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# CHILD PROTECTION ETHOS AND GENERAL PRINCIPLES

*St. Oliver Plunkett Primary School and Nursery Unit aims to establish a caring, supportive and safe environment within which the academic, personal, social and spiritual potential of each child will be developed. We have a primary responsibility for the pastoral care, general welfare and safety of the children in our care.*

*All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed.*

This Safeguarding and Child Protection Policy sets out guidance on the action which is required where abuse or neglect of a child is suspected, and outlines referral procedures within St. Oliver Plunkett Primary School and Nursery Unit.

*The Child Protection Programme is an intrinsic part of all aspects of the curriculum.*

The principles and philosophy which underpin our work with children are those set out in:

- ❖ UN Convention on the Rights of the Child 1991
- ❖ The Children (NI) Order 1995
- ❖ The Sexual Offences Act 2003
- ❖ Education & Libraries Order 2003 – Welfare and Protection of Pupils
- ❖ Protection of Children & Vulnerable Adults (NI) Order 2003
- ❖ ‘Pastoral Care in Schools – Child Protection’ (DENI Circular 99/10)
- ❖ Area Child Protection Committees’ Regional Policy and Procedures (2005)

In particular, we believe that every child has ***the fundamental right*** to be safe from harm, and that proper care should be given to their physical, emotional and spiritual well-being by those looking after them.

The following principles form the basis of our Child Protection Policy and underpin the guidance which we follow:

- ❖ “The child’s welfare must always be paramount; this overrides all other considerations.” (The Children (NI) Order 1995)
- ❖ It is a child’s right to feel safe at all times, to be heard, to be listened to and to be taken seriously.
- ❖ A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; where there is a conflict, the child’s interests must always come first.

- ❖ We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.

St. Oliver Plunkett Primary School and Nursery Unit recognises their five main responsibilities in the area of Child Protection:

Recognition  
Response  
Referral  
Record-Keeping / Confidentiality  
Prevention

## **OTHER RELEVANT POLICIES**

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

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

These policies are available to parents, and any parent wishing a copy should contact the school Principal.

Parents will be made aware of the school's responsibilities and procedures with regards to Child Protection in the "Child Protection: A Guide for Parents" pamphlet, which will be issued at least once every two years.

## **THE SCHOOL SAFEGUARDING TEAM**

The following are members of the School's Safeguarding Team:

<p style="text-align: center;"><b>Principal:</b> <b><u>Mrs. Bronagh Maguire</u></b></p> <p style="text-align: center;"><b>Designated Teacher for Child Protection :</b> <b><u>Mrs. Mairead McGarvey</u></b></p> <p style="text-align: center;"><b>Deputy Designated Teacher for Child Protection :</b> <b><u>Mrs. Kim Mullin</u></b></p> <p style="text-align: center;"><b>Chair of the Board of Governors:</b> <b><u>Mr. Martin Quinn</u></b></p> <p style="text-align: center;"><b>Designated Governor for Child Protection:</b> <b><u>Mr. Martin Quinn</u></b></p>
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While there is currently job share arrangements in place, any issues regarding Child Protection will be directed to the Designated Teacher, Mrs. Mairead McGarvey. In her absence on Tuesdays, the Deputy Designated Teacher, Mrs. Kim Mullin will deal with any issues that arise. In the event of both teachers being absent, the Principal, Mrs. Maguire will deal with Child Protection issues.

In St. Oliver Plunkett Nursery Unit, Mrs. Kim Mullin is the named person for Child Protection.

The Designated Teacher is responsible for Child Protection within the school, and will report to the Principal.

The Principal is responsible for Pastoral Care within the school.  
Pastoral Care is linked with the Behaviour Management Policy and Procedures.

## **ROLES AND RESPONSIBILITIES**

The roles and responsibilities of everyone concerned with Safeguarding and Child Protection in St. Oliver Plunkett Primary School and Nursery Unit are detailed below:

### **THE DESIGNATED TEACHER (AND DEPUTY)**

- ❖ To ensure that all staff are aware of their duties and responsibilities in relation to Child Protection.
- ❖ To train all staff and to bring the St. Oliver Plunkett Primary School and Nursery Unit Child Protection Policy to the attention of all staff.
- ❖ To discuss Child Protection concerns with members of staff and keep records.
- ❖ To make referrals to Social Services (Gateway Team) or PSNI Public Protection Unit, where appropriate.
- ❖ To liaise with the Designated Officers for Child Protection (CPSSS).
- ❖ To ensure that the school is represented at Child Protection conferences and that decisions made at these involving the school, are carried out.
- ❖ To inform appropriate staff about children in their care who are on the Child Protection Register, while maintaining as much confidentiality as is possible at all times.
- ❖ To keep the Principal informed on Child Protection matters; to liaise with the Principal when a case of child abuse, or a suspected case, occurs.
- ❖ To inform CCMS.
- ❖ To provide a written annual report to Governors re Child Protection issues.
- ❖ To review the schools Child Protection Policy annually and in line with legislation; review and issue the summary of the Child Protection Policy to parents.
- ❖ To attend training on Child Protection and to regularly organise similar training for teaching and non-teaching staff.
- ❖ To be a key professional support, together with the Principal, to members of staff, to whom pupils have disclosed abuse.

### **THE PRINCIPAL**

- ❖ To ensure that DENI 1999/10 is implemented.
- ❖ To ensure that a designated teacher and deputy designated teacher are appointed.
- ❖ To ensure that all staff receive Child Protection training.
- ❖ To move forward with referrals in the appropriate manner.
- ❖ To keep the Chair of the Board of Governors (and the Board of Governors) informed.
- ❖ To include Child Protection activities on the agenda of the Board of Governors meetings; to ensure that termly updates and an annual report is provided.
- ❖ To ensure that the school Child Protection Policy is reviewed annually and that parents and pupils receive a summary of this policy once every two years.
- ❖ To recognise that confidentiality is paramount, and that information should only be passed to the entire Board of Governors on a need-to-know basis.

## **THE CHAIR OF THE BOARD OF GOVERNORS**

- ❖ To ensure that a safeguarding ethos is maintained within the school environment.
- ❖ To ensure that the school has a Child Protection Policy in place and that staff implement the policy.
- ❖ To ensure that Governors undertake appropriate child protection and recruitment and selection training provided by the EAWR Child Protection Support Service for Schools, the EAWR Governor Support and Human Resource departments.
- ❖ To ensure that a Designated Governor for Child Protection is appointed.
- ❖ To assume lead responsibility for managing any complaint/allegation against the school Principal.
- ❖ To ensure that the Board of Governors receive termly updates and a full written annual report in relation to Child Protection activity.

## **THE DESIGNATED GOVERNOR FOR CHILD PROTECTION**

- ❖ To advise Governors on the role of the Designated/Deputy Designated Teachers.
- ❖ To advise Governors on the content of the Child Protection Policy, a Code of Conduct for adults within the school and the termly updates and annual report.
- ❖ To advise Governors on recruitment, selection and vetting of staff.
- ❖ To avail of Child Protection awareness training delivered by CPSSS.

## **THE BOARD OF GOVERNORS**

- ❖ To ensure that the school has a Safeguarding and Child Protection Policy in place and that it is reviewed annually.
- ❖ To ensure that there is a Code of Conduct for all adults working in the school.
- ❖ To ensure that relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same.
- ❖ To recognise that confidentiality is paramount, and that information should only be passed to the entire Board of Governors on a need-to-know basis.
- ❖ To ensure that the vetting of all staff and volunteers takes place.

## **THE CLASS TEACHER**

- ❖ To refer concerns to the Designated/Deputy Designated Teacher for Child Protection.
- ❖ To listen to what is being said and support the child.
- ❖ To act promptly.
- ❖ To make a concise written record of a child's disclosure using the actual words of the child. (Appendix 1)
- ❖ To keep the Designated Teacher informed through the written "Record of Concern" proforma (Appendix 2) about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

- ❖ To avail of whole-school training and any other relevant training regarding safeguarding children.
- ❖ To realise that a child can **not** be given a guarantee of total confidentiality regarding their disclosures.
- ❖ To refrain from investigating.

### **THE PARENTS**

- ❖ To inform the school whenever anyone, other than themselves, intends to pick up the child after school.
- ❖ To let the school know in advance if their child is going home to an address other than their own home.
- ❖ To familiarise themselves with the school's Pastoral Care, Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies.
- ❖ To report to the office when they visit the school, and sign their name in the signing-in book.
- ❖ To raise concerns that they have , in relation to their child, with the school.

## **RECOGNITION**

“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.....”

(ACPC Regional Policy and Procedures Chapter 2)

### **DEFINITIONS OF ABUSE**

The following definitions are used for abuse:

#### **Neglect:**

- ❖ 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.

(ACPC Regional Child Protection Policy and Procedures)

#### **Physical:**

- ❖ 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.

(ACPC Regional Child Protection Policy and Procedures)

#### **Emotional:**

- ❖ 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 is worthless or unloved, inadequate, or valued only insofar as he 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 health problems and parental substance misuse may expose a child to emotional harm.

(ACPC Regional Child Protection Policy and Procedures)

### **Sexual:**

- ❖ 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.

(ACPC Regional Child Protection Policy and Procedures)

### **Child Sexual Exploitation:**

- ❖ Child sexual exploitation is a form of sexual abuse in which a child or young person is exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and/or for the gain of the person(s) perpetrating or facilitating the abuse.

(SBNI 2014, adapted from CSE Knowledge Transfer Partnership NI)

### **Domestic Abuse:**

- ❖ It is now recognised that children who live in an atmosphere of domestic violence may be at risk.
- ❖ Domestic abuse is threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation.

(DHSSPS/NIO Tackling Violence at Home , 2005)

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

### **INDICATORS OF ABUSE**

Detection of abuse is seldom straightforward and rarely clear cut. School staff – especially teachers, but also non-teaching staff – are particularly well-placed to notice and observe physical and behavioural indicators which may be evidence of abuse. It is important that all staff can recognise these signs and symptoms. None of the indicators, either singly or in any combination, prove conclusively that a child has been abused.

## **SIGNS AND SYMPTOMS OF ABUSE - Possible Indicators**

### **Neglect:**

#### ***Physical Indicators***

Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents especially burns.

#### ***Behavioural Indicators***

Tired or listless; steals food; compulsive stealing; begging from friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

### **Physical Abuse:**

#### ***Physical Indicators***

Unexplainable bruises; significant bruising and marking; unexplained/untreated burns; unexplained fractures; untreated injuries; injuries occurring in a time pattern e.g. every Monday.

#### ***Behavioural Indicators***

Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened in presence of adults; improbable excuses to explain injuries; chronic runaway; fear of physical contact; reluctance to go home; clothing inappropriate to weather; violent themes in art work or stories.

### **Emotional Abuse:**

#### ***Physical Indicators***

Developmental delay; failing to thrive; poor hair and skin; swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; extremes of physical, mental and emotional development (e.g. anorexia, vomiting).

#### ***Behavioural Indicators***

Apathy and dejection; over-reaction to mistakes, unable to accept praise; inability to play; indifference to separation from family; fear of new situations; attention seeking/needing behaviour; poor peer relationships.

## **Sexual Abuse:**

### ***Physical Indicators***

Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially P.E.; anorexia / gross over-eating.

### ***Behavioural Indicators***

Inappropriate sexualised behaviour and language; children having knowledge beyond their usual frame of reference; withdrawn; chronic depression; parent / child role reversal; overly protective of siblings; poor self-esteem; lack of confidence; peer problems; lack of involvement; massive weight change; hysterical / angry outbursts; lack of emotional control; sudden school difficulties; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

## **Domestic Abuse:**

### ***Physical Indicators***

Disturbed sleep patterns; nightmares / flashbacks; stomach pain; bed wetting; temper tantrums; aggression; truancy; alcohol and drugs; bullying.

### ***Behavioural Indicators***

Nervousness; low self-worth; physiological (stress / nerves); immature / needy behaviour; internalising distress or withdrawl.

# **PROCEDURES FOR MAKING COMPLAINTS**

## **HOW A PARENT CAN MAKE A COMPLAINT.**

At St. Oliver Plunkett Primary School and Nursery Unit, we aim to work closely with parents and guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

- ❖ If a parent has a concern, they can talk to the class teacher, or any member of the school's Safeguarding Team – the Designated/Deputy Designated Teacher or the Principal.
- ❖ If they are still concerned, they can talk to the Chair of the Board of Governors.
- ❖ At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. (Flowchart-Appendix 3)

## **WHERE THE SCHOOL HAS CONCERNS OR HAS BEEN GIVEN INFORMATION ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL STAFF.**

If a member of staff becomes aware of concerns or is approached by a child, he/she should not investigate – this is a matter for Social Services and/or PSNI.

- ❖ The teacher or other member of staff consults the Designated Teacher.
- ❖ A written record is made. The record should be factual, objective in nature and include what was seen, heard or reported and the place and time of who was present. The record is given to the Designated Teacher. (Appendix 3)
- ❖ The Designated Teacher may consult with members of the school's Safeguarding Team. The Designated Teacher may seek advice from the Designated Officer for Child Protection, or Social Services (Gateway Team). A decision is made as to whether the matter should be referred to Social Services.
- ❖ A parent/carer is informed by the school that a referral is to be made to Social Services unless the parent/carer is the subject of the allegation. In such a case, primary consideration must be given to the safety and welfare of the child.
- ❖ When the decision to refer is made, the Designated Teacher telephones the Social Services Gateway Team, as well as the EAWR Designated Officer for Child Protection.  
This procedure with names and contact numbers is shown in Appendix 4.
- ❖ The Designated Teacher completes and forwards the UNOCINI referral form to Social Services Gateway Team. A copy of this form is kept in the child's child protection file.
- ❖ The Designated Teacher should make a record of all the discussions held and actions taken within 24 hours of a referral.
- ❖ The Designated Teacher should receive an acknowledgement from Social Services within five working days.

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

<b>Do</b>	<b>Don't</b>
<p>Stay calm.</p> <p>Listen to what the child says.</p> <p>Explain to the child that you cannot keep it a secret.</p> <p>Accept.</p> <p>Reassure.</p> <p>Explain what you are going to do.</p> <p>Record accurately.</p> <p>Seek support for yourself.</p>	<p>Panic.</p> <p>Ask leading questions.</p> <p>Put words into the child's mouth.</p> <p>Promise to keep secrets.</p> <p>Ignore the child's behaviour.</p> <p>Remove any clothing.</p> <p>Delay.</p> <p>Start to investigate.</p> <p>Do nothing.</p>

### **WHAT HAPPENS FOLLOWING A REFERRAL?**

- ❖ Social Services will contact other agencies – health, police. Schools and ELB staff will co-operate with the child protection investigation. This can involve providing factual information about the pupil for the purposes of the multi-agency assessment of risk and the Child Protection Plan.
- ❖ If a Child Protection Case Conference is convened, this should be held within 15 days of initial referral. The school should be represented. The function of the Case Conference is to decide whether the child's name should be placed on the Child Protection Register, to draw up a written protection plan and to identify a core group to implement the protection plan. Schools must be informed when a child's name is placed on (and removed from) the Register.
- ❖ Reports prepared for Child Protection conferences should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and, where appropriate, the child's appearance. They should be objective and based on evidence.

### **COMPLAINTS ABOUT POSSIBLE ABUSE BY A MEMBER OF STAFF**

If a member of staff is suspected of child abuse, the Principal or Designated Teacher must be informed immediately. The above procedures will apply (unless the complaint is about the Principal or Designated Teacher).

## **COMPLAINTS ABOUT POSSIBLE ABUSE BY THE PRINCIPAL**

If a complaint is made against the Principal, the Designated Teacher must be informed immediately. She will then inform the Chair of the Board of Governors who in turn will inform CCMS and Social Services. They will ensure that the necessary action is taken.

## **COMPLAINTS ABOUT POSSIBLE ABUSE BY THE DESIGNATED TEACHER**

If the Designated Teacher is suspected of abuse, the Principal must be informed immediately and she will then inform the Chair of the Board of Governors. They will ensure that the necessary action is taken.

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

This procedure with names and contact numbers is shown in Appendix 5.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the agreed disciplinary procedures for teachers, a detailed record of the complaint, signed by the Principal, shall be retained on the child's file and the file of the member of staff concerned. An entry will also be made in the school's Record of Child Abuse Complaints.

If, after a subsequent investigation by one of the investigating agencies, the member of staff is totally exonerated, the record on the file of the member of staff concerned shall be expunged, and the entry in the school's Record of Child Abuse Complaints shall be deleted or struck through.

However, where disciplinary investigation or action is undertaken in the context of child protection, all details relating to the complaint and disciplinary sanction shall be maintained on the teacher's file for a period of five years. The record on the child's file should be noted accordingly, and should be maintained indefinitely in case there should be subsequent complaints. In all other cases, the record on both the child's file and the staff member's file should be maintained indefinitely.

The school's Record of Child Abuse Complaints will be made available to the Board of Governors annually.

## **COMPLAINTS ABOUT POSSIBLE ABUSE BY A VOLUNTEER**

Any complaint about the conduct of a person working in the school in a voluntary capacity will be treated in the same manner as complaints against a member of staff, and the same procedures will be followed. If the Principal has any concern that a child may be at risk, the services of the volunteer will be terminated immediately.

## **CONFIDENTIALITY AND INFORMATION SHARING**

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and where physical or sexual abuse is suspected, a legal duty to report this. However, in keeping with the principle of confidentiality, the sharing of information with school staff will be on a only ‘need to know’ basis. No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.

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

## **RECORD KEEPING**

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These identify the child by their initials and date of birth. These records are kept separate from any other file which is held on the child, and are only accessible by members of the Safeguarding Team.

If a complaint about possible child abuse is received by the school and is not referred to Social Services – or if it is referred and Social Services do not place the child's name on the Child Protection Register – a record on the child's file will be permanently preserved and a confidential copy will be sent to any school to which the child subsequently transfers.

If Social Services inform the school that a child's name has been placed on the Child Protection Register, a record of this fact and associated documentation from Social Services will be maintained on the child's file while he/she continues to attend this school.

When the child's name is removed from the Child Protection Register, then all Social Services records will be destroyed and only the school records retained for permanent preservation. Should a child transfer to another school whilst their name is on the Child Protection Register, then we will inform the receiving school that his/her name is on the Register as well as the name of the child's Social Worker. All Social Services records held by us in relation to the child will then be destroyed. The school's own child protection records will be held in secure and confidential storage for permanent preservation.

## **STAFF TRAINING** **AND** **VETTING PROCEDURES**

St. Oliver Plunkett Primary School and Nursery Unit is committed to in-service training for its entire staff. All staff will receive basic Child Protection Awareness Training and annual refresher training. The Principal, Designated Teacher, Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant Child Protection training courses provided by the Child Protection Support Service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct. They are given a copy of the policy which includes what to do if you are worried that a child is being abused.

All paid teaching and non-teaching staff who are appointed to positions in the school must undergo a pre-employment vetting check before taking up their post. Under the Disclosure and Barring Arrangements (September 2012), volunteers are no longer required to be vetted, provided that we, as a school, can ensure reasonable supervision.

## **CODE OF CONDUCT**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff, either paid or unpaid, must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child in their charge must be above reproach. The school has a code of conduct for staff (Appendix 6) which is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is not intended to detract from the enriching experiences children gain from positive interaction with staff within the education sector.

## **THE PREVENTATIVE CURRICULUM**

We, in St. Oliver Plunkett Primary School and Nursery Unit,

- ❖ provide an environment within the school and classroom in which every child is valued as a member of the community.
- ❖ allow opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance (circle time activities).
- ❖ enhance self-esteem and encourage social skills.
- ❖ encourage participation in weekly assemblies.
- ❖ identify people within the school to whom children can turn to share concerns and discuss problems (visit by Mrs. McGarvey and Mrs. Mullin to all classrooms in October; Child Protection wall).
- ❖ develop awareness and skills of personal safety, and integrate the key concepts of Child Protection with the existing curriculum (Year 5 – Fire Safety talk by NI Fire Service; Year 6/7 Topic on Smoking).
- ❖ PSNI talks to parents on Internet Safety and Drugs Awareness.
- ❖ display child helpline posters and numbers throughout the school.
- ❖ NSPCC visits regularly and provides information on a range of Child Protection issues through assemblies, talks, role plays and puppet shows.
- ❖ monitor children's welfare and physical, emotional, social, intellectual and behavioural development; worry boxes in each classroom.
- ❖ follow the Code of Practice for the conduct of all members of staff, towards the children attending our school.
- ❖ ensure that persons beyond the educational establishment staff (sports coaches, helpers on educational visits) are subject to vetting procedures in keeping with current arrangements for the care and protection of children and young people.
- ❖ promote staff awareness of types and indicators of child abuse and neglect, the appropriate response to the child, knowledge of procedures for reporting concerns and their statutory responsibility.
- ❖ inform staff of the importance and nature of appropriate record keeping and report writing, and the need to make a clear distinction between factual reporting and professional opinion.
- ❖ inform parents of the school's Child Protection Policy.

- ❖ display flow charts of how a parent can make a complaint in certain places; flow charts for allegations against a member of staff in the staffroom.
- ❖ establish regular contact with other appropriate agencies; regular liaison with CAHMS, WEST and SEBD teams.

## **MONITORING AND EVALUATION**

The Designated Teacher of St. Oliver Plunkett Primary School and Nursery Unit will update this Child Protection Policy and Procedures in light of any further guidance and legislation, as necessary. It will be reviewed annually.

The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed: \_\_\_\_\_

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

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

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

Next Review Date: \_\_\_\_\_

## **CONTACTS AND PHONE NUMBERS**

### **WELB**

Marion McBride; Martin McQuaid; Godfrey Young (Designated Officers)

1 Hospital Rd., Omagh.

Tel. 028 8241 1480

[marion.mcbride@eani.org.uk](mailto:marion.mcbride@eani.org.uk)

[martin.mcquaid@eani.org.uk](mailto:martin.mcquaid@eani.org.uk)

[godfrey.young@eani.org.uk](mailto:godfrey.young@eani.org.uk)

### **CCMS**

Paddy Hoey; Ciaran McKenna (Designated Officers)

Armagh Diocesan Office, Killyman Rd., Dungannon.

Tel. 028 8775 2116

### **WESTERN HEALTH & SOCIAL CARE TRUST**

Gateway Team

Tel. 028 71314090

### **PSNI**

Central Referral Unit

Tel. 101

**Appendix 1**

**CONFIDENTIAL**

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED  
TEACHER**

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

Any further action taken:		
Written report passed to Designated Teacher: If 'No' state reason:	Yes:	No:
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file		
Yes	No	
If 'No' state reason:		

Name of staff member making the report:

\_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date:

\_\_\_\_\_

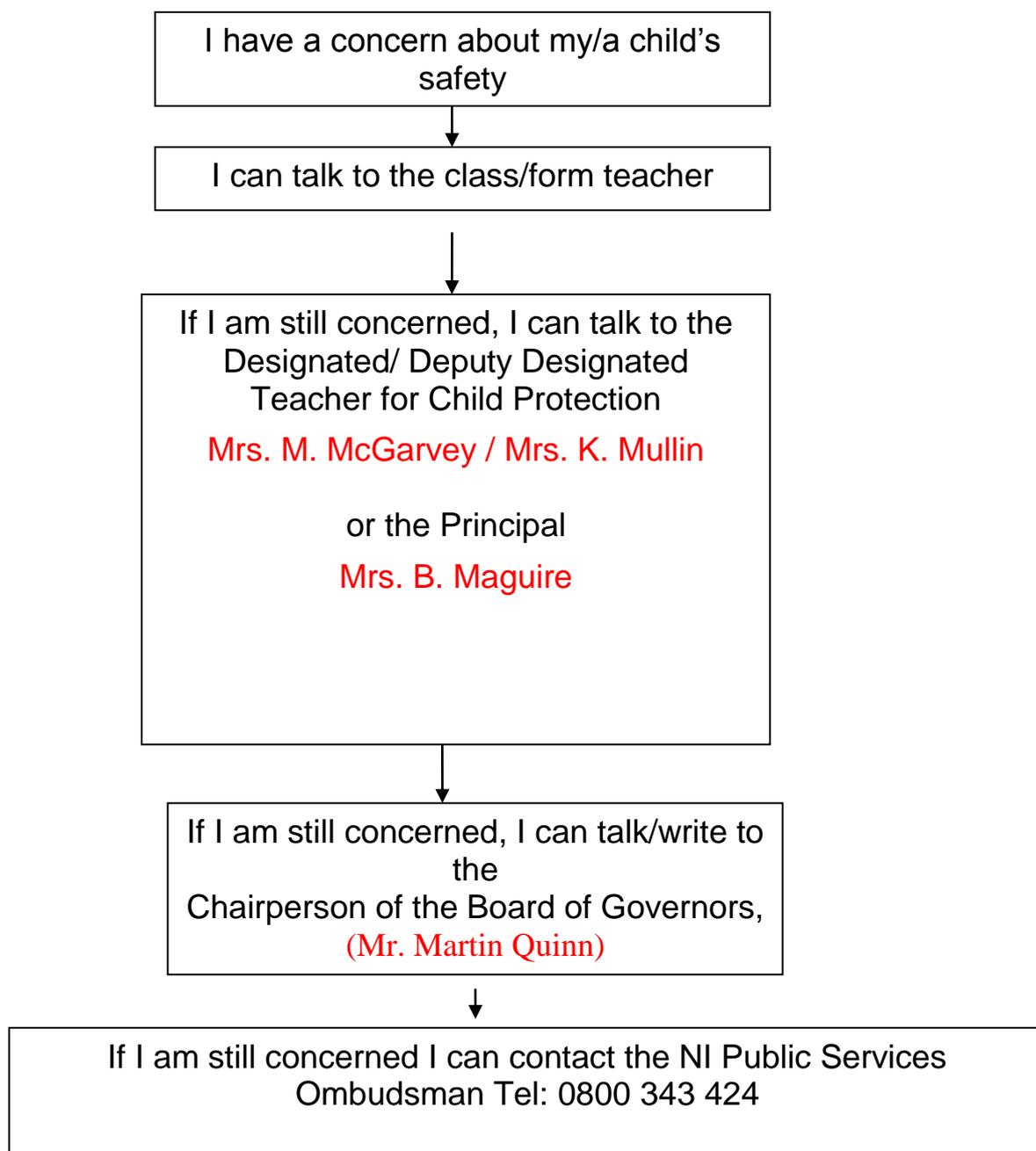
Signature of Designated Teacher: \_\_\_\_\_ Date:

\_\_\_\_\_

## Appendix 2

### St. Oliver Plunkett Primary School & Nursery Unit

#### Procedure for Parents who wish to raise a Child Protection Concern

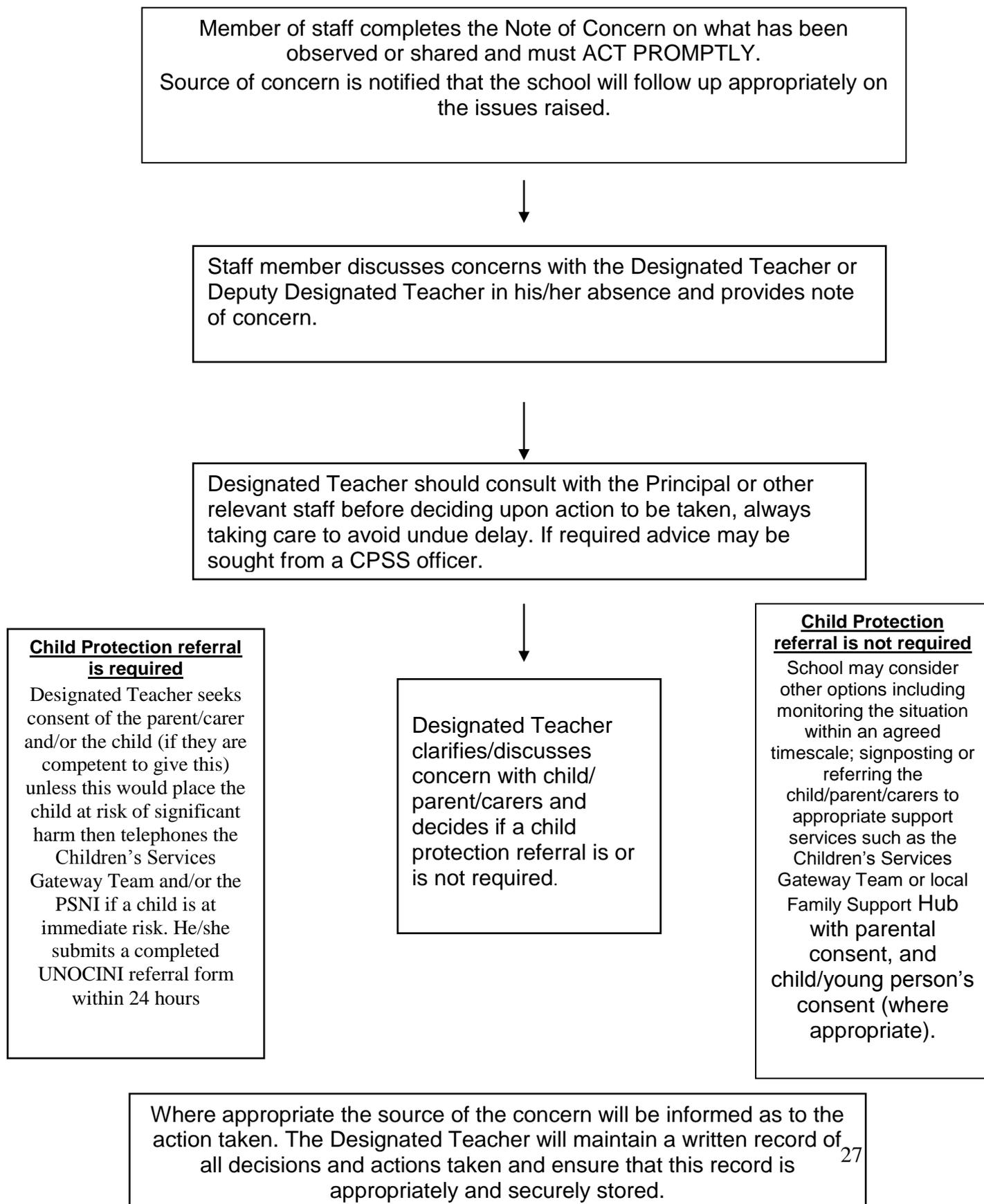


**At any time a parent can talk to a social worker at the Gateway Team (Western Trust) Tel: 028 71314 090  
or the  
PSNI at Central Referral Unit  
Tel: 999 (Emergency) or 101 (Non-Urgent)**

### Appendix 3

#### St. Oliver Plunkett Primary School & Nursery Unit

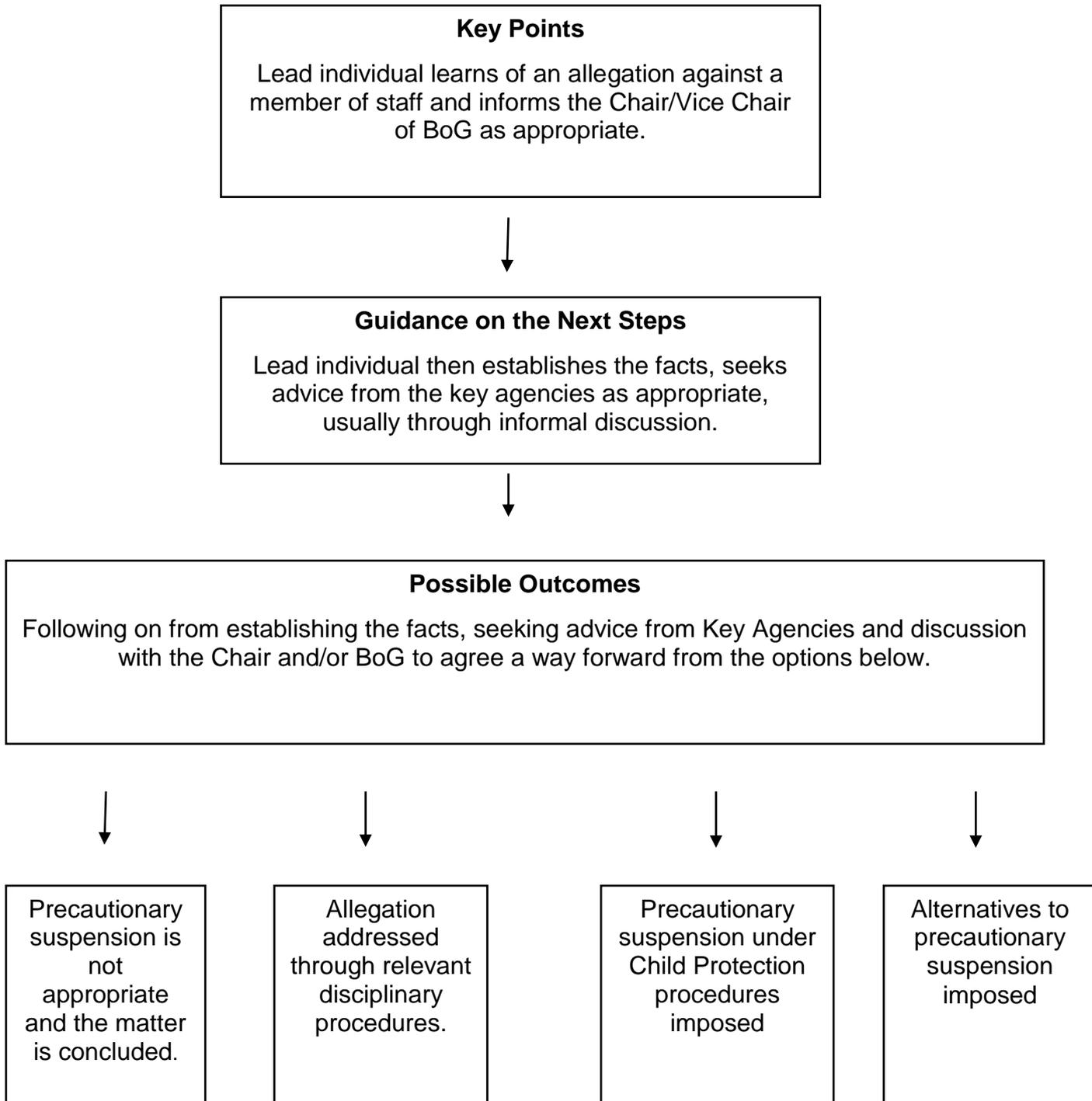
##### **Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff.**



**Appendix 4**

**St. Oliver Plunkett Primary School & Nursery Unit**

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



## Code of Conduct for Staff and Volunteers

<b>Date Ratified by BOG:</b> _____
<b>Review Date:</b> _____

### **Objective, Scope and Principles**

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

### **1. Setting an Example**

- 1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

### **2. Safeguarding Pupils/Students**

- 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team

(Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).

- 2.3 The school's DT is Mairead McGarvey and the DDT is Kim Mullin.
- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and must be familiar with these documents and other relevant school policies eg e-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

### **3. Relationships with Students**

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document.
- 3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

### **4. Pupil/Student Development**

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

### **5. Honesty and Integrity**

- 5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

## **6. Conduct Outside of Work**

- 6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

## **7. E-Safety and Internet Use**

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.
- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- 7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- 7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

## **8. Confidentiality**

- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- 8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- 8.4 If a member of staff 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.
- 8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- 8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

## **9. Dress and Appearance**

- 9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- 9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- 9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

## **10. Disciplinary Action**

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

## **11. Compliance**

All staff and volunteers must complete the form in Appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

### **Relationships with Students Outside of Work Declaration**

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

<b>Employee Name</b>	<b>Student Name</b>	<b>Relationship</b>

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.

I emphasise to parents that this is done completely independently of the school.

No monies come through the school at any point, informally (eg via the child) or formally.

No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Principal.**

**Confirmation of Compliance**

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name \_\_\_\_\_

Position/Post Held \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Principal.**

