

Crumlin Integrated Primary School



Safeguarding Policy

Article 3

A child has the right to have his/ her welfare considered paramount in all decisions taken about him/her.

Article 4

Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. This involves assessing their social services, legal, health and educational systems, as well as funding for these services. Governments must help families protect children's rights and create an environment where they can grow and reach their potential.

Article 12

A child has the right to be heard.

Article 19

A child has the right to be protected from abuse and neglect, to be kept safe from harm and the right to be given proper care by those looking after him/her.

Article 20

Children who cannot be looked after by their own family have a right to be looked after properly by people who respect their ethnic group child's culture, language and religion.

Articles 34 and 36

Governments should protect children from all forms of exploitation.

Article 39

Children who have been harmed should receive help to recover and reintegrate into society.

Designated Teacher for Safeguarding

- Mrs L Paton

Deputy Designated Teacher

- Mr D Coey

Updated January 2023

Safeguarding

While it is our policy that the primary responsibility for the pastoral care of children rests with the class teacher, all staff (teaching and non teaching) as a whole, have a responsibility for the well-being of children and for protecting them from harm. This means all staff should be aware of circumstances in which children may be harmed and, when they have knowledge or a suspicion that a child is at risk, they should refer their concern to the Designated Teacher for Safeguarding. Non-teaching staff may consult with the child's class teacher first if they wish.

What Every Child Needs

RESPECT - Children's ideas of what is important may be very different from yours. Try to remember this when a child wants to tell you something urgently, even if you are busy.

PHYSICAL CARE - This includes warmth, adequate clothing, enough to eat and safety from hazards.

PRAISE - Very important even for the smallest achievement and will help build a child's confidence, self esteem and sense of well being.

ATTENTION - Listen to children, not just to their words but to anything they might be trying to tell you by their behaviour.

TRUST - Make sure that the children know that you trust them and that you will always take what they say seriously and seek to help them.

CONFIDENTIALITY

Although we must respect the need for confidentiality we must remember the legal principle of 'The Children's (Northern Ireland) Order 1995' that '***the welfare of the child is paramount***' which means that consideration of confidentiality should not be allowed to override the right of children to be protected from harm. All members of staff have a professional responsibility to share relevant information with the Designated Teacher for Safeguarding - Mrs R. Allen, who in turn should share relevant information with investigative agencies.

Within the school environment personal and sensitive details of families and children should not be talked about or passed on to others. Only those who need to know should be given relevant information. Staff should never give personal details about Safeguarding matters to anyone other than Designated Teacher (Deputy Designated Teacher in the Designated Teacher's absence) or the Principal.

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

United Nations Convention On The Rights Of The Child

It is important to be aware of the following 3 articles of this document.

A child has:

- A right to have his/ her welfare considered paramount in all decisions taken about him/her **Article 3**;
- A right to be heard **Article 12**; and
- A right to be protected from abuse and neglect, to be kept safe from harm and the right to be given proper care by those looking after him/her. **Article 19**

Everyone who works in education works under 'The Children's (NI) Order 1995'

All staff are asked to follow the following procedures in keeping with this legislation.

We all need to be aware of the 5 principles of the Children's Order;

- **Parental Responsibility** - need to establish who has responsibility;
- **Partnership** - work with all agencies;
- **Prevention** - must do all we can to prevent harm to children (e.g. closing outer doors);
- **Protection** - everyone needs to adhere to procedures we have in place; and,
- **PARAMOUNTCY** - child's welfare is paramount

The 5 principles must be used to guide us in all the decisions we make about the children in our care.

In Crumlin Integrated Primary, we acknowledge we have a primary responsibility for the care, welfare and safety of the children in our charge, and we will carry out this duty through our SUITE OF Safeguarding Policies including: 'Pastoral Care Policy, Personal Development and Mutual Understanding Policy; Positive Behaviour Policy and Intimate Care Policy. We aim to provide a caring, supportive and safe environment where we will seek to prepare pupils for the opportunities, responsibilities and experiences of adult life by maximising the potential of each child developing self-confidence and promoting a spirit of tolerance towards others.

We will seek to develop an ethos of mutual respect between staff, children and parents.

One way in which we seek to protect our pupils is by helping them to acquire the confidence and skills they need to keep themselves safe.

The purpose of the following information and procedures is to protect our children by ensuring that everyone who works in our school - teachers and non teaching staff have clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

'A child ', for the purposes of this guidance, is any child or young person under the age of 18.

What Is Child Abuse?

'Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, 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 vast majority of children are abused by someone they know.

The recognition and identification of child abuse can be difficult and will normally require a combination of both social and medical assessments. No one individual can make the decision that a child has been or will be harmed, therefore it is important for staff to discuss their concern(s) with the designated teacher who will consult with other relevant agencies and check out the concern(s).

As a general rule, younger children are more vulnerable to physical injury and neglect. Older children are more likely to exhibit signs of emotional abuse, although all abused children are also emotionally damaged. Sexual abuse occurs at all ages and to both sexes.

Remember:

Signs and symptoms are indicators and merely highlight the need for further checking out and assessment.

There are different opportunities for signs and symptoms to be picked up - Remember no one sign or symptom constitutes abuse. It is clusters of concerns which would build up a picture of a real problem unless of course a child makes a disclosure to you. If this happens you must act immediately.

There are five categories of child abuse.

The following are definitions of the 5 categories and signs and symptoms of each one.

NEGLECT

- Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to cause 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 medical care or treatment, lack of stimulation or lack of supervision.
- It may also include non- organic failure to thrive.

Possible Signs of Neglect

- unwashed or dirty.
- failure to thrive/develop.
- lack of appropriate care and supervision.
- constant hunger.
- poor personal hygiene.
- constant tiredness.
- poor state of clothing.

- frequent lateness or non-attendance at school.
- early arrival at school.
- untreated medical conditions - e.g. toothache.
- destructive tendencies.
- low self-esteem.
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- no social relationships - quiet and withdrawn or aggressive.
- poor academic attainment.
- poor peer- group relationship but attention seeking of adults.
- homework not done.
- head lice not treated.
- Bullying.
- very tearful.
- 'latch key' child - goes home to empty house.
- poor concentration.
- steal nice things that others have

(These signs should not be taken in isolation)

EMOTIONAL ABUSE

- Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.
- It may involve conveying to a child that he/she is worthless or unloved, inadequate, or valued only insofar as he/she meets the needs of another person.
- It may involve causing a child 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 problems and parental substance misuse may expose a child to emotional harm.

Whilst physical care and environments may appear to meet children's needs, it is important to remain aware of the interactions and relationship which occur between children and their carers. An emotionally abused child may be subjected to constant criticism and scape-goating, the continuous withholding of approval and affection, severe discipline or lack of appropriate control.

Possible Signs of Emotional Abuse

- delays in physical, mental and emotional development.
- impaired ability for enjoyment and play.
- lack of curiosity and natural exploratory behaviour.
- delay in language development or sudden speech disorders.
- low self-esteem and feeling of worthlessness.
- admission of punishment which appears excessive.
- over reaction to mistakes.
- fear of new situations.

- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- self mutilation.
- fear of parents being contacted.
- extremes of passivity or aggression.
- compulsive stealing.
- attention seeking.
- not wanting to go home.
- unable to accept praise.
- afraid of new situations.

(These signs should not be taken in isolation)

Bullying

Bullying is a highly distressing and demanding form of abuse and is not tolerated in Crumlin Integrated Primary.

See the Anti- Bullying Policy.

All staff must be vigilant at all times to the possibility of bullying occurring. We have in place a clear step by step procedure and strategies for dealing with any act of bullying.

Teachers should use opportunities during Personal Development and Mutual Understanding (P.D.M.U.) lessons to teach anti-bullying messages about bullying in any form.

Useful phone numbers and web sites

www.nspcc.org.uk /
Tel: 08088005000

www.childline.org.uk /
Tel: 08001111
www.kidscape.org.uk /

www.stopbullyingnow.com /

www.bullying.co.uk /

www.bullying.org /

www.textsomeone.com /

www.barnardos.org.uk /
Tel: 0208508822

PHYSICAL ABUSE

Most injuries to children are accidental and can be explained simply. Children receive bumps and bruises as a result of the rough and tumble of normal play.

It is important to remain aware however, that injuries may not have been accidental in origin.

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

Possible Signs of Physical Abuse

- unexplained injuries or burns, particularly if they are recurrent: bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks.)
- If you see bruises on parts of the body not normally bruised e.g. under arms, inside of legs 'alarm bells should ring'
- improbable excuses given to explain injuries.
- refusal to discuss injuries.
- untreated injuries.
- poor attendance - covering up for injuries.
- if the explanation doesn't seem to fit the injury this may be cause for concern.
- admission of punishment which appears excessive.
- fear of parents being contacted.
- withdrawal of physical contact.
- flinching at sudden movements.
- arms and legs kept covered in hot weather.
- fear of returning home.
- fear of medical help.
- self-destructive tendencies.
- aggression towards others. e.g. (peers / teacher).
- reluctant to change for P.E.
- lack of concentration.
- extremely hungry - eating quickly.
- sleepy and tired all the time.
- not confident and doesn't smile.
- wetting themselves in school.

(These signs should not be taken in isolation)

If you observe physical injury or a child removes clothing to show you an injury, it should be described in detail or sketched. Under no circumstances should you remove a child's clothing. **None of these signs alone could be abuse.** Remember it is not your job to investigate only to report.

SEXUAL ABUSE

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

A good rule to follow is that when there are worries about a child's behaviour which cannot be explained satisfactorily, sexual abuse should be borne in mind as a possible explanation.

Sexually abused children are frequently obedient to adults and anxious to please but peer - group relationships are often poor.

Possible Signs of Sexual Abuse

Index of Suspicion of Sexual Abuse

Key **Red** = high probability of sexual abuse occurring
Green = sexual abuse possibility occurring
Blue = one hypothesis amongst many

<u>UNDER 5</u>	<u>5 - 11 YEARS</u>
<p>Red</p> <ul style="list-style-type: none"> disclosure genital injuries vivid details of sexual activity compulsive masturbation sexual drawings sexualised play with explicit acts 	<p>Red</p> <ul style="list-style-type: none"> disclosure genital injuries explicit sexual stories compulsive masturbation offending/abusing gender identity difficulties.
<p>Green</p> <ul style="list-style-type: none"> person - specific fear chronic genito-urinary infections soreness of genitals/bottom fear of specific situations e.g. fear of being changed for P.E. 	<p>Green</p> <ul style="list-style-type: none"> soreness of genitals/bottom chronic genito-urinary infections depression truanting unexplained large sums of money
<p>Blue</p> <ul style="list-style-type: none"> development regression hostile/aggressive behaviour 	<p>Blue</p> <ul style="list-style-type: none"> abdominal pains development regression peer problems

A cause for concern would be when a child talks about video games or internet web sites beyond what they should or when a child seems to have too much sexual knowledge.

EXPLOITATION

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 Safeguarding 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.

It must always be remembered that alternative medical, psychological or social explanations may exist for many of the signs and symptoms described in the four categories of abuse. (e.g. bereavement, moving house, loss of job, money worries, illness in the family) or some other disruption in family circumstances. Therefore, it is important not to jump to the wrong conclusion.

Remember it is clusters of concerns which would build up a picture of a real problem.

Any or any combination of the 4 categories of abuse may be accompanied by or solely manifested in marked deterioration in performance and / or increased absenteeism.

Other forms of Abuse

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 Crumlin IPS become aware of signs that may indicate grooming they will take early action and follow the school's Safeguarding 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 Safeguarding 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 Safeguarding 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 Crumlin Integrated Primary School we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children with Special Education Needs (S.E.N.)

Children with special educational needs may be especially vulnerable to abuse. Extra care should be taken to interpret correctly apparent signs of abuse and neglect.

The overriding concern of every member of staff, teaching and non-teaching must be the safety of the child. The problem of child abuse belongs to everybody and is **never not** the concern of those working with children. Child abuse may be a criminal offence, therefore we are not free of our obligations and responsibilities.

The two agencies which have a statutory duty to investigate referrals of child abuse are Social Services and The Care Unit of the PSNI.

Abuse of a child can be taken to court. If you investigate you could contaminate the agencies investigations.

Remember your role is only to **report to the Designated Teacher**.

If you have a concern about a child or a child makes a disclosure to you when the Designated Teacher / Deputy Designation Teacher are not available e.g. during an afternoon club, you can contact one or other by mobile phone. The Designated Teacher and Deputy Designated Teacher's phone numbers are available in the Secretary's office.

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.](#)

'Disclosure'

'Concern'

'Suspicion'

What do you do?
SCHOOL PROCEDURE

1. Disclosure to teacher /other member of staff or concern or suspicion.
Member of staff must act promptly.
Notes should be made by the member of staff. (See APPENDIX 1)

2. Inform Designated Teacher for Safeguarding as soon as possible
(Contact office if you need to arrange cover.)
Designated Teacher for Safeguarding: Mrs R Allen
If not available, contact Deputy Designated Teacher: Mr D Coey

3. Designated Teacher meets with Principal
 - Establish child's name/address/date of birth
 - Name of Parent/Guardian
 - Discuss referral report written by child's teacher/member of staff.
 - Plan course of action

4. Designated Teacher or Principal contacts
 - Social Services and other agencies if necessary.
 - Designated Officer for the EA

Parents informed of concerns

DISCUSS- AWAIT ADVICE

DISCUSS-AWAIT ADVICE

5. Prepare Confidential report - Formal Referral to Social Services
- Education Authority NE Region.

6. Inform other staff - (NB Confidentiality) on a need to know basis

7. The school will continue to monitor the pupil

Procedure for reporting an incident of suspected or disclosed child abuse in school.

1. Child makes a disclosure to teacher or other member of staff.

DO -

- stay calm - look at the child directly;
- above everything else listen carefully (do not interrupt if he / she is freely recalling significant events);
- show acceptance of what the child says;
- seek clarification with tact and understanding (do not ask too many questions);
- believe and reassure;
- tell the child you will need to let someone else know (don't promise confidentiality) never push for information - if a child decides not to tell you after all, then accept that and let them know that you are always ready to listen.
- as soon as possible afterwards write up a referral form and inform the Designated Teacher for Safeguarding (these notes may be used in court); and,
- await advice.

The 5Rs will help you to remember the correct procedure to follow

Receive

Actively listen to the child.

Do not look around you or attend to anything else.

Keep your face relaxed.

Do not look shocked or judgemental

Reassure

Say to the child that they have done the right thing in coming to you.

(See Helpful Responses below)

Respond

Say you can't keep this a secret - think about how you are going to get this across.

Use appropriate words depending on the age of the child to explain why you can't keep confidentiality.

Report

Pass the information on as soon as possible to the Designated Teacher.

Record

Record everything in the words the child actually says. If the child says he/she has been hit or physically abused - record details - shape, size and the exact part of the body. A sketch may be helpful.

Respect

Respect the child and his/her family and their right to a non-judgemental confidential response.

Handle in a sensitive, skilful way.

Helpful Responses

- I believe you.
- You have done the right thing in telling.
- I'm sorry that this has happened to you.
- I'm glad you have told me.
- It is not your fault.
- I will help you.

Don't Say

- Why didn't you tell anyone before?
- I can't believe it
- Are you sure this is true?
- Why? How? When? Who? Where?

Remember it is not up to you to **INVESTIGATE**.

Let the child know what you are going to do next.

Making Notes

1. A school concerns referral form (APPENDIX 1) should be completed and given to the Designated Teacher for Safeguarding as soon as possible.
 - Note date, time, place and people who were present.
 - Note the behaviour of the child.
 - Note what was said - use the child's exact words not yours - for example teacher should say 'Tell me what has happened rather than 'Did they do X to you?
 - Signs of physical injury observed should be described in detail, or sketched - **under no circumstances should a child's clothing be removed.**
 - Do not criticise the perpetrator.
 - Do not ask the child to repeat the information to another person.
 - Make it clear that you have to pass information on.
 - Any comment by the child, or subsequently by a parent about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used.
2. Teacher refers matter to Designated Teacher and discusses concerns.
3. **Discreet Preliminary Clarification will be carried out by the Designated Teacher.**
 - Establish facts.
 - Additional information - attendance record / progress record.
 - If there are also concerns about brothers/sisters.
 - Look at history from other schools if available.
 - Consider other information that we might have about the family. e.g. Are the parents very young? Can they cope?

4. Designated Teacher meets with Principal to discuss teacher's concerns/referral form (APPENDIX 1) and plan a course of action. (E.g. Speak to Child Protection Support Service Officer, and /or Social Services to seek clarification).
5. The Principal and Designated Teacher will decide whether in the best interests of the child, a formal referral needs to be made to Social Services.

If there are concerns that the child may be at risk, the school is obliged to make a referral.

6. Unless there are concerns that a parent may be the possible abuser, the parents should be informed immediately. School can make a referral with the agreement of the parent/s.

At any point the Designated Teacher or Principal may seek clarification or advice and consult with Social Services or the Education Authority, North Eastern Region's Child Protection Support Service Officer for Safeguarding before a formal referral is made. 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 first priority.

Where there are concerns about possible abuse and a referral is required, the following procedures will be followed by the Designated Teacher for Safeguarding or the Principal.

Step 1

A telephone referral made to Social Services Child Care Team by Designated Teacher or the Deputy Designated Teacher. (Record the time, date, and name of person spoken to).

Step 2

A written referral to be submitted to Social Services Child Care Team.

Under the 'Protocol for Joint Investigations' established between the Police and Social Services, where either agency receives a report that a child is at risk, the other is automatically informed.

Step 3

A copy of the written referral to be submitted to EA NE Region Designated Officer for Safeguarding.

Confidentiality is imperative for the child and his/her family. Information should only be imparted on a need to know basis.

At any stage, the process may be halted provided that the evidence/ information gained will substantiate the reason for doing this.

Attendance at Safeguarding Case Conferences and Other Social Services Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial or review Safeguarding Case Conference, Core Group or Family Support

planning meetings. If a referral has come to the attention of Social Services, they will contact the school and will usually ask for:

- any school concerns about a child;
- attendance figures;
- cleanliness and presentation;
- academic progress in relation to ability; and,
- 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 Safeguarding 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 Safeguarding register will be monitored and supported by the school.

THE PREVENTATIVE CURRICULUM/ PDMU PROGRAMME

The staff recognise that children, especially those who are abused or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour maybe challenging or they may be withdrawn.

In Crumlin Integrated Primary School we teach and promote a preventative curriculum to help off-set any unwanted, negative experiences. Throughout this programme of work, we want children to see our school as a safe place where they want to come and feel comfortable enough to be able to talk to someone about the things that concern them and ultimately help them to solve their problems. The school ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

We have, as part of our Pastoral Care / Personal Development and Mutual Understanding programme, lessons on personal safety: all children participate in activities which foster self-esteem, self-respect and respect for others. All children participate in role play, circle time and additional activities aimed at discussing bullying, keeping safe, healthy eating and generally taking good care of themselves and others.

Throughout the school year Safeguarding and safeguarding issues are addressed in class lessons and through assemblies, there is a permanent Safeguarding notice board in the main corridor and posters of who children can talk to are displayed in each classroom.

Support for all pupils in the school in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal Development and Mutual Understanding: Children will be encouraged to discuss ways to keep themselves safe and will be provided with information and skills in building healthy behaviours and relationships;
- Circle Time is 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 the personal resilience so that they can develop coping strategies and can make more positive choices in a range of situations;

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school: the school will ensure that pupils understand the difference between acceptable and unacceptable behaviours (A and B choices) towards themselves and others;
- Conflict Resolution;
- Health and mental well-being activities e.g. daily mile, active travel, exercise, active clubs, calming and breathing activities, nurturing events and strategies, feelings thermometer, timetabled well-being time, and calm corners in each classroom;
- Knowing who they can talk to in school and keeping them safe;
- Celebrating and raising awareness e.g. Safer Internet Day, Anti-Bullying Week;
- School Values and promoting resilience;
- Age appropriate lessons which address domestic and sexual violence; and,
- Inviting visitors into school to talk about staying safe - PSNI, NSPCC, Women's Aid, etc.

These activities will help to develop good mental health and emotional resilience to enable them to identify abuse and exercise appropriate prevention skills.

A Health and well-being policy has also been adopted by the Governors.

Useful Websites.

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

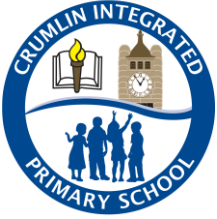
<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

This policy was ratified by Governors in November 2020.

It will be reviewed in September 2021.

ADDENDUM - COVID-19

- **All staff have read and discussed the COVID-19 risk assessment and agree to abide by the restart policy and procedures.**
- **Given the lengthy period of Lockdown particular emphasis during re-start has been of pupil health and well-being. This will remain a priority during the school year.**
- **Staff mental health and well-being:
Risk assessments will be maintained for clinically vulnerable /extremely clinically vulnerable staff.**
- **Staff will be encouraged to discuss concerns with SLT.**
- **Staff will be encouraged to engage with well-being resources available through the Education Authority.**



Appendix 1

CONFIDENTIAL

NOTE OF CONCERN

SAFEGUARDING RECORD – REPORTS TO DESIGNATED TEACHER

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

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Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Safeguarding file <input type="checkbox"/> If 'No' state reason:

Name of Staff Member making the report: _____

Signature of Staff Member: _____ **Date:** _____

Signature of Designated Teacher: _____ **Date:** _____

Appendix 2

Role of The Designated Teacher

1. Ensure that all teaching and non-teaching staff whether full-time or part time, or temporary, are alert to the signs of possible abuse and know the procedures to be followed when they have concerns about the well being of a child.
2. Co-ordinate action by staff in cases of suspected child abuse and report to Social Services and Education Authority's Child Protection Support Service.
3. Ensure all referral forms and notes are kept in a secure place.
4. Inform staff on a need to know basis of any relevant information about a child in their care i.e. something that may be affecting the well being of a child.

Volunteers Criminal Record Check

As standard practice all teaching and non-teaching staff will have an Access NI check before employment commences.

Work Experience Students are accepted once we have their college's assurance that they have been checked.

At the beginning of the academic year a notice will be displayed in the school Newsheet asking for parent volunteers to assist with outings etc. Parents are informed that all volunteers will have to agree to undergo an AccessNi Criminal Record Check before they will be able to assist and support staff and pupils in school.

At present it takes approximately four weeks for a Criminal Record Check to be carried out. Notification advising the outcome is forwarded to the Principal. Volunteers can work supervised up to 4 times a month without a check.

How a parent can make a complaint or air a Concern

We acknowledge that parents should be informed of our Safeguarding Procedures every 2 years. Parents of Primary 1 pupils will receive information on our Safeguarding Procedures when their child starts school.

Arrangements for how parents can make known to the school any concerns they might have about their child's safety are clearly displayed in school and will be made available to parents on request.

Appendix 3

HOW A PARENT CAN MAKE A COMPLAINT OR RAISE A CONCERN

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



I can talk to or write to the class teacher or designated teacher, Mrs Allen.



If I am still concerned I can talk to the Principal.



If I am still concerned, I can talk to or write to the Chairperson of the Board of Governors, Mr Barrie Clingen.

At any time, I can talk to Social Services: Central Gateway team: 0300 1234 333 or the Police CARE Unit 101 or Central Referral team: 02890259299.

Parents can be assured that **all** allegations, complaints or requests for action will be:

- Listened to or received sympathetically;
- Noted in detail if not received in writing;
- Acted upon in accordance with School procedures unless an immediate clarification is sufficient; and,
- Replied to in writing or by telephone.

The school's designated Safeguarding Officer is Mrs Allen with Mr Coey as her deputy. Children or parents with concerns in this area should contact either of these teachers. If the school has a concern about possible child abuse in the home

or elsewhere it has a legal obligation to report the concern to Social Services for investigation. The school's full Safeguarding policy is available for inspection in school.

Appendix 4

Code of Conduct for Staff and Volunteers in Schools

Objective, Scope and Principles

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. All actions concerning children must uphold the best interests of the child as a primary consideration. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school. This code does not form part of any employee's contract of employment. It is intended to assist in respect of the complex issue of child abuse, by drawing attention to the areas of risk and offering staff guidance on prudent conduct and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on:

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

1. Setting an Example

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

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

2. Relationships and Attitudes

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all

require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

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

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- respect for the rights and opinions of others; and,
- if in doubt about the appropriateness of a particular teaching material, staff should consult the Principal before using it.

3. Private Meetings with Pupils

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

4. Physical Contact with Pupils

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

- However, it is unrealistic and unnecessary, to suggest that staff should touch pupils only in emergencies. Touching, particularly with infant children is inevitable and can give welcome reassurance to a child. A distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- In the event of injury to a child, ensure that it is recorded at the office. A note of explanation should be sent home by the class teacher in the case of a possible head injury. The office will decide in the case of other injuries.
- Never do anything of a personal nature for children that they can do for a child that they can do for themselves. This includes anything that could be misconstrued.
- Do not go into toilet areas alone with a child.
- In the case of a child who wets or soils underwear and needs changing, staff need to be sensitive to the child and undertake such personal care tasks with the utmost discretion. Tell another member of staff if you are attending to a child.

In some instances, a child's parent/carer may need to be contacted to attend to the child. Fill in an intimate care record. (See Intimate Care Policy).

- Keep records of any false allegations a child makes against you or other staff including, "You're always picking on me" to "You hit me" or comments such as "Don't touch me." Keep records of dates and times. Get another adult to witness the allegation, if possible.
- If a child talks to you or touches you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel guilty. However, remember that ignoring this and allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.
- Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child's fault.
- Staff, including the school secretary who, as designated first aid officer, has to administer first aid to a pupil, should ensure wherever possible that it is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because the designated first aid officer is not present.
- If you have to take children on journeys, always have two along.
- When on an outing, think of how you appear to the public - they may misunderstand your actions (for example if you have to raise your voice in a stern manner) - it may mean that a disruptive child cannot go on outings.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal.
- Staff should be particularly careful when supervising pupils in a residential setting where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.
- Never spend time alone with a child in his/her room.
- Never, under any circumstances take a child or children to your room.

4.2 Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is to protect the child, others or property from harm (DENI Circular 1999/9 gives guidance on the use of reasonable force). Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint. Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force').

5. Honesty and Integrity

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

5.2 Gifts from suppliers or associates of the school (eg a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This

requirement does not apply to "one off" token gifts from pupils or parents e.g. at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6. Conduct outside of Work

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

6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Annex C 90 Advice should be sought from the Principal when considering work outside the school.

7. E-Safety and Internet Use

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others.

- Employees should not identify themselves as a representative of the school.
- References should not be made about any staff member, pupil, parent or school activity/event unless prior permission has been obtained and agreed with the Principal.
- Staff should be aware that if their out-of-work activity causes embarrassment for the employer or detrimentally affects the employer's reputation then the employer is entitled to take disciplinary action.

For school-based activities, advice is contained in the school's Online Safety Policy.

7.2 No member of staff should interact with any pupil in the school on social networking sites.

No member of staff should interact on social networking sites with any ex-pupil from the school who is under the age of 18.

It is illegal for an adult to network, giving their age and status as a child.

Websites offering additional advice and guidance (eSAFETY GUIDANCE DE Circular 2013/25)

CEOP (Child Exploitation and Online Protection)

www.childnet.com

8. Confidentiality

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

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

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

8.4 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay. Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself.

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

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff, interrelate with children. In all circumstances, the staff's professional judgement and common sense will be exercised and this Code of Conduct will serve only to confirm what has always been their practice. If any member of staff has any doubts about the points on this Code of Conduct, they should consult the Designated Person for Safeguarding or the Principal.

THIS CODE OF CONDUCT IS SIGNED BY ALL MEMBERS OF STAFF

Date Ratified by BOG: November 2020

Review Date: _____