

# EBRINGTON PRIMARY SCHOOL



## CHILD PROTECTION POLICY

2019-2020

This Policy will be reviewed annually by the Designated Teacher for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. Compliance with the policy will be monitored on an ongoing basis by the Designated Teacher for Child Protection and periodically by the school's Safeguarding Team.

Date Policy Ratified by Board of Governors: April 2019

Date of Next Review: April 2021 (unless significant need to review earlier)

Signed: \_\_\_\_\_ (Chair of Board of Governors)

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Designated Teacher)

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We in **Ebrington** have a responsibility for the safeguarding and child protection 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 their 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 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.

One way in which we seek to protect our pupils is by helping them to learn about the risks of possible abuse, helping them to recognize unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

## **ALL SCHOOLS have statutory responsibilities to fulfill in regarding the safeguarding of children.**

### **1. 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, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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

- The child's welfare must be paramount;
- 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;
- 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;**
- Parents are supported to exercise parental responsibility and families helped to stay together;
- Partnership;
- Prevention;
- Responses should be proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making

We offer a supportive environment to children who **are** being abused, who **have been** abused and who **may be** abused in the future. **ALL CHILDREN ARE VULNERABLE** and have a right to be heard, to be listened to and to be taken seriously.

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:

- Anti-bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Educational Visits
- E-Safety Policy
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Intimate Care
- Privacy Notice
- Records Management Policy
- Relationships and Sexuality Education
- Special Educational Needs
- Staff Code of Conduct
- Use of Mobile phones/ Cameras
- Use of Reasonable Force/ Safe Handling
- Whistleblowing
- GDPR Policy

These policies are available to parents and any parent wishing a copy should contact the School office or visit the school website at [www.ebringtonps.co.uk](http://www.ebringtonps.co.uk)

### **3. Roles and responsibilities**

#### **The School Safeguarding Team**

The following are members of the schools Safeguarding team;

- The Chair of the Board of Governors: **Mr John Manning**
- Designated Governor for Child Protection: **Mrs Michelle Curtis**
- Principal: **Mr Brian Guthrie**
- Designated Teacher: **Mrs Christine Baggley**
- Deputy Designated Teachers:  
**Mrs Shirley Pentland** (Designated Teacher for Speech and Language Unit),  
**Mrs Ciara Dalzell** (Designated Teacher for Nursery Unit)

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.

## **The Designated and Deputy Designated Teacher for Child Protection**

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the safeguarding Team will actively support the Designated Teacher in carrying out the following duties:

- induction and child protection training for all school staff, including support staff.
- taking lead responsibility for the development and annual review of the school's child protection policy
- promotion of a safeguarding and child protection ethos within the school.
- acting as a point of contact for staff (and parents) in relation to child protection concerns and being available to discuss these concerns.
- keeping the Principal informed of all matters regarding safeguarding and child protection.
- liaison with the Education Authority's Designated Officers for Child Protection.
- making referrals to Social Services, PSNI and other agencies, where appropriate.
- responsibility for record keeping of all child protection concerns, maintaining and securely storing these.
- attending child protection case conferences and other relevant case planning meetings where appropriate and practicable.
- providing written reports to the Board of Governors regarding child protection.
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs

The Deputy Designated Teacher will deputise for them in their absence.

### **The Principal**

Is responsible for:

- as secretary to the Board of Governors, to assist Governors in fulfilling their safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations/complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools record of child abuse complaints.

## **The Board of Governors**

The Board of Governors as a body must ensure that the school fulfills its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- safeguarding and child protection training is given to all staff and governors including refresher training;
- the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;
- there is a code of conduct for all adults working in the school;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings. They should receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools.

## **The Chair of the Board of Governors**

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from Child Protection Support Services and Human Resources;
- assumes lead responsibility in the event of a Child Protection complaint or a concern against the Principal;
- ensures compliance with legislation, Child Protection record keeping and policies.

## Designated Governor for Child Protection

Advises the board of 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; and
- recruitment, selection, vetting and induction of staff.

## Other Members of School Staff

Teachers, Classroom Assistants and other support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

- Staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher if she is not available.
- Class teachers should also keep the Designated Teacher informed and keep a concern record if there are safeguarding concerns such as: 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 and concerns about home circumstances including disclosures of domestic abuse.
- Class teachers should provide the Designated Teacher with updates on children where there have been child protection concerns or when the child is on the WHSST Child Protection Register.
- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions

## Support Staff

- If any member of the support staff has concerns about a child or a staff member, they should report these concerns to the Designated these concerns to the Designated Teacher or the Deputy Designated Teacher if she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.
- Where a child has made a disclosure to a member of support staff they will be required to give a written record of the conversation.

## Parents

**The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.**

Parents can play their part in safeguarding by:

- Contacting the school if there is any change in the child's circumstances for example- change of address, change of contact details, change of name, change of parental responsibility. (More information on parental responsibility can be found on the EA website at: [www.eani.org.uk/schools/safeguarding-and-child-protection](http://www.eani.org.uk/schools/safeguarding-and-child-protection))
- Informing the school if the child has a medical condition or educational need.
- Sending a written note on the day of a child's return to school following a period of absence, so as the school is reassured as to the child's well-being and that the parent/carer knows about the absence.
- Making requests to the school in advance for permission to allow their child to attend a medical or other appointment including providing details of any arrangements for collection of the child. ALL children attending appointments should be signed out at the school office.
- Informing the school if there are any Court Orders relating to the safety or wellbeing of a parent or child
- Informing the school whenever anyone, other than themselves or a designated known adult (e.g. grandparent) intends to pick the child up after school;
- Familiarising themselves with the school's safeguarding policies, e.g. Anti Bullying, Positive Behaviour, Internet and Child protection Policies;
- Reporting to the office when they visit the school.
- Sharing any concerns they have in relation to their child with the school.

**It is essential that the school has up to date contact details for the parent/carer**

#### **4: Definition of Harm**

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

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

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



## **Harm can be caused by:**

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Exploitation

**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. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**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.

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

**Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

**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, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

## **5. Signs and symptoms of child abuse**

The first indication that a child is being abused may not necessarily be the presence of a severe injury. Concerns may become apparent in a number of ways e.g.

- By bruises or marks on a child's body
- By remarks made by a child, his parents or friends
- By overhearing a conversation by the child or his parents
- By observing that the child is either being made a scapegoat by or has a poor relationship/bond with his parents
- By a child having sexual knowledge or exhibiting sexualised behaviour which is unusual at his age and/or level of understanding
- By a child not thriving or developing at a rate which one would expect for his age and stage of development
- By the observation of a child's behaviour and the changes in his behaviour
- By indications that the family is under stress and needs support in caring for their children
- By repeat visits to a GP or hospital

### **Suspicious should be raised by e.g.**

- discrepancy between an injury and the explanation
- conflicting explanation, or no explanation, for an injury
- delay in seeking treatment for any health problem
- injuries of different ages
- history of previous concerns or injuries
- faltering growth (failure to thrive)
- parents show little, or no, concern about the child's condition or show little warmth or empathy with the child
- evidence of domestic violence
- parents with mental health difficulties, particularly of a psychotic nature
- evidence of parental substance abuse

### **Indicators of the types of abuse are included in Appendix 1**

### **Specific types of Abuse**

In addition to the types of abuse described above there are also some specific types of abuse that we in **EBRINGTON** are aware of and have therefore included them in our policy. Please see these in **Appendix 2.**

### **Children with Increased Vulnerabilities**

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 3.**

## **6. Responding to Safeguarding and Child Protection concerns**

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm<sup>1</sup>.

### **How a Parent can Raise a Concern**

In Ebrington 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, the designated or deputy designated teacher for child protection or the principal.

If they are still concerned they may talk to the chair of the board of governors. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 4.**

### **Where School has concerns or has been given information about possible abuse by someone other than a member of staff**

In **EBRINGTON** if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Record of Concern (see **Appendix 7**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

The Designated Teacher will consult with the Principal or other relevant staff always taking care to avoid due delay. If required (or if the Principal is unavailable) advice may be sought from an Education Authority Child Protection Officer. The Designated Teacher may also seek clarification from the child or their parent/carer.

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<sup>1</sup> Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)  
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

If a child protection referral is required the designated teacher will seek consent from the parent/carer and/or the child unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 4.**

## **Procedures for staff when dealing with Disclosures of Abuse**

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

- **Receive** – Listen to what the child says, without displaying shock or disbelief. Accept what is said making brief cursory notes. These notes should be retained.
- **Reassure** – Ensure that the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**
- **Respond** – respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open ended questions, e.g. is there anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticize the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.
- **Record** – Make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what is seen and said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.
- **Report** – refer the matter to the Designated Teacher as soon as you have any concern about a child. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

## **Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer.**

When a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If a complaint is made against the Principal then the Designated Teacher should be informed and she will inform the Chairperson of The Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 6** will be followed in keeping with current Department of Education guidance. (DE Circular 2015/13)

## **7. Consent**

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

In circumstances where the consent of the parent/carer has been sought and is withheld our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

## **Attendance at Child Protection Case Conferences and Other Social Services Meetings**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conference, core group or family support planning meetings convened by the Western Health & Social Care Trust and where possible will be in attendance. If a referral has come to the attention of Social Services will contact the school which the child attends and will usually ask for:

- Any school concerns
- attendance figures
- cleanliness and presentation
- academic progress in relation to ability
- parental links with the school

The Designated Teacher is the contact with Social Services and will liaise between Social services and the class teacher. When a request for information is made by Social Services it will be placed in the Designated Teacher's Child Protection Records.

Feedback from any case conferences and case planning meetings 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 their child protection plan. (See Appendix 9)

## **8. 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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

## **9. Record Keeping**

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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.

## **10. Safe Recruitment Procedures**

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Ebrington are vetted / supervised in accordance with relevant legislation and Departmental guidance.

## **11. 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. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

## **12. Staff Training**

In Ebrington we are aware that we must safeguard and promote the welfare of the pupils in our care. This duty rests with **ALL** members of staff, teaching and non teaching. Consequently all members of staff will be trained in matters regarding child protection.

Ebrington Primary School is committed to in-service training for its entire staff. 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. All staff will receive basic child protection awareness training and annual/regular

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.

### **13. Looked After Children**

The school will adhere to the procedures outlined in the inter-agency Joint Protocol document regarding children who are registered as being looked after and in care. The Designated Teacher is the support teacher for these children.

### **14. The Preventative Curriculum Curriculum**

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

In Ebrington we seek to promote pupils awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's Personal Development and Mutual Understanding programme of work and is also addressed where it arises within the context of subjects. All classes now participate in the PATHs programme and this alongside regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self confidence, respect self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year child protection issues (e.g. mobile phones, internet safety) are also addressed through assemblies and the permanent child protection notice boards display relevant information directing pupils how to seek help, advice and support within the school and from external agencies and professionals.

### **15. Monitoring And Evaluation**

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the schools staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the Schools Safeguarding Team. 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.



## Appendix 1

### Types of Abuse and Physical/Behavioural Indicators.

(Ref: SBNI Child Protection Policy and Procedures)

**Neglect** and failure to thrive/ growth faltering for non-organic reason requires a medical diagnosis. Non-organic failure to thrive is where there is a poor growth for which no medical cause is found, especially when there is a dramatic improvement in growth on a nutritional diet away from the parent's care. There are different types of neglect that can occur separately or together, for example:

- medical neglect
- educational neglect
- stimulative neglect
- environmental neglect
- failure to provide adequate supervision and a safe environment

It is a chronic persistent problem and the degree of neglect can fluctuate.

<p style="text-align: center;"><b><u>Health and physical indicators</u></b></p> <ul style="list-style-type: none"> <li>• Non-organic failure to thrive</li> <li>• Poor height/weight gain</li> <li>• Untreated medical problems</li> <li>• Untreated headlice/ infestations</li> <li>• Frequent attendance at A&amp;E and/or frequent hospital admissions</li> <li>• Tired or depressed child</li> <li>• Constant hunger or abnormal eating patterns (bingeing or hoarding)</li> <li>• Special needs of the child not being met</li> <li>• Inappropriate or poor clothing for time of year.</li> <li>• Poor hygiene</li> </ul>	<p style="text-align: center;"><b><u>Emotional and behavioural indicators</u></b></p> <ul style="list-style-type: none"> <li>• Developmental delay/special needs</li> <li>• Presents as being under stimulated</li> <li>• Abnormal reaction to separation/ or attachment disorder</li> <li>• Overactive and/or aggressive</li> <li>• Soiling and wetting</li> <li>• Tiredness, listlessness (falls asleep in class)</li> <li>• Steals food, begging from friends</li> </ul>
<p style="text-align: center;"><b><u>Family and social indicators</u></b></p> <ul style="list-style-type: none"> <li>• High criticism/low warmth</li> <li>• Withdrawn, low self esteem</li> <li>• Persistent lateness to school and being collected</li> <li>• Exposure to violence including unsuitable videos.</li> <li>• Left unattended or to care for other children</li> <li>• Attachment disorders</li> <li>• Not wanting to go home from school or refusing to go to school.</li> <li>• Frequent name changes and/or change of address and parental figures within the home</li> </ul>	<p style="text-align: center;"><b><u>Parental Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Unrealistic expectations of the child</li> <li>• Lack of appropriate affection</li> <li>• Violence within the home from which the child is not shielded</li> <li>• Failure to provide basic care</li> <li>• Inability to put the child's needs first</li> <li>• Failure to provide a safe environment</li> <li>• Drug, alcohol or substance dependency</li> <li>• Poor boundary setting</li> <li>• Continuously failing appointments</li> <li>• Refusing offers of help and services</li> <li>• Seeking to mislead professionals by providing inaccurate or confusing information</li> </ul>

**Physical Abuse** can occur through acts of both commission and/or omission. It is not necessary to establish intent to cause harm to the child to conclude that the child has been subject to abuse. Unexplained and non accidental injuries may take a variety of different forms including, hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

<b><u>Physical indicators</u></b>	<b><u>Behavioural indicators</u></b>
<ul style="list-style-type: none"> <li>• Unexplained bruises – in various sites such as eyes, ears, cheeks, mouth, neck, shoulders, chest, upper and inner arms, stomach, genitals, upper and inner thighs, lower back and buttocks, upper lip/frenulum and back of the hands.</li> <li>• Patterned bruises</li> <li>• grip marks on arms</li> <li>• slap marks</li> <li>• ligature marks</li> <li>• bald spots</li> <li>• Human bite marks, welts or bald spots.</li> <li>• Unexplained lacerations, fractures or abrasions</li> <li>• Unexplained/ untreated burns Untreated injuries.</li> <li>• Injuries occurring in a time pattern e.g. every Monday</li> </ul>	<ul style="list-style-type: none"> <li>• Self destructive tendencies</li> <li>• Improbable excuses to explain injuries</li> <li>• Chronic runaway</li> <li>• Aggressive to other children</li> <li>• Behavioural extremes (aggressive or withdrawn)</li> <li>• Appears frightened or cowed in presence of adults;</li> <li>• Comes to school early or stays last as if afraid to be at home</li> <li>• Uncomfortable with physical contact</li> <li>• Clothing inappropriate to weather-worn to hide part of the body</li> <li>• Violent themes in art work or stories.</li> </ul>

**Emotional Abuse** is as damaging as other, visible, forms of abuse in terms of its long term impact on the child. There is increasing evidence of the adverse long-term consequences for the child’s development where they have been subject to emotional abuse. Emotional abuse has an impact on a child’s physical health, mental health, behaviour and self-esteem. It may take the form of under-protection and/or over-protection, of the child, which has a significant negative impact on a child’s development.

The parent’s physical care of the child, and his environment, may appear to meet the child’s needs, but it is important to remain aware of the interactions and relationship which occur between the child and his parents to determine if they are nurturing and appropriate.

An emotionally abused child may be subject to constant criticism and being made a scapegoat, the continuous withholding of approval and affection, severe discipline or a total lack of appropriate boundaries and control. A child may be used to fulfil a parent’s emotional needs.

The potential of emotional abuse should always be considered where instances of domestic violence have been reported.

Whilst emotional abuse can occur in the absence of other types of abuse it is important to recognize that it does co-exist with them to a greater or lesser extent.

<b>Child Behaviours</b>	<b>Adult Behaviours</b>
<ul style="list-style-type: none"> <li>• Serious emotional reactions, withdrawal, anxiety, social and home fears</li> <li>• Marked behavioural and conduct difficulties such as opposition and aggression, stealing, running away</li> <li>• Persistent relationship difficulties e.g. extreme clinginess, intense separation reaction</li> <li>• Physical problems such as repeated illnesses, eating problems, severe toileting problems</li> <li>• Extremes of self-stimulatory behaviours e.g. head banging, comfort seeking, rocking</li> <li>• Very low self esteem, often unable to accept praise or to trust.</li> <li>• Lack of self pride</li> <li>• Lack of any sense of pleasure in achievement, over-serious or apathetic</li> <li>• Over anxiety, e.g. over-checking or over anxious to please</li> <li>• Developmental delay and failure to reach potential in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme emotions and behaviours towards their child including criticism, negativity, hostility, rejecting attitudes</li> <li>• Fostering extreme dependency in the child</li> <li>• Harsh disciplining, inconsistent disciplining and the use of emotional sanctions such as withdrawal of love</li> <li>• Expectations and demands which are not appropriate for the developmental stage of the child</li> <li>• Exposure of the child to family violence and abuse</li> <li>• Inconsistent and unpredictable responses to the child</li> <li>• Contradictory, misleading or confusing messages in communicating with the child</li> <li>• Serious physical or psychiatric illness of a parent where the emotional needs of the child are not capable of being considered and/or appropriately met.</li> <li>• Induction of the child into bizarre parental belief systems</li> <li>• Breakdown on parental relationship with chronic, bitter conflict over contact or residence arrangements for the child</li> <li>• Major and repeated familial change (eg separations and reconstitution of families)</li> <li>• Making a child the scapegoat within the family</li> </ul>

**Sexual Abuse** often presents in an obscure way with relatively few children easily diagnosed. The following indicators of sexual abuse may be observed in a primary school child.

<b><u>Physical indicators</u></b>	<b><u>Behavioural indicators</u></b>
<ul style="list-style-type: none"> <li>• Bruises, scratches, bite marks or other injuries to breast, buttocks, lower abdomen or thighs.</li> <li>• Itching, bruises, soreness or unexplained bleeding in the genital or anal areas.</li> <li>• Signs of sexually transmitted infections</li> <li>• Torn, stained or bloody underclothes or evidence of clothing having been removed and replaced.</li> <li>• Physical damage to the genital area or mouth</li> <li>• Pain on urination</li> <li>• Semen in vagina, anus, external genitalia</li> <li>• Psychosomatic symptoms such as recurrent abdominal pains or headaches.</li> <li>• Difficulty in walking or sitting</li> <li>• Frequent urinary infections.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer problems and inability to make friends</li> <li>• Reluctance to participate in physical activity or to change clothes for PE, games or swimming.</li> <li>• Inability to concentrate or a sudden drop in school performance</li> <li>• Heightened genital awareness</li> <li>• Using objects for masturbation</li> <li>• Rubbing a genital area on an adult, smelling genital areas</li> <li>• Children having knowledge beyond their usual frame of reference, simulated sexual activity with another child or doll, cuddly toy</li> <li>• Parent/child role reversal</li> <li>• Over concerned for siblings</li> <li>• Outbursts of anger/hysteria, lack of emotional control</li> <li>• Unusual or bizarre sexual themes in children’s art work or stories</li> <li>• Frequent absences from school that are justified by only one parent</li> <li>• Unusual reluctance or fear of going home after school.</li> </ul>

**Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, professionals should recognize that the abuse resulting from or caused by the exploitation of children and young people can be categorized within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse. **(Cooperating To safeguard Children and Young People in Northern Ireland 2015)**

**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.**

## Appendix 2

### Other Specific Types of Abuse

#### **Bullying**

Bullying is not defined as a category of abuse however we recognize that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

#### **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 or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

If the staff in Ebrington become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

#### **Child sexual exploitation (CSE)**

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

### **Domestic and Sexual violence and abuse**

This can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as '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).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

### **Female Genital Mutilation (FGM)**

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

### **Forced Marriage**

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in Ebrington we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

### **Children who display harmful sexualised behaviour**

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make

decisions about relationships. As a school we 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'. 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. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

### **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.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

### **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 Ebrington 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** schools should look at this individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be.

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](http://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.

## **Appendix 3**

### **Children with Increased Vulnerabilities**

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which 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.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

**Separated children** and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

**Child Trafficking** is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- **Boarding schools and residential settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- **Work experience, school trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

## **Children/young people's behaviours**

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

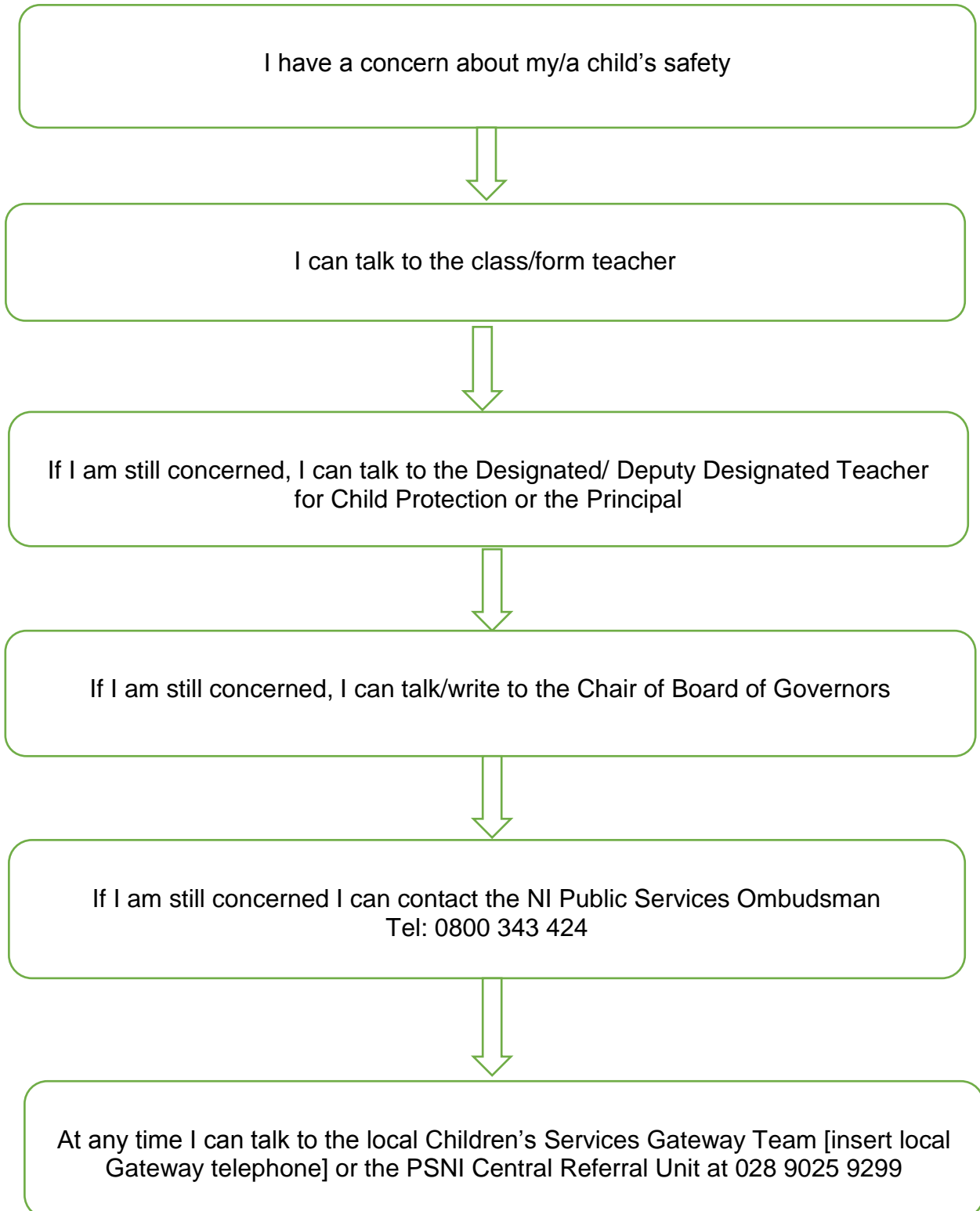
- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

## Appendix 4

### How a Parent can make a Complaint

If a parent has a potential child protection concern:



## Appendix 5

### **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 raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal 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.

#### **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 appropriate).

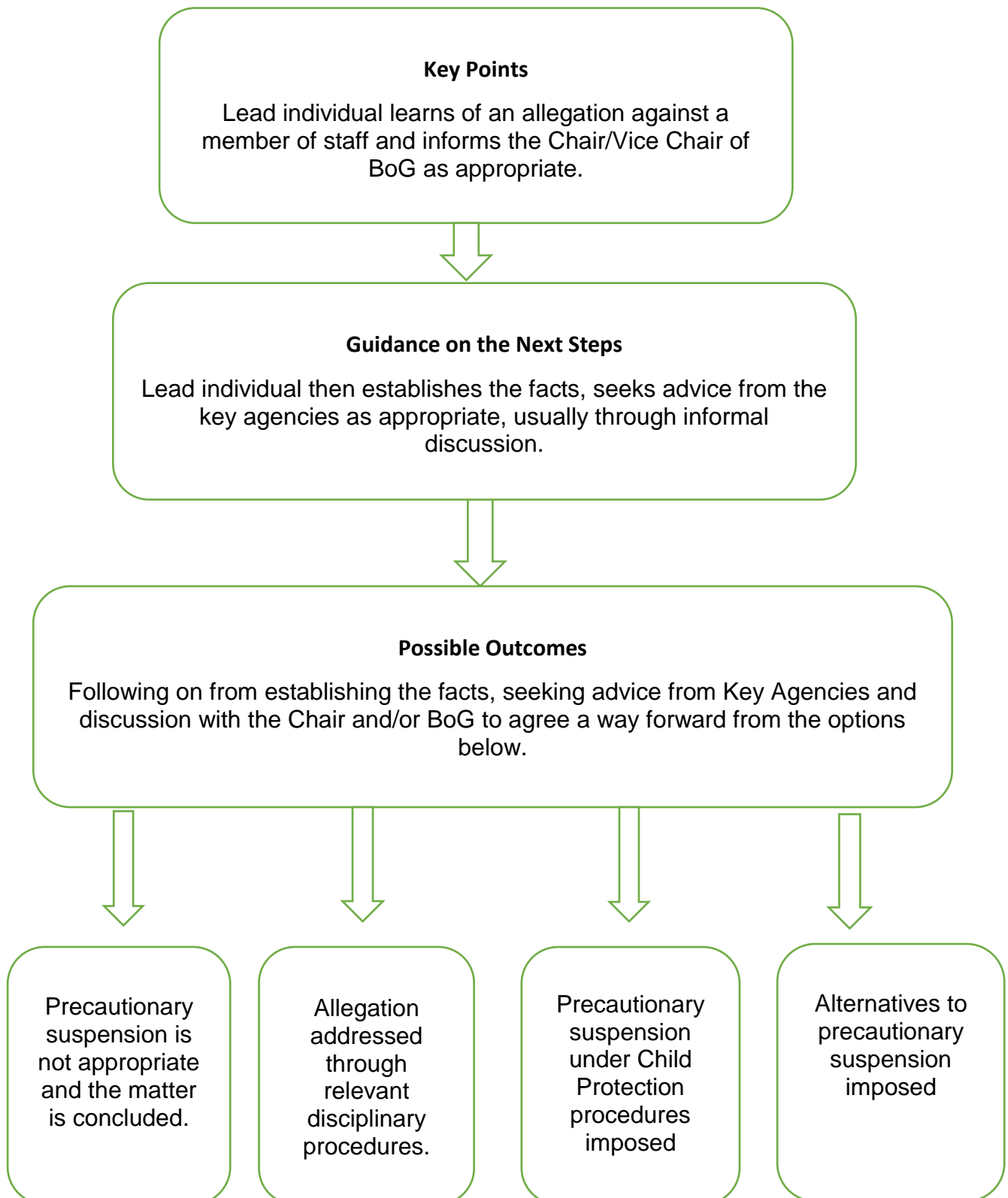
Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.



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.

## Appendix 6

### Dealing with Allegations of Abuse Against a Member of Staff





## Appendix 7

### EBRINGTON PRIMARY SCHOOL



#### **CONFIDENTIAL** **RECORD OF CONCERN OR DISCLOSURE**

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

<b>Pupil's Name:</b>	<b>Class</b>
	<b>DoB</b>
<b>Concern identified by:</b>	<b>Date of incident/disclosure:</b>
	<b>Time of incident/disclosure:</b>

**Circumstances of incident/disclosure:**

**NATURE OF CONCERN (DETAILS OF DISCLOSURE/OTHER RELEVANT INFORMATION.)** If a disclosure has been made record the actual words used by the child/young person.

**Parties involved, including any witnesses to the event.**

**Action taken at the time:**

**Details of any advice sought (from whom and when)**

**Written report passed to DT: (if no state reason)**

**Date and time of report to DT:**

**Concern placed on pupil's Child Protection file:**

**Yes**

**No**

**If "no" state reason:**

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

**Name of staff member making the report:**

**Signature of Staff Member:**

**Date:**

**Signature of Designated Teacher:**

**Date:**

**Appendix 8**



**EBRINGTON PRIMARY SCHOOL  
CONFIDENTIAL**

**CHILD PROTECTION MONITORING RECORD  
For a pupil at risk of Neglect**

<b>Pupil's Name:</b>	<b>Class</b>	<b>DoB</b>
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<u>OBSERVATIONS</u>	<u>COMMENT/CONCERN</u>	<u>UPDATE</u>	<u>UPDATE</u>	<u>UPDATE</u>
<b>APPEARANCE</b> Clothing and footwear  Cleanliness and adequacy  Concern recorded by	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:
<b>PERSONAL HYGIENE</b> Cleanliness, body odour, halitosis, hair, fingernails  Concern recorded by	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:
<b>ATTENDANCE AND PUNCTUALITY</b>  Concern recorded by	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:
<b>BEHAVIOUR</b>  Concern recorded by	Name                      Date: Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:	Name                      Date:   Name                      Date:

<u>OBSERVATIONS</u>	<u>COMMENT/CONCERN</u>	<u>UPDATE</u>	<u>UPDATE</u>	<u>UPDATE</u>
<b>RELATIONSHIPS WITH PEERS</b>				
Concern recorded by	Name Date:	Name Date:	Name Date:	Name Date:
<b>GENERAL HEALTH</b> including height, sight, weight, pallor				
Concern recorded by	Name Date:	Name Date:	Name Date:	Name Date:
<b>EMOTIONAL HEALTH</b> including self-harm, risk-taking, anxiety				
Concern recorded by	Name Date:	Name Date:	Name Date:	Name Date:
<b>ATTITUDE TO LIFE</b> Optimistic, pessimistic, detached, apathetic, fearful				
Concern recorded by	Name Date:	Name Date:	Name Date:	Name Date:
<b>EDUCATIONAL DEVELOPMENT</b>				
Concern recorded by	Name Date:	Name Date:	Name Date:	Name Date:

## Appendix 9

EBRINGTON PRIMARY SCHOOL

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### CHILD PROTECTION UPDATE

Please complete and pass to Designated Teacher (DT) for Child Protection as soon as possible.

<b>Pupil's Name:</b>	
	<b>DoB</b>

**ATTENDANCE and PUNCTUALITY:** (Figure and reasons for absence/lateness)

**APPEARANCE:**

**ATTAINMENT LEVELS/ EDUCATIONAL PERFORMANCE:**

(is achievement in line with ability? Please record the most recent standardised scores)

**HOMEWORKS:** (How often are they returned? How well are they completed?)

**PARENTAL INVOLVEMENT:** (Attendance at meetings. Assistance with homeworks)

**BEHAVIOUR:**

**RELATIONSHIPS WITH OTHERS:** (Peers and other adults in the classroom)

**GENERAL COMMENTS:** (any concerns or strengths in relation to the child)

<b>Record passed to:</b>	<b>Received by:</b>
	<b>Date:</b>
<b>Forwarded to Social Services on :</b>	
<b>Signed</b> _____	<b>Date:</b> _____
<b>(DT/DDT/Principal)</b>	







**RECORD KEEPING FORMS**  
**4(A)**

**Appendix**



**EBRINGTON PRIMARY SCHOOL**

**CHILD PROTECTION**  
**RECORD OF CONCERN**

<b>Pupil's Name:</b>	<b>Class</b>
	<b>DoB</b>

Date	Details of Concern	Reported	Signature


**RECORD KEEPING FORMS**  
**5(B)**

**Appendix**



**EBRINGTON PRIMARY SCHOOL**

**CHILD PROTECTION**  
**RECORD OF CONCERN OR DISCLOSURE**

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

<b>Pupil's Name:</b>	<b>Class</b>
	<b>DoB</b>
<b>Concern identified by:</b>	<b>Date:</b>
	<b>Time:</b>

**NATURE OF CONCERN (DETAILS OF DISCLOSURE/OTHER RELEVANT INFORMATION.** If a disclosure has been made record the actual words used by the child/young person.

<b>Record passed to:</b>	<b>Received by:</b>
	<b>Date:</b>
<b>Action taken by DT/DDT/Principal</b>	

**Signed** \_\_\_\_\_

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

**(DT/DDT/Principal)**