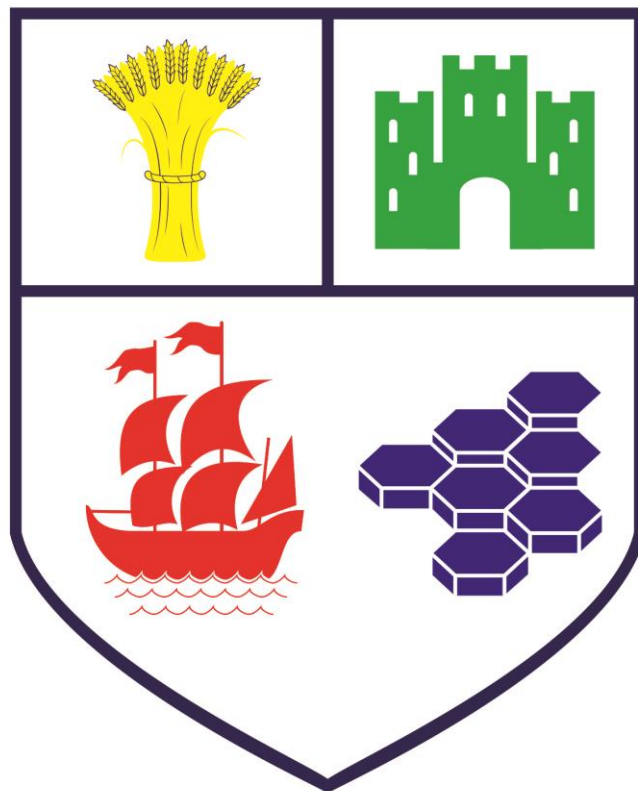


Dunseverick Primary School



Child Protection & Safeguarding Policy

This policy was reviewed & adopted by the BOG

November 2023

Signed by the Principal

Signed by the Chair of the BOG

Review Date

November 2024

SAFEGUARDING POLICY

We at Dunseverick Primary School have a primary responsibility for the care, welfare, and safety of the pupils in our charge and we will carry out this duty through our Safeguarding Policy.

We as a staff aim to: -

- (i) provide a caring, supportive, and safe school environment.
- (ii) value all children for their unique talents and abilities.
- (iii) promote positive attitudes towards healthy living.
- (iv) help each child to develop his or her own individual potential to the full.

Staff and volunteers are trained to be alert to the signs of possible abuse and know the procedures to be followed if necessary. All staff, including volunteers have been subject to Access NI checks. Our staff has adopted a code of practice for our behaviour towards pupils, which is set out in the Appendix to this policy statement.

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 always feel safe, 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***.

Our main priority at Dunseverick Primary School is to protect our pupils by ensuring that all our staff know the procedures to follow if abuse is suspected. The problem of child abuse will not be ignored by any staff member.

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:

- Promoting Positive Behaviour
- Anti-Bullying Policy
- Intimate Care Policy
- Inclement Weather Policy
- Code of Conduct for all Visitors
- Smoke Free Policy
- Reasonable Force/Safe Handling Policy

4.SCHOOL SAFEGUARDING TEAM:

- Designated Teacher: Mrs Z. Scott
- Deputy Designated Teacher: Mrs C.Taggart
- Principal: Mrs L. Smyth
- Designated Governor for Child Protection: Mrs Walker
- Chair of the Board of Governors: Rev P. Barton

5. ROLES AND RESPONSIBILITIES

Designated Teacher and Deputy Designated Teacher

- Avail of training so that they are aware of duties, responsibilities, and role
- To provide training to all school staff including support staff
- Responsibility for record keeping of all Child Protection concerns
- Making referrals to Social Services or PSNI Public Protection Units
- Liaising with EA's Designated Officers for Child Protection
- Keeping the school principal informed
- The lead responsibility for the development and updating of the school's Child Protection Policy
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Act as a point of contact for staff and parents.
- Promotion of a Child Protection ethos in the school
- Providing a written, annual report to the Board of Governors regarding child protection.

The principal

The principal must ensure that: -

- DENI 1999 / 10 guidance is implemented within the school
- 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.

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 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

The Chair of the Board of Governors:

The Chair of the Board of Governors should:

- Ensure that he 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

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

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.

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.

6. WHAT IS CHILD ABUSE?

(A child is a person under the age of 18 years as defined in the Children Order)

Definition:

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 by a parent, carer or other with a duty of care towards a child.

Types of Abuse:

PHYSICAL ABUSE – 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.

EMOTIONAL ABUSE – 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/she is worthless or unloved, inadequate, or valued insofar as he/she meets the needs of another person. It may involve causing a child frequently to 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 – 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 looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

NEGLECT – 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 treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.

Domestic Violence

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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.

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 artwork or stories |

Emotional Abuse

| Physical Indicators | Behavioural Indicators |
|--|--|
| Well below average in height and weight; “failing to thrive”. poor hair and skin; alopecia. swollen extremities i.e., icy cold and swollen hands and feet. recurrent diarrhoea, wetting and soiling; sudden speech disorders. signs of self-mutilation. signs of solvent abuse (e.g., mouth sores, smell of glue, drowsiness). extremes of physical, mental, and emotional development (e.g., anorexia, vomiting, stooping). | Apathy and dejection. inappropriate emotional responses to painful situations. rocking/head banging. inability to play. indifference to separation from family indiscriminate attachment. reluctance for parental liaison. fear of new situation. chronic runaway. attention seeking/needing behaviour. poor peer relationships. |

Neglect

| Physical Indicators | Behavioural Indicators |
|---|--|
| Looks very thin, poorly, and sad. constant hunger; lack of energy. untreated medical problems. special needs of child not being met. constant tiredness; inappropriate dress. poor hygiene. repeatedly unwashed; smelly. repeated accidents, especially burns. | Tired or listless (falls asleep in class). steals food; compulsive eating. begging from class friends. withdrawn; lacks concentration. misses school medicals. reports that no carer is at home. low self-esteem. persistent non-attendance at school. exposure to violence including unsuitable videos. |

Sexual Abuse

| 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 schoolwork or behaviour. inappropriate sex play. repeated attempts to run away from home, unusual or bizarre sexual themes in children's artwork or stories. vulnerability to sexual and emotional exploitation; promiscuity. exposure to pornographic material. |

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

7.Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022.](#)

8.PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

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**.

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**.

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 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.

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

Dunseverick 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. THE CURRICULUM

The implementation of The Northern Ireland Curriculum ensures that the children in our school are equipped with skills which they will need to help them stay safe. The P.S.N.I. and other work with external agencies and Curriculum tasks support pupil safety. We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises

16. MONITORING AND EVALUATION

The Safeguarding Team in Dunseverick 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: November 2022

Signed:

Z. Scott (Designated Teacher)

L. Smyth (Principal)

P. Barton (Chair of Board of Governors)

Dunseverick Primary School

Child Protection Incident Report

Child's Name:_____ **DOB**_____ **Class**_____

Details of Incident/Disclosure*

Name of Person completing the report:_____

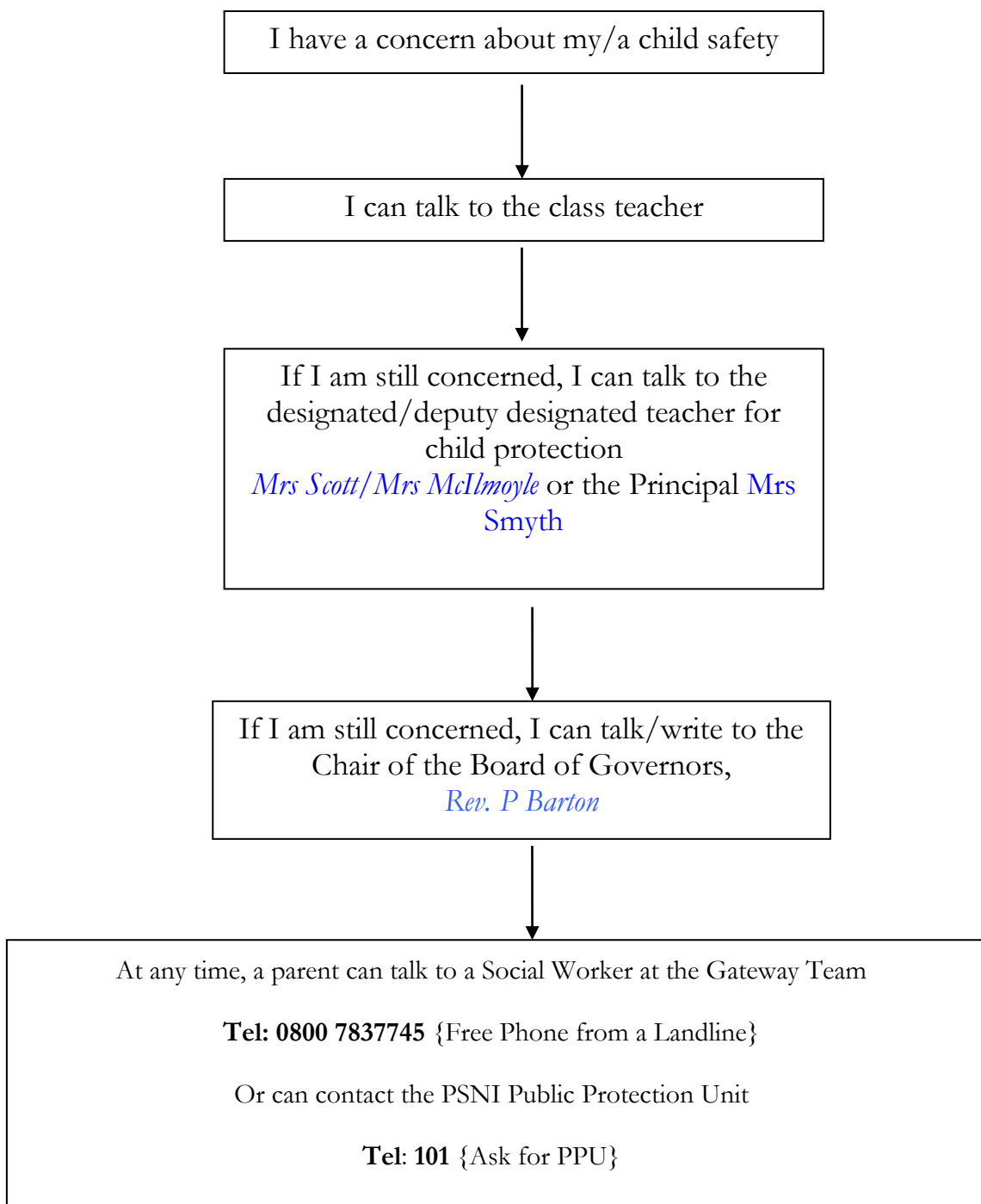
Designation:_____

Signature:_____

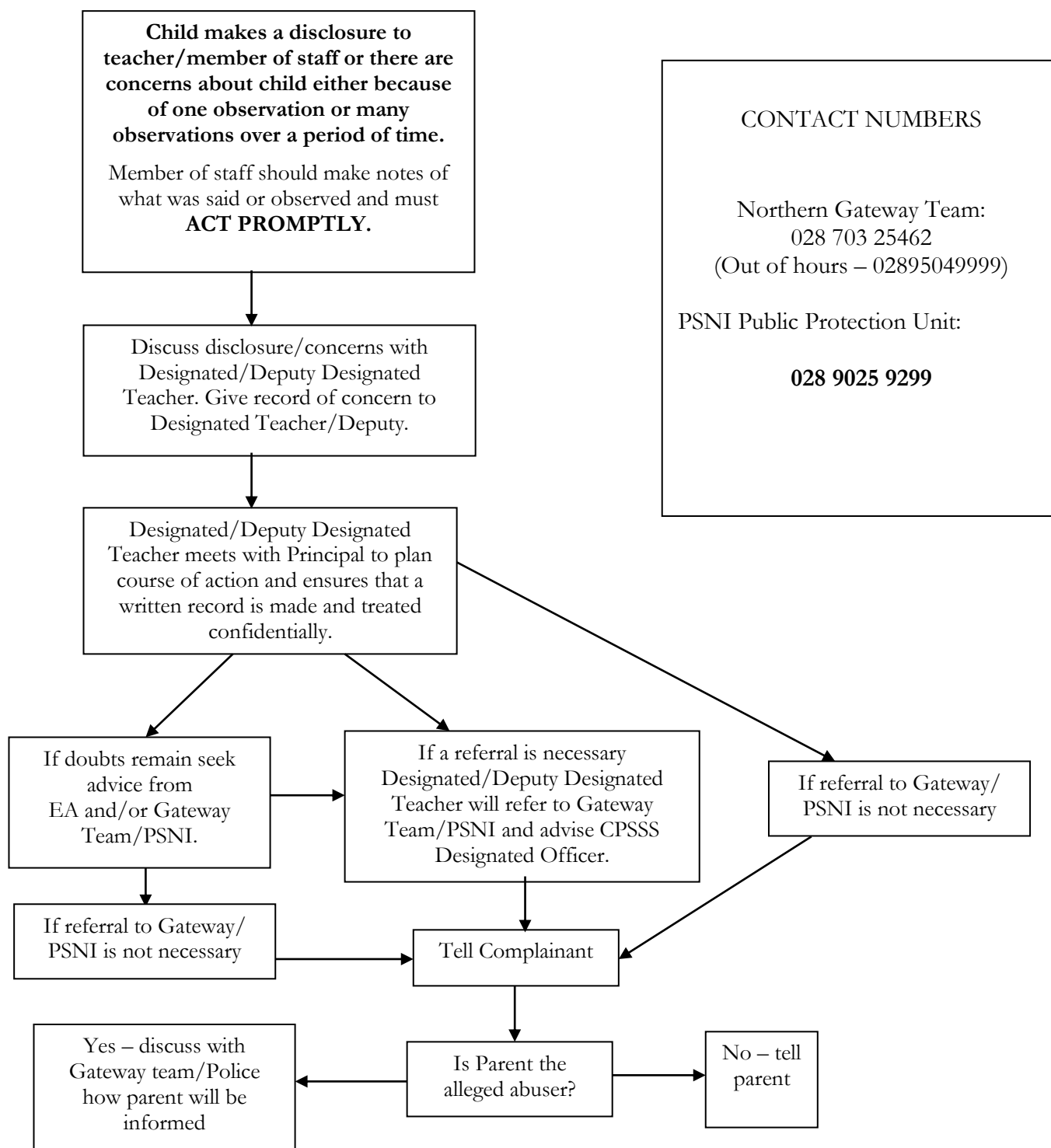
Date:_____

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

How a Parent can make a Complaint



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



Dealing With Allegations of Abuse against a Member of Staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.

Guidance on 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 the BoG to agree 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.