

Child Protection and Safeguarding Policy

Reviewed: September 2016

Ratified: 27th September 2016

Amendment January 2017

Signed: _____ (Principal)

Signed: _____ (Chairperson of Board of Governors)

INTRODUCTION

Fair Hill Primary School has a strong and sustained tradition of caring for our pupils and taking a keen interest in their well-being. Child Protection is a priority in the school. It is an important part of our Pastoral Care Policy, which aims to provide a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

The Board of Governors, Principal and Safeguarding Team take seriously their primary responsibility for the safety and welfare of the children and staff in Fair Hill.

In our school we respect our children and seek to provide a warm and caring environment where the children are happy and relationships with peers and adults are positive. Every child has the fundamental right to be safe at school and every parent has the right to expect this from their child's school.

We in Fair Hill Primary School recognise our five main responsibilities in the area of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. We have developed and provide a "child protection ethos" and a preventative curriculum. Our school offers protection on two levels:

- **Immediate protection** - creating a listening environment that makes it easier for children to share their concerns.
- **Long term protection**, enhancing self-esteem and encouraging social skills through Circle Time and PDMU activities.

The purpose of the procedures set out in this policy is:

- To protect our pupils by ensuring that every adult who works in our school; teachers, non-teaching staff and volunteers has clear guidance on the action to take when abuse or neglect is suspected. The issue of child abuse will not be ignored by anyone who works in our school and we will work with relevant agencies for the benefit of the child.
- To make parents aware of the procedures set up in school to deal with suspected cases of child abuse.

MISSION STATEMENT

Our school in co-operation with parents and community members is committed to providing a happy, secure and caring environment where every individual is treated with respect, thus enabling each pupil to become an effective learner and to develop the skills, attitudes and values necessary for life.

AIMS

- To provide a caring, supportive and safe environment for all our pupils.
- To ensure that each pupil feels safe, valued, special and unique as a member of the school community.
- To instil a sense of responsibility in the pupils regarding their own safety and to make them aware of the risks of possible abuse as appropriate to their age group.
- To empower pupils in building and monitoring good relationships with pupils, teachers, parents and others.
- To help them recognise unwelcome behaviour in other children and adults.
- To help children acquire the confidence and skills necessary in order to keep themselves safe.
- To encourage partnership with parents and outside agencies to protect children.

CHILD PROTECTION PRINCIPLES

The principles and philosophy which underpin our work with children are those set out in the UN Convention on the Rights of the Child (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996). In particular the principle we support is that every child has the fundamental right to be safe from harm and with proper care given to their physical, emotional and spiritual well being by those looking after them. (Pastoral Care in Schools: Child Protection, DENI 1999/10). We follow the guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or use as volunteers within the school;

- *DE Circular 2006/06. Child Protection : Recruitment of People to Work with Children and Young People in Educational Settings*
- *DE Circular 2006/07. Child Protection: Employment of Substitute Teachers*
- *DE Circular 2006/08 Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels*
- *DE Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage*
- *DE Circular 2006/25 Child Protection: Vetting of School Governors*
- *DE Circular 2008/03 Pre-Employment Checking of Persons to Work in Schools – New Arrangements*
- *DE Circular 2008/10 Employment of Substitute Teachers*

A proper balance must be struck between protecting children and respecting the rights and needs of others, but where there is conflict the child's interests must always come first.

Children have a right to be heard, to be listened to and taken seriously. In any incident the child's welfare must always be paramount, this overrides all other considerations.

The Safeguarding Team at Fair Hill Primary School

Principal: Mr Jim Brown

Designated Teacher for Child Protection: Mrs Mary Spratt

Deputy Designated Teacher for Child Protection: Mr Jim Brown

Chair of Governors: Mr David Spiers

Designated Governor for Child Protection: Mrs Katrina Johnston

NB: Mrs Bennett resigned from the role in January 2017. Mrs Spratt and Mr Brown took on the roles of DT and DDT.

DEFINITIONS OF ABUSE

The following is an extract from “Co-operating to Protect Children” (Children (N.I) Order 1995 Volume 6) and defines the categories of abuse.

Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child, such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms including:

Neglect - the persistent or significant neglect of a child, or a failure to protect a child from exposure to any danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health and development.

Emotional - actual or likely persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on emotional, physical and/or behaviour development of a child.

All abuse involves some emotional ill-treatment. This is where it is the main or only form of abuse.

Sexual - the sexual exploitation of a child or young person for an adult's or another young person's sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Physical - physical injury to a child, whether deliberately inflicted or knowingly not prevented.

Set out on the following pages are some of the main physical and behavioural indicators of abuse. On one hand these are not exhaustive lists and on the other it must always be remembered that alternative reasons of a medical, social or psychological nature may exist for these indicators. They do not necessarily denote child abuse.

NEGLECT

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

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NEGLECT

PHYSICAL INDICATORS

- CONSTANT HUNGER
- EXPOSED TO DANGER: LACK OF SUPERVISION
- INADEQUATE/INAPPROPRIATE CLOTHING
- POOR PERSONAL HYGIENE
- UNTREATED MEDICAL PROBLEMS
- EMACIATION

NEGLECT

BEHAVIOURAL INDICATORS:

- TIREDNESS, LISTLESSNESS, LACK OF CONCENTRATION.
- LACK OF PEER RELATIONSHIPS
- LOW SELF-ESTEEM
- DESTRUCTIVE TENDENCIES
- COMPULSIVE STEALING/BEGGING
- FREQUENT LATENESS/NON ATTENDANCE AT SCHOOL
- CHRONIC RUNNING AWAY
- SCAVENGING FOR FOOD OR CLOTHES

PHYSICAL INJURY

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

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PHYSICAL INJURY

PHYSICAL INDICATORS

- SCRATCHES
- BITE MARKS OR WELTS
- BRUISES IN PLACES DIFFICULT TO SEE / MARK, eg. BEHIND EARS, GROIN.
- BURNS, ESPECIALLY CIGARETTE BURNS
- UNTREATED INJURIES

PHYSICAL INJURY

BEHAVIOURAL INDICATORS

- SELF-MUTILATION TENDENCIES
- CHRONIC RUNAWAY
- BULLYING
- AGGRESSIVE OR WITHDRAWN
- ADMISSION OF PUNISHMENT WHICH SEEMS EXCESSIVE
- FEAR OF RETURNING HOME/OR PARENTS BEING CONTACTED
- UNDUE FEAR OF ADULTS
- FLINCHING AT SUDDEN MOVEMENTS/WITHDRAWAL FROM PHYSICAL CONTACT
- FEARFUL WATCHFULNES
- IMPROBABLE EXCUSES GIVEN TO EXPLAIN INJURIES
- REFUSAL TO DISCUSS INJURIES

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 the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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SEXUAL ABUSE

PHYSICAL INDICATORS

- SORENESS, BLEEDING IN GENITAL OR ANAL AREA
- ITCHING IN GENITAL AREA
- STAINED OR BLOODY UNDERWEAR
- STOMACH PAINS OR HEADACHES
- PAIN ON URINATION
- DIFFICULTY IN WALKING OR SITTING
- BRUISES ON INNER THIGHS OR BUTTOCKS
- ANOREXIC/BULIMIC
- PREGNANCY/ABORTION

SEXUAL ABUSE

BEHAVIOURAL INDICATORS

- CHRONIC DEPRESSION
- SELF-MUTILATION
- INAPPROPRIATE LANGUAGE, SEXUAL KNOWLEDGE FOR AGE GROUP
- SEXUALISED PLAY WITH EXPLICIT ACTS
- MAKING SEXUAL ADVANCES TO ADULTS OR OTHER CHILDREN
- OBSESSIVE WASHING
- LOW SELF-ESTEEM
- AFRAID OF DARK
- WARINESS OF BEING APPROACHED BY ANYONE
- SUBSTANCE/DRUG ABUSE
- UNEXPLAINED LARGE SUMS OF MONEY/GIFTS
- TRUANTING/RUNNING AWAY

EMOTIONAL ABUSE

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or the corruption of children.

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EMOTIONAL ABUSE

PHYSICAL INDICATORS

- SUDDEN SPEECH DISORDERS
- WETTING AND SOILING
- SIGNS OF MUTILATION
- FREQUENT VOMITING

EMOTIONAL ABUSE

BEHAVIOURAL INDICATORS

- ROCKING, THUMB SUCKING, HAIR TWISTING
- CHRONIC RUNNING AWAY
- POOR PEER RELATIONSHIPS
- OVER-REACTION TO MISTAKES
- INAPPROPRIATE EMOTIONAL RESPONSES TO STRESSFUL SITUATIONS

ROLES AND RESPONSIBILITIES

Indicators such as those already described can only give rise for concern – they are not in themselves proof that abuse has occurred. However teachers and non-teaching staff should be alert to all such signs, particularly if they appear in combination or are regularly repeated. If a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the **Designated Teacher** who has responsibility for child protection. In the case of Fair Hill this is **Mrs M Spratt** or in her absence, **Mr J. Brown, (Deputy Designated Teacher)**.

The relationship which teachers and other staff in the education service have with the children in their charge is based on trust and, often, on confidentiality. Such relationships are an integral feature of a secure and caring environment which fosters learning and personal development. Some forms of child abuse are however a criminal offence and staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. All staff should recognise, therefore, that in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others, in the child's best interests. **No promise of confidentiality can or should ever be given where abuse is alleged.**

THE BOARD OF GOVERNORS

1. The Board of Governors should be aware of the school's Pastoral Care Policy and Child Protection Procedures.
2. The Board of Governors should be aware of the role of the Designated Teacher and should enable her to carry out the duties of that role effectively and with appropriate support and training.
3. The Board of Governors should be kept informed of allegations of abuse against a member of staff, either through the Chairperson or named member of the Board who will liaise with the Principal/Designated Teacher/ Deputy Designated Teacher.
4. It is the responsibility of the Chairperson of the Board of Governors to ensure that a complaint made against the Principal will be thoroughly investigated, by the instigation of normal procedures. The Chairperson should inform the complainants, if necessary on a regular basis, of the investigations which have been, or are being, made and their outcome.
5. The Board of Governors must notify the Department of any instance where a teacher is dismissed on grounds of gross misconduct, so that his/her continued recognition as a teacher can be considered.
6. It is the responsibility of the Board of Governors to ensure that all staff are clear about the standards of behaviour expected of them.

7. The Board of Governors shall provide, in conjunction with DENI, induction training for all new members of the Board and encourage existing members to avail of such training and guidance necessary to ensure the effective discharge of their roles and responsibilities.

NON-TEACHING STAFF

If any member of the non-teaching staff has concerns about a child or staff member they should report these concerns to the Designated Teacher who will keep a detailed written record of the concerns and take any further necessary action.

TEACHING STAFF

If any member of the teaching staff has concerns about a child or staff member they should report their concerns to the Designated Teacher who will keep a detailed written record of the concerns and take any further necessary action.

Before approaching the Designated Teacher with his/her concerns a teacher may seek some clarification from the child, remembering to exercise tact and understanding. Great care must be taken in asking and interpreting children's responses to questions about indicators of abuse. Teachers should be aware that, if their concerns lead to a formal referral, the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings. This is also the case if a child makes an allegation of abuse or voluntarily discloses information which amounts to an allegation.

See appendix 7- Recording Child Protection Concerns.

If a child confides in a member of staff and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively, that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context, the child should, however, be assured that the matter will be disclosed *only* to people who need to know about it. Staff who receive information about children and their families should share that information only within appropriate professional contexts.

In view of this please refer to the following guidelines:

1. **Don't panic**
2. **Listen**
3. **Believe** and let them know you believe (it has been proven that only a very small percentage of children lie about these matters)
4. Do not interrogate or question
5. Affirm – whatever feelings the child has
6. Refer any information however trivial it may seem to Mrs Knox or Mrs Spratt

7. Make a written note of anything that was said (records of concerns with individual pupils). This may be used as evidence in court and should be accurate using the child own words.
8. Any such information is **CONFIDENTIAL** between you, and the child and the teacher to whom it is referred, who will then pass it on to the necessary departments.
9. Five things to **say** to a young person in such a situation
 - I believe you – (this is important)
 - I am glad you **came** to me
 - I am sorry this happened to you
 - It is not (nor never was) your fault
 - We are going to do something together to get some help. **NEVER** promise absolute confidentiality.

Records will be kept by the **Designated Teacher**. These records are confidential and will only be accessed by the **Designated Teacher**, the **Deputy Designated Teacher** and the **Principal**. It should be noted that information given to members of staff about possible child abuse cannot always be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

LIABILITY FOR STAFF

Any teacher or other member of staff who complies with Board Procedures in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, will receive the full support of the Board and will not be legally or financially liable.

THE PRINCIPAL

The Principal must ensure that DENI Circular 1999/10 is implemented within Fair Hill Primary School. The Designated Teacher and the Deputy Designated Teacher must receive adequate training in Child Protection. She must ensure that any referrals that are taken forward are conducted in an appropriate manner and that the Chair of the Board of Governors is kept informed.

THE DESIGNATED TEACHER (AND DEPUTY)

The Designated Teachers should receive training and assist in the drawing up of the Child Protection Policy. The policy should be disseminated to all staff and volunteers and measures put in place to ensure it is adhered to.

Appropriate training should be given to staff and the Designated Teacher should act as a point of contact for staff and parents. A summary of the policy should be drafted and issued to parents. When concerns are reported to the

Designated Teacher the Principal must be informed. The Principal, in connection with the Designated Teacher will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. The Designated Teacher has responsibility for liaising with the social services and other agencies in cases of suspected or alleged child abuse. The Designated Teacher may seek clarification or advice and consult with the SELB Designated Officer or appropriate senior social worker before a formal referral is made. Provided that no child is identified by name, the case and its circumstances may be discussed with complete confidentiality and with the full understanding that Social Services cannot be further involved until a formal referral is made.

If a case is to be formally referred, the Designated Teacher should complete referral form (UNOCINI) and send this to Social Services with a copy to the Designated Officer of the SELB. In the case of formal referral, the Designated Teacher should be aware of the role and the responsibilities of the investigating agencies, who to contact and how to liaise with them. He/she should keep appropriate written records and be able to make an appropriate contribution to a child protection conference and any subsequent proceedings.

SOCIAL SERVICES AND OTHER AGENCIES

Social Services have a statutory duty to investigate any case where they receive information suggesting that a child may be in need of care, protection or control, unless satisfied that such enquiries are unnecessary. Their objective is to ensure the safety and welfare of the child. They have a lead role in co-ordinating the work of all the agencies and professionals concerned with the child's family. A joint protocol has been established between the Social Services and the police for investigative purposes. This will involve the police in investigating situations where a crime may have been committed.

Where there is suspicion that a child has been abused, Social Services may convene a multidisciplinary case conference which may involve the Designated Teacher or Deputy Designated Teacher, depending upon who is best placed to contribute effectively to the discussion of the child's welfare.

REPORTS FOR CHILD PROTECTION CONFERENCES

Reports prepared for child protection conferences should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and, where appropriate, the child's appearance. If relevant, reports should include what is known (without making specific investigation) about the child's relations with his or her family and the family structure.

- Reports should be objective and based on evidence.

- They should therefore contain only fact, observations and reasons for concern. Reports will be made available to the child's parents at the child protection conference, and may be used in court. All reports should be checked and signed by the Designated Teacher/Principal.

PROCEDURES

Staff should immediately refer their concerns to the **Designated Teacher, Mrs M Spratt** or to the **Deputy Designated Teacher, Mr J Brown**, in her absence. A written record of the concern must be completed and given to the Designated Teacher at the earliest possible opportunity. It will be up to the Designated Teacher to decide what to do at this point. It is important that the person who reported the incident treats the matter in confidence.

Appendix 4 summarises the procedure to be followed when the school has concerns or has received a report about possible abuse or neglect by anyone other than a member of school staff.

ALLEGATIONS ABOUT A MEMBER OF SCHOOL STAFF

The person receiving the allegation should report it to the Principal and Designated Teacher as soon as possible. If the allegation is about the Designated Teacher, the matter should be reported to the Deputy Designated Teacher and should be treated thereafter in the strictest confidence. If the allegation is about the Principal then the Chairperson of the Board of Governors should be informed immediately. (See appendix 5)

Appendix 5 summarises the procedure to be followed when a complaint is made about possible abuse or neglect by a member of school staff.

PROCEDURES FOR PARENTAL COMPLAINTS

Parents wishing to register concern about their child's welfare in school should choose one of the following courses of action. It will depend upon the nature of the complaint.

- Speak or write to child's class teacher
- Speak or write to the Principal
- Write to the Chairperson of the Board of Governors

All parental concerns/complaints are taken seriously and dealt with as quickly as is reasonably possible. (See appendix 2)

While Fair Hill Primary School operates an open door policy it may be necessary for parents to make an appointment in order to be allocated a reasonable amount of time for the complaint to be discussed fully.

If further investigations are required, an appointment will be made to report back to parents on the result of findings.

In response to a concern about bullying, a senior member of staff will report back to the parents on the steps taken by the school to deal with the allegation.

See appendix 4 for recording of parental complaints.

BULLYING

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. Every member of staff is vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately if bullying behaviour is identified.

Any complaint by a parent that his/her child is, or may be, being bullied will be fully investigated by the Principal/ designated teacher for child protection and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied, during the school day.

A parent making a complaint about bullying will have a personal response from the Principal / Designated Teacher within one week of making the complaint, indicating the investigation, which has been carried out, and the action being taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case and reference will be made to our Discipline Policy. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, the second stage will be to instigate child protection procedures- for further details see Anti-Bullying Policy.

INTERNET USE

- a. Teachers should supervise access to Internet resources (where reasonable) through the school's fixed and mobile internet technology.
- b. Teachers will preview any recommended sites before use.
- c. Raw image searches are discouraged when working with pupils.
- d. If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents will be advised to supervise any further research. For further details please see School Internet Policy.

PHOTOGRAPHIC IMAGES

- a. With the written consent of parents, on behalf of pupils, the school permits the appropriate taking of images by staff and pupils with school equipment.
- b. Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of pupils, this includes when on field trips. However with the express permission of the Principal, images can be taken provided they are transferred immediately and solely to the school's network and deleted from the staff device.

SOCIAL NETWORKING

Individuals who work with children and young people and others with whom they may be in a position of trust, should exercise caution when using social networking sites and avoid inappropriate communication of any kind. People who work with children and young people should always maintain appropriate professional boundaries. They should avoid improper contact or relationships which might include:

- communication of a personal nature
- inappropriate dialogue through the internet
- the sending of e-mails or text messages of an inappropriate nature.

DRUGS

Drugs awareness programme forms part of our Personal Development Programme. (See Drugs Policy)

CONDUCT OF STAFF

The conduct of school staff, teaching and non-teaching towards the pupils in the school must be above reproach. Any abuse of that position of trust by any member of staff must be regarded with the utmost gravity.

Members of staff will be encouraged to reflect on every aspect of their contact with children which may give rise to perceptions or allegations of abuse. Refer to 'Code of Conduct,' EA. (See appendix 1)

PHYSICAL CONDUCT

Physical conduct may be a necessary part of teaching some pupils with

- (1) SEN e.g. children with medical problems: and
- (2) Young children, e.g. helping them with toileting.

In such instances there will be clear guidelines for staff which maintain a balance between providing support and preventing abuse or potential perceptions of abuse. Parents will be informed of these guidelines. In extreme cases, minimum necessary force may be used to prevent a pupil causing injury or harm to himself/herself or others.

PARENTAL RESPONSIBILITY

It is the parent's responsibility to ensure a safe journey to and from school for their child. Where children travel by school bus drivers are asked to return children to the school if no one is there to receive them from the bus. The school will then make every effort to contact the parent or the named person on the school's records to ensure the child returns home safely.

Any parent getting a child out of school before the end of the school day must report to the school office and a member of staff will get your child from the classroom. Children are not permitted to meet someone outside the school grounds during the school day. Parents must notify the school, preferably in writing, when someone other than the parent/carer is collecting the child.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Indications of abuse of children with Special Educational Needs will be reported exactly as for other children, according to established procedures. The Designated teacher will identify and respond to any particular communication needs that the pupil may have.

FOUNDATION STAGE PUPILS

It may be necessary, from time to time, to lift a child if he/she has fallen or is distressed. A distressed or tired young child may need to be comforted by sitting on the lap of a member of staff. This will only be done when necessary and in full view of staff and other children. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent. In order to safeguard the child and protect, the following code of conduct will be adhered to at all times:

- a. Children will be encouraged to adjust clothing, etc themselves when using the toilet.
- b. Only trained staff members will be permitted to accompany them to the toilet.
- c. When taking child/children to the toilet, the adult will inform another member of staff.
- d. Children who wet their clothes after a toileting accident will be given clean replacements and encouraged to change themselves as much as possible.
- e. If a child soils themselves, their previously given contacts will be telephoned in the order given to request that they are changed by a parent or another adult who has the parents' consent to clean and change the child.

f. In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or the school secretary.

VOLUNTEERS

Any volunteers who will be working with children in situations that may not be directly supervised by members of staff, and any coaches for clubs etc, will be vetted through Access NI. However, parents volunteering to accompany groups on school trips do not need to be vetted, as long as the volunteer will not be expected to have personal, unsupervised responsibility of the children in a group.

See appendix 9- Guidelines for Volunteer Helpers during School Trips

VISITORS

All visitors who are required to be further than the office must sign in at reception, wear a visitor's badge, read and adhere to The Visitors Code of Conduct. (See appendix 8)

MONITORING, EVALUATION AND REVIEW

This Child Protection Policy is reviewed annually and updated when necessary upon receipt of updates from SELB/DENI. All parents will receive a summary (in the form of a leaflet) once every two years outlining the basic Child Protection Procedures and Policy.

USEFUL CONTACT NUMBERS

EA-S Child Protection Support Service for Schools	028 38 341975
Southern Health & Social Care Trust Gateway Team	028 38 343011
Childline	0800 1111
Duty Social Work Gateway Team	0800 783 7745 028 37415285
NSPCC	0808 800 5000 Text 88858

CODE OF CONDUCT

Protecting the Teacher

*[Reprinted from * child abuse guidance to members * Irish National Teachers ' Organisation, 1993, by kind permission]*

Private meetings with pupils

- a) Teachers should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.
- b) Where such conditions cannot apply teachers are advised to ensure that another adult knows that the interview is taking place. The use of 'engaged' signs or lights is not advisable.
- c) Where possible another pupil or another adult should be present or nearby during the interview.

Physical contact with pupils

- a) As a general principle teachers are advised not to make unnecessary physical contact with their pupils. This is particularly the case with children of secondary school age and maturing children of primary school age.
- b) Physical contact which may be misconstrued by the pupil, parent or other casual observer should be avoided. Such contact can include well intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil, could be misconstrued, as well as more obvious and more intimate contact which should never occur.
- c) There may be occasions when a distressed child needs comfort and reassurance, which may include physical comforting such as a caring parent, would give. Teachers should use their discretion in such cases to ensure that what is, and what is seen by others present to be, normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time.
- d) Some teachers are likely to come into physical contact with their pupils from time to time in the course of their teaching, for example when showing a pupil how to use a piece of apparatus or equipment or while demonstrating a move or exercise during games or P.E. Teachers should be aware of the limits within which such contact should properly

take place and of the possibility of such contact being misinterpreted by the pupil.

- e) Heads of Department in schools may well think it sensible to draw up their own guidelines for the use of areas such as photographic dark rooms, which cover the particular circumstances of their schools.

APPENDIX 1 Cont/d...

- f) Teachers who have to administer first-aid should ensure where ever possible that other children or another adult are present if they; are in any doubt as to whether necessary physical contact in the circumstances should be misconstrued.

- g) Following any incident where a teacher feels that his/her actions have been, or maybe misconstrued, a written report of the incident should be submitted immediately to the Principal of the school. This would apply especially in a case where a teacher had been obliged to restrain a child physically to prevent him/her from inflicting injury to others or self injury
- h) Teachers should be particularly careful when supervising pupils in a residential setting such as a ski-trip, outdoor education camp or extended visit away from home, where more informal relationships tend to be usual and where teachers may be in proximity to pupils in circumstances very different from the normal school environment.

Choice and use of Teaching Materials

- a) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and governors when using materials such as the Aids education for schools and *in* connection with sex education programmes.

Relationships and Attitudes

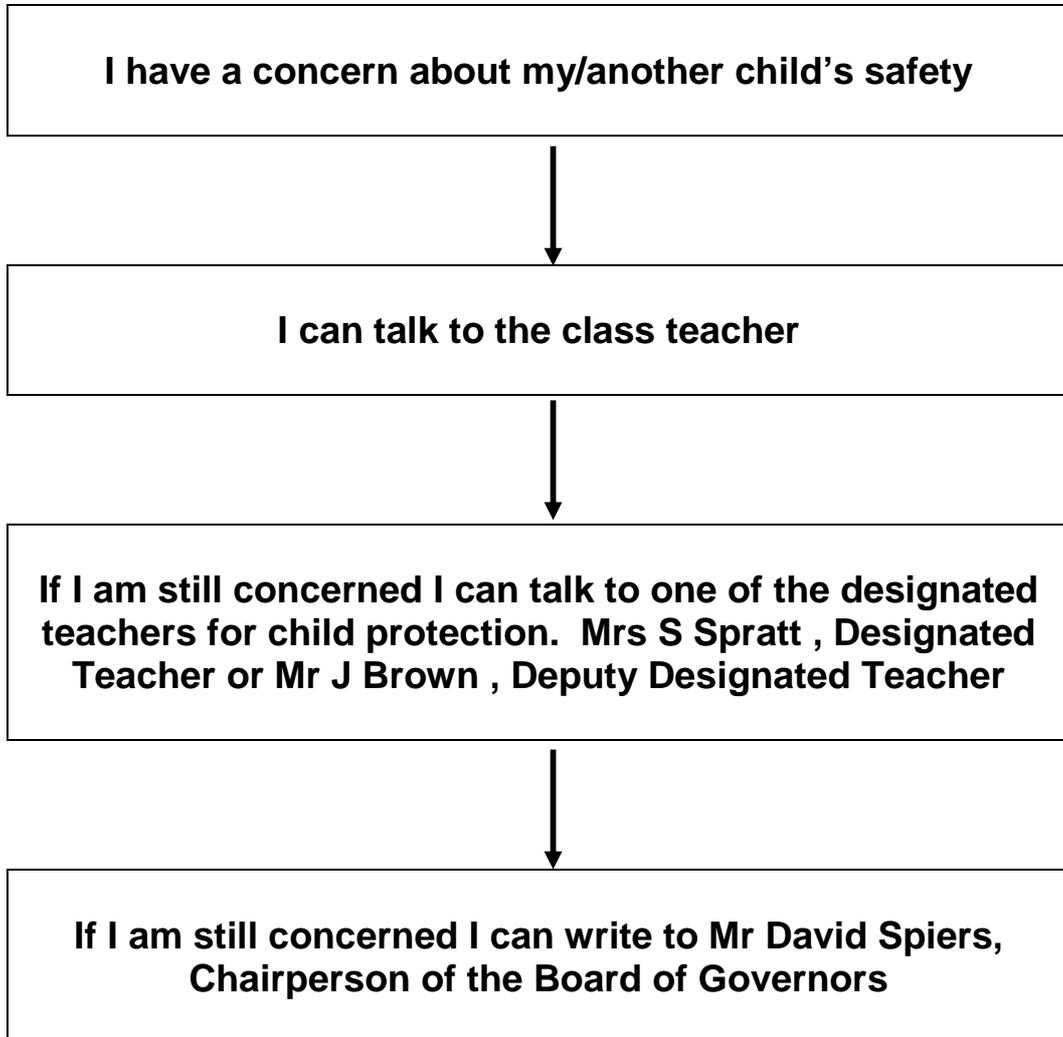
Teachers should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which teachers inter-relate with pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances teachers' professional judgement will be exercised and for the majority of teachers this Code of Conduct confirms, what has always been their practice.

From time to time, however, it is wise for all teachers to review their teaching styles, relationships with the pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of pupils or of their parents.

HOW CAN A PARENT RAISE A CONCERN ABOUT A CHILD'S SAFETY



At any time I can talk to the
Gateway team free phone: 0800 7837245
Out of hours: 02838334444
Craigavon and Banbridge: 02838343011
Police Care Unit 0845 600 8000

APPENDIX 3

FAIR HILL PRIMARY SCHOOL

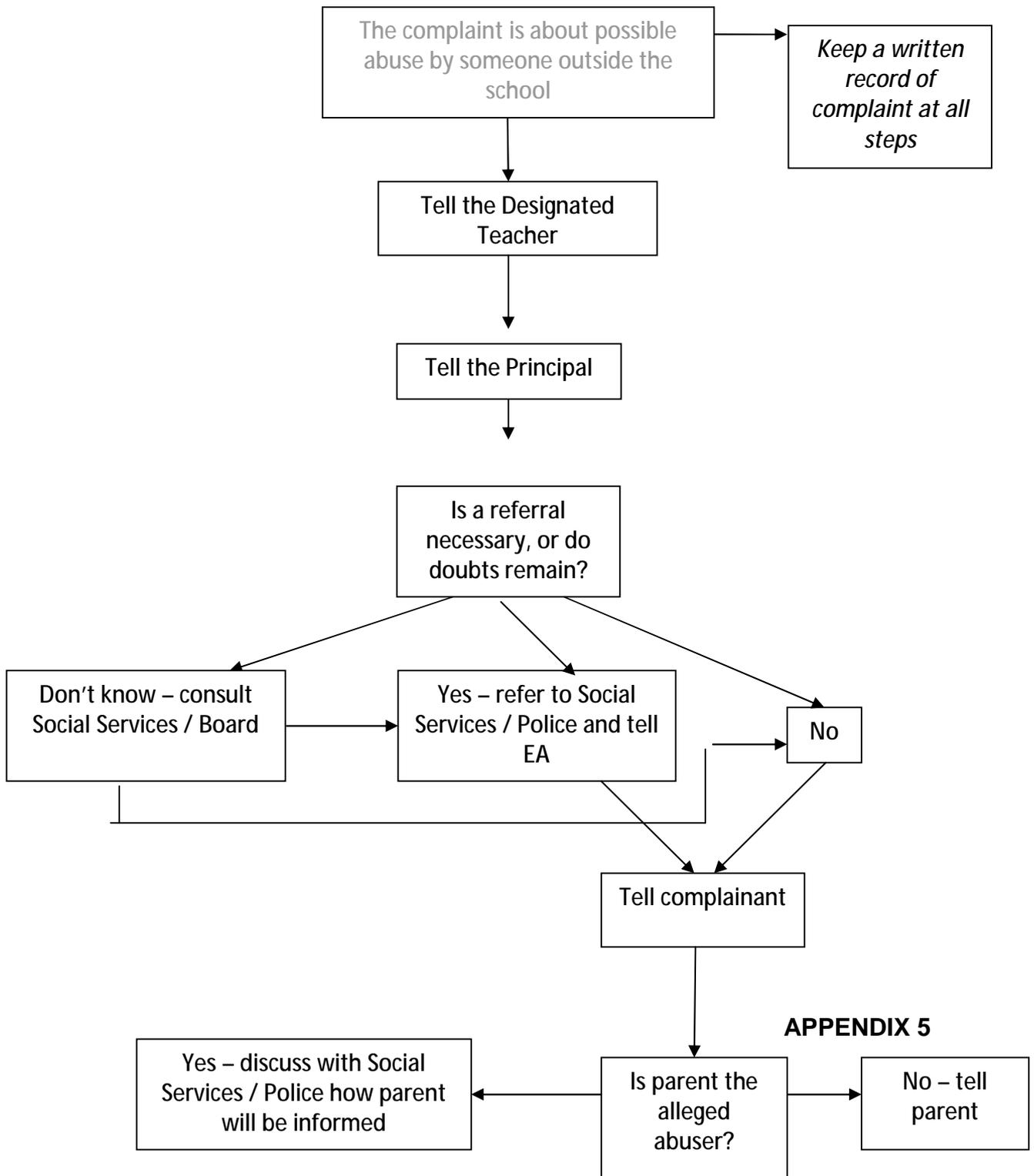
RECORD OF MEETING WITH INDIVIDUAL PARENTS

Name of Child		Class
Date	Venue	Time
Complaint received by		
At meeting	In writing	By phone
Those Present		
Reason for Meeting		
Parental Input		
School Input		
Action Taken		
Follow-up		

Signed _____ (Parent/guardian) _____ (Staff member)

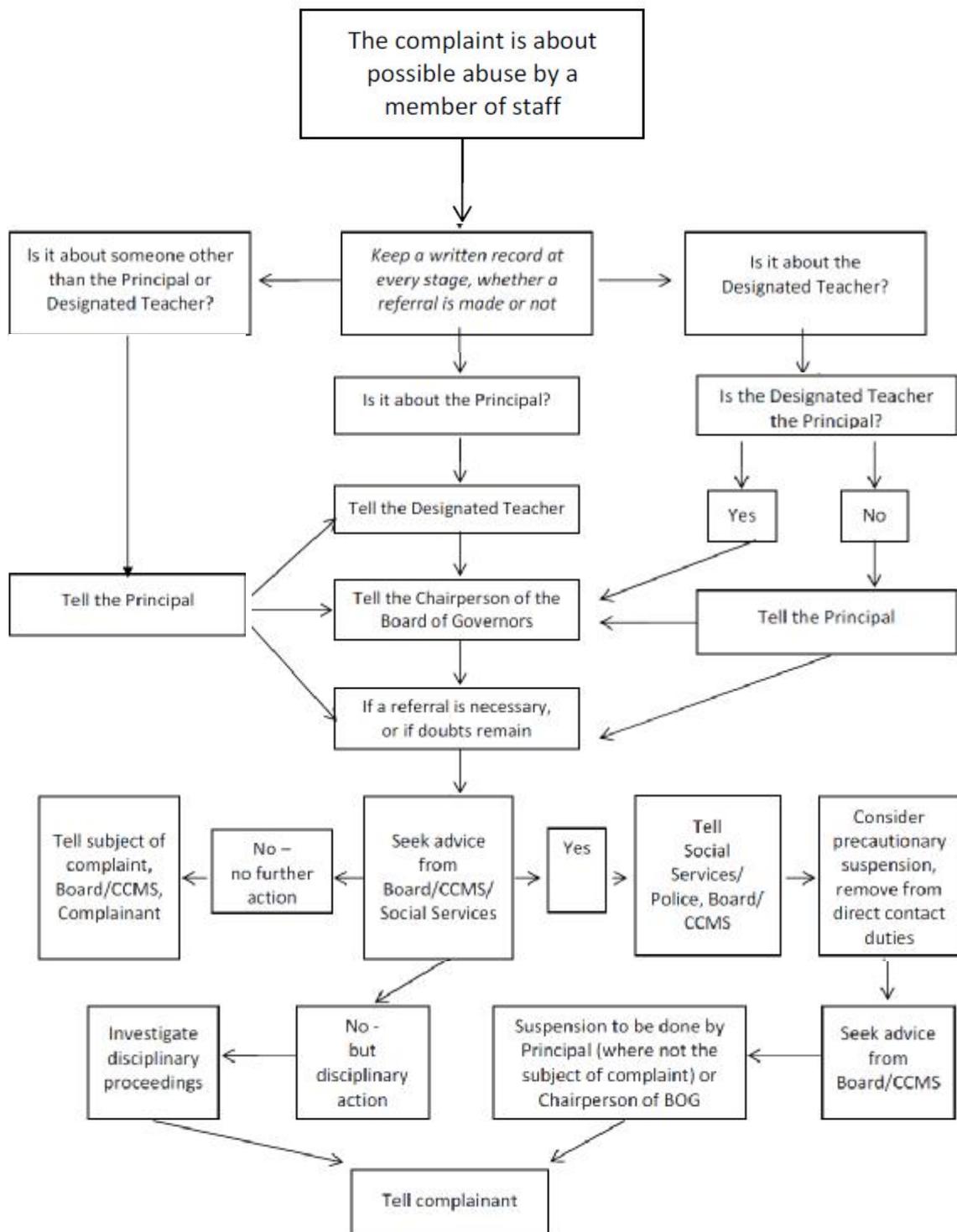
APPENDIX 4

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



APPENDIX 5

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



APPENDIX 6

Procedure for reporting an incident of child abuse in schools

Child makes a disclosure to teacher or teacher has concerns about child either as a result of one observation or many observations over a period of time.
Teacher does not investigate. **MUST ACT PROMPTLY.**



Teacher refers matter to Designated Teacher, discusses with Designated Teacher, makes full notes.



Designated teacher meets with Principal (in case of Principal's absence Vice-Principal) to plan course of action and ensures that a written record is made.



Principal/Designated Teacher makes referral (UNOCINI) to:

- Social Services. Copy of referral to SEELB's Designated Officer.

Indicate that it is a Child Protection issue in an envelope marked 'CONFIDENTIAL'.

If there is any doubt about whether to take further action, advice is available from:

- Schools
- ELB Designated Officer
- Social Services

When seeking advice you do not have to give any names. You are making an enquiry.



Other Action:

- Record advice given
- Monitor
- Review

APPENDIX 7

FAIR HILL PRIMARY SCHOOL

Child Protection Concerns

Name of child _____ DOB _____

Address _____ Class _____

Details of Concern / Disclosure (if possible, quote the words actually used)

Signature _____ Position _____ Date _____

Signature of DT _____ Date _____

Principal _____ Date _____

Action Taken

The Visitors Code of Conduct

All visitors must:

1. Report immediately to the office.
2. Read the Code of Conduct and sign the Visitors' book.
3. Wear a Visitor badge –clearly visible.
4. Wait until you can be escorted to a work area or the person to be visited.
5. Knock the door before entering an office/ classroom and explain the reason for your visit.
6. Never be alone with a child.
7. Never initiate conversation with a child.
8. Never have physical contact with a child.
9. Never swear on the premises.
10. Never smoke on the premises.
11. Never bring nuts or any kind of food onto the premises.
12. Take precautions to ensure that any equipment you have is safely stored so pupils do not have access.
13. Report any incidents to;

Mrs Spratt (Designated Teacher for Child Protection)

Mr Brown (Deputy Designated Teacher for Child Protection)

Guidelines for Volunteer Helpers during School Trips

Thank you for your help; it is greatly appreciated.

Please note the following points:

- There will always be a nominated leader of the group; this will be a member of staff
- Volunteer helpers will not be expected to have personal responsibility of the children in a group
- All incidences, injuries or illnesses should be reported to the teacher in charge
- Two adult supervisors should accompany children to the toilet at all times
- All helpers accompanying school trips should safeguard children from any dangerous situations. Please ensure that children listen carefully and follow instructions. Children should not be permitted to move away from their group.