: _____ (Chair of Board of Governors)

Brackenagh West Primary School
Child Protection
Confidential Note of Concern



CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: Yes: No: If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file Yes <input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/> No <input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/> If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Brackenagh West Primary School
Hints on completing a Note of Concern

Provide a description of what was said and/or observed.

Record briefly and exactly

- * What the pupil said
- * Where the pupils said the incident happened
- * When it took place
- * Who else was there
- * What you observed
- * Any other details

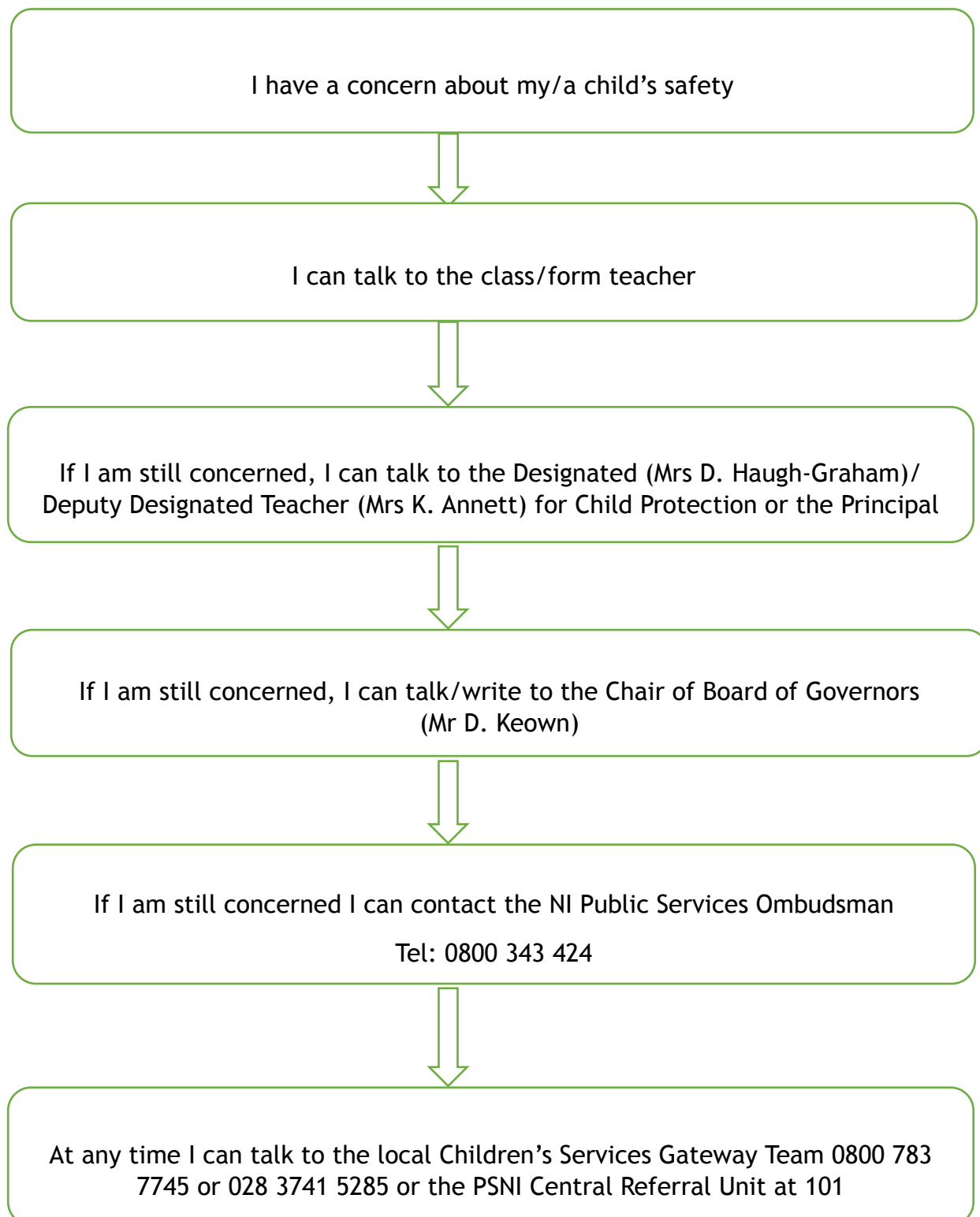
You may not be recording in response to an incident. It may be a concern of yours, or something that has been said to you. Please record all details.

Please pass on to the Designated or Deputed Designated teacher.

Appendix 2

How a Parent can make a Complaint

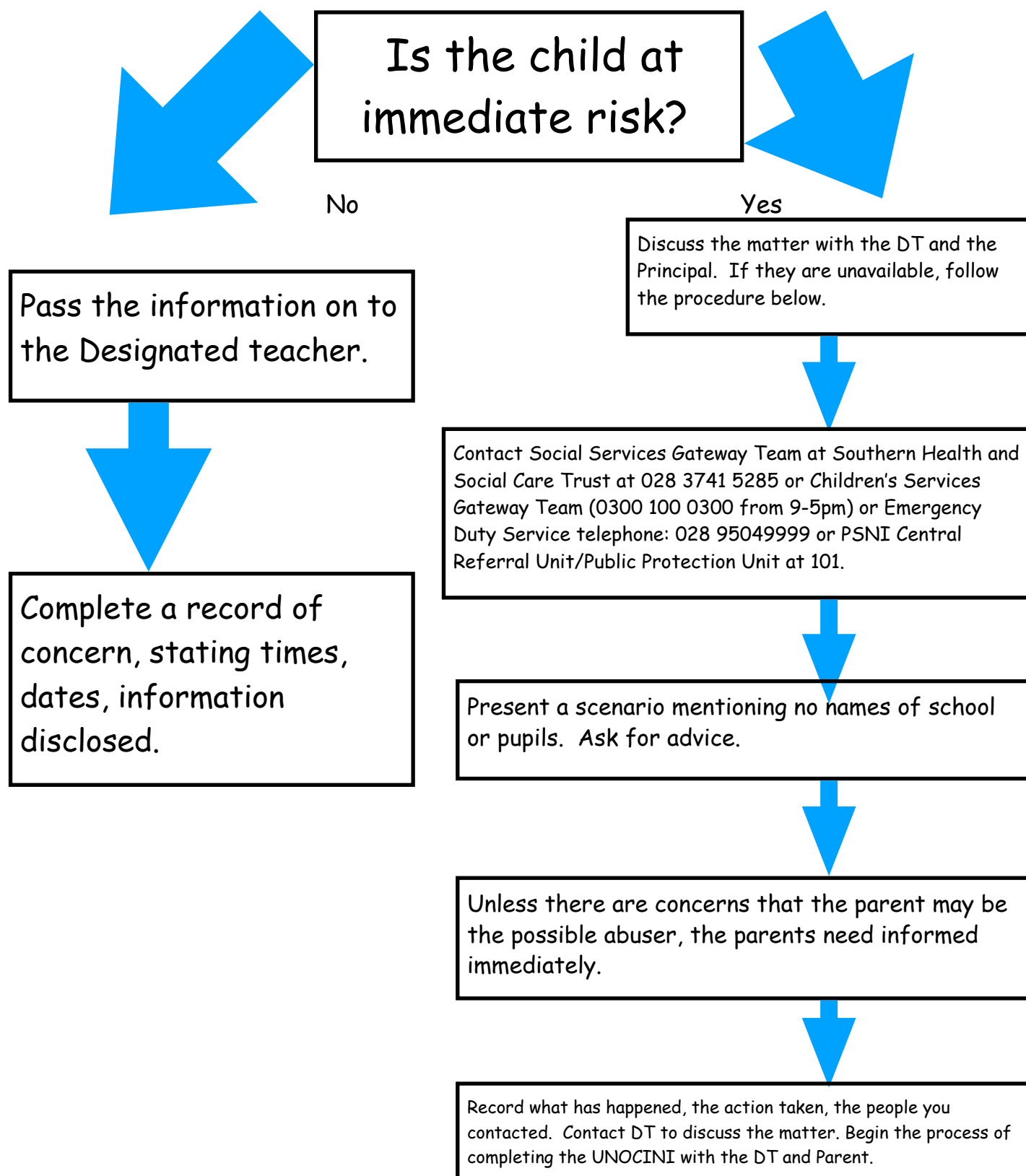
If a parent has a potential child protection concern:



Appendix 3

Brackenagh West Primary School

Action - Procedure to Follow in the event of a disclosure. If you have any concerns about a pupil or a disclosure has been made, prompt action is required. Do not investigate, but follow the procedure below.



Appendix 3

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

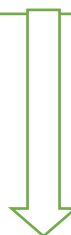
Source of concern is notified that the school will follow up appropriately on the issues



Staff member discusses concerns with the Designated Teacher (Mrs D. Haugh-Graham) or Deputy Designated Teacher (Mrs K. Annett) in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal (Mr M. Peacock) or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.



Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.



Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Dealing with Allegations of Abuse Against a Member of Staff

