

# Our Lady's & St Mochua's Primary School

## Safe Guarding and Child Protection Policy / Procedures

At Our Lady's & St Mochua's PS our main concern is the care, welfare and safety of the children in our charge and the welfare of each child is our paramount consideration.

Article 19 of UN Convention on the Rights of the Child states that children have the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them. Article 3 provides that when organisations make decisions which affect children, the best interests of the child must be a primary consideration.

Please note that that where the word **staff** is used this refers to all adults who work in our school in either a paid or voluntary capacity.

### Our Aims

- To sustain the Catholic Ethos of our school as defined in our Pastoral Care Policy.
- To uphold the rights of the children in our care.
- To protect our pupils through a range of personal safety programmes by:
  - (a) helping them to learn about the risks of possible abuse.
  - (b) helping them to recognise unwelcome behaviour and skills they need to keep themselves safe.
  - (c) helping them acquire the confidence and skills they need to keep themselves safe.
- To ensure all members of staff are aware of the signs and symptoms of all forms of abuse.
- To ensure all staff can identify children in need.
- To provide a code of conduct for staff to follow with regard to their behaviour towards pupils.
- To implement the policy whereby all staff know how to respond in instances for Child Protection awareness, follow procedures and are aware of the roles and responsibilities of others.
- To provide opportunities for the Principal, designated teacher and deputy to consolidate their knowledge, skills and competence in this area.
- To maintain records in relation to Child Protection concerns.

### Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection – a guide for schools" (DENI Circular 2017/04), the SBNI Regional Child Protection Policy and Procedures (2017).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families;

### **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:

- Pastoral Care Policy
- Positive Behaviour Policy
- Intimate Care Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Health and Safety Policy (Which includes First Aid, Administration of Medicine and Education Visits)
- E Policy (Which includes use of mobile technologies)
- Relationships and Sexuality Policy

These policies are available to parents either via the school website on [www.derrynooseps.co.uk](http://www.derrynooseps.co.uk) or from the school office.

### **A Definition for Safeguarding**

**Safeguarding is more than child protection.** Safeguarding begins with **promotion and preventative activity** which enables children and young people to grow up safely and securely **in** circumstances where their development and well-being is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

*Co-operating to Safeguard Children & Young People in NI 2016*

## **Section A: What is Child Abuse?**

We use the following definition:

### **Definition of Abuse**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents or carers have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse. Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation

**Neglect** - the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of 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 or development, including non-organic failure to thrive.

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

**Sexual** - the sexual exploitation of a child or young person for an adult's or another young person's own 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.

**Emotional** - persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence includes psychological, physical, verbal, sexual, financial and isolation abuse. Symptoms which young people may display and which are indicators only include:

- **Nervousness**
- **Low self worth**
- **Disturbed sleep patterns**
- **Nightmares / flashbacks**
- **Physiological - stress / nerves**
- **Stomach pain**
- **Bed wetting**
- **Immature / needy behaviour**
- **Temper tantrums**
- **Aggression**
- **Internalising distress or withdrawal**
- **Truant**

These symptoms can lead to young person being misdiagnosed as having learning difficulties, being naughty or disruptive or an illness. Were school staff become aware of a child living in a home where Domestic Abuse is evident this must be passed to the Designated Teacher who has an obligation to pass this information to Social Services.

**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.

### **Sexual Exploitation of Children and Young People**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Domestic Violence**

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services

## **Self-Harm**

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

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.

## **Harmful Sexual Behaviour**

If a concern is raised or if a child is displaying behaviour that is potentially sexually harmful, guidance will be sought from the EA Designated Officer / CCSS / DE Circular 2016/05.

## **Section B: Signs and symptoms of abuse ~ Possible Indicators**

### **Physical Abuse**

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<p>Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</p>	<p>Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories</p>

### **Emotional Abuse**

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

## Neglect

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

## Sexual Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p><b>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</b></p> <p>bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; 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.</p>

**A child who is being abused, neglected or exploited may:**

**Physical/Behavioural Indicators**

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

## **Section C: Roles and Responsibilities**

### **Safe Guarding Team**

The following are members of the schools Safeguarding Team

- Principal and Team Leader: Mr Gary Farrell
- Designated Teacher: Mrs Eileen Hamilton
- Deputy Designated Teacher: Mrs Donna Quinn
- Designated Governor for Child Protection – Mr Frankie Corvan
- Chair of the Board of Governors – Mr Brian Rafferty

### **The Designated Teacher and Deputy Designated Teacher**

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Southern Education & Library Board's Designated Officers for Child Protection
- Maintain records of all child protection concerns in a separate 'Child Protection File' as per DENI Circular 2016/20
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

### **The Principal**

The Principal must ensure that:-

- "Safeguarding and Child Protection – a guide for schools" (DENI Circular 2017/04) is implemented within the school
- That a designated teacher and deputy are appointed
- Principal Safeguarding training is availed off
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years. (This will be in the form of a summary leaflet unless the policy has been modified in any way.)

- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

### **The Designated Governor for Child Protection**

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the designated teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

The Designated Governor for Child Protection to avail of child protection awareness training delivered by CPSSS.

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

The Chair of the Board of Governors must:

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

### **Other Members of School Staff**

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

**The member of staff must:**

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 6**)
- Avail of whole school training and relevant other training regarding safeguarding children

- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

**In addition the Class Teacher should:**

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, 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.

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

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

The Safe Guarding Team will keep themselves abreast of all detail addressed in DENI Circulars 2017/04 and 2003/13 and TRUST regulation (Social Services). These documents along with this policy and current guidance in relation to Safe Guarding and

Child Protection will be referred to on all occasions where child protection concerns/procedures have to be followed.

### **The Board of Governors**

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of
- Governors on a need-to-know basis.

## **Section D: Procedures for making complaints in relation to child abuse**

### **Parents**

We aim to work closely with the parents/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 the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. If they are still concerned they can contact the NI Public Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 1**.

When a concern has been raised the Designated Teacher and/or the Deputy Designated Teacher and/or Principal will follow the procedure as detailed in **Appendix 2, Appendix 3, or Appendix 4**. This will depend on concern.

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

## **Procedures to be followed when a concern or complaint has been made**

Our Lady's & St Mochua's Primary School recognises its five main responsibilities in the area of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of the school's responsibilities and procedures every two years and we hope they will support us in our practice.

1. All members of staff receive Child Protection Awareness Training.
2. Mrs Hamilton is the designated teacher for child protection and Mrs Quinn is the deputy designated teacher who will assume responsibility for child protection matters in her absence.
3. If a child makes a disclosure to a teacher or other member of staff which gives rise for concern about possible abuse or if a member of staff has concerns about a child, the member of staff must act promptly. Each member of staff has been trained to follow the 5 R's in the event of a disclosure. (See Appendix 5)
4. He/she should not investigate but report concerns immediately to the designated teacher, discuss the concerns and make full notes – The Designated Teacher will immediately create a Separate Child Protection File for the child concerned.
5. After consultation with the Principal the designated teacher may seek advice from the Designated Officer for Child Protection SELB, The Duty Social Worker and/or the PSNI.
6. If there are concerns that a child may be at risk, the school is obliged to make a referral. Referral will be made using the UNOCINI Referral Form.
7. Copies of the UNOCINI will be to Social Services, copied to CPSSS (SELB) and a copy retained on a Child Protection confidential File. This is kept separate from all other school information.
8. The designated teacher/Principal will maintain contact with Social Services or other relevant agencies.
9. Where an allegation/complaint is made against someone not employed in the school procedures will be followed as detailed Appendix 2.

*Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the designated teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.*

*The designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.*

*The designated teacher may consult with the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.*

*Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the EA Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection.*

*If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.*

10. Where an allegation/complaint is made about a member of the school's staff including voluntary personnel procedures will be followed as detailed in **Appendix 3**.

*If a complaint about possible child abuse is made against a member of staff, the Principal {or Designated teacher if he/she is not available} must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated teacher)*

*If a complaint is made against the Principal the Designated Teacher will inform the Chairperson of The Board of Governors who will ensure that necessary action is taken.*

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

*Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.*

*In all cases the guidance and procedures as detailed in DENI Circular 2015/13 will be followed.*

11. Where an allegation/complaint is made against a child in the school procedures will be followed as detailed **Appendix 4**.

## **Section E:**

### **Confidentiality and Record Keeping.**

For reasons of confidentiality information will be shared on a need to know basis.

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.

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.

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a record. This is in a hard backed book titled 'Record of Child Abuse Claims against Staff'. This summary, which will contain details of the complain, will be available to the Chair of the Board of Governors.

### **Record Keeping**

Please refer to the School's Child Protection Records Management Policy.

### **Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the school will be vetted in line with current guidance/legislation. However, a volunteer may be regulated in line with current guidance/legislation.

### **Code of Conduct for all Staff Paid or Unpaid**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. A Staff Code of Conduct Policy has been adopted by the Board of Governors.

### **Staff Training**

Our Lady's & St Mochua's PS is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

### **Children – The Preventative Curriculum**

The children are of paramount importance at all times. Through our Pastoral Care and Preventative Curriculum Programmes children will be made aware of whom they can talk to if they have any concerns. The preventative curriculum includes

- PDMU P1 – P7
- Religion Grow in Love Programme
- The NSPCC works the school and provides/delivers information on a range of child protection issues through assemblies, talks, role-plays, puppet shows and resources. This includes a detailed workshop with our P7 Class on what is abuse, different forms of abuse and how to seek help.
- PSNI Visits P1-P7 – pending availability
- Internet Safety P3 – P7
- Each year Primary 7 pupils participate in the “Bee Safe” Activity Day which is run jointly by Health Promotion Agency and Social Services Trust and involves all the emergency services.
- Road Safety P1-P7
- Mindfulness
- Roots of Empathy
- Helping Hands
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.

This will address many other areas of Child Protection and how children keep themselves free from harm. This will be done in a friendly child centred way.

### **Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

## **Additional Issues**

### **Online Safety**

Our E Safety Policy is set out in a separate document. It includes acceptable use of the Internet and is informed by DE guidance (DE Circular 2007/01, 2011/22 and 2016/27). It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies.

In school, we take the following precautions:

- all computer systems are protected by username and password
- access to the Internet is passed through a filtering system that blocks inappropriate websites
- e-safety education is provided to pupils across the curriculum to help them understand what safe and responsible online behaviour means and how to report any concerns they may have.
- Application of SECURUS

### **Cyberbullying**

Cyberbullying can be defined as using IT, particularly mobile phones and the Internet, to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.

Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff, will be dealt with through appropriate disciplinary and, where appropriate, external agency action.

### **Grooming and images of child abuse**

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts, the matter must be reported to the Designated Teacher immediately:

- a child enticed or coerced to engage in sexually explicit conduct on-line
- importing or transporting obscenity using telecommunications public networks
- knowingly receiving images of child abuse whether via the Internet or other digital device (such as mobile phone); these include images which appear to be photographs, whether made by computer graphics or otherwise.

Procedures for reporting and dealing with incidents surrounding breaches in the school's online safety guidelines as outlined in the E Safety Policy will be followed; this will depend on the nature of the incident as to the procedure the school will follow i.e. whether we follow the Safeguarding/Child Protection Procedures or the Managing Behaviour Policy Procedures.

All pupils and staff have signed acceptable use of the internet, school based technology and personal mobile technology as appropriate.

## **Photographic Images taken by the School**

During your child's life at Our Lady's & St Mochua's PS we may wish to take photographs of activities that involve your child. The photographs may be used for displays, publications (EA, CCMS, Cumman na mBunscol or other school related publications), local newspapers and/or on our school website.

Photographs or filming will only take place with the permission of Mr Farrell (Principal) and/or Mrs Hamilton (Vice Principal) and under appropriate supervision. When filming or photography is carried out by the news media, children will only be named if there is a particular reason for doing so. **In most instances surname will not be used.** Addresses will not be given out.

Parents' consent will be sought in relation to photographs and filming. This permission will be given in line with your 'Use of Photography Guidelines' as detailed in our '**E Policy**.'

## **Photographic Images Taken By The You**

Any photographs/video footage taken by you at any school event, which includes a child/ren from another family, **must** not be published **by you or anyone else with access to the images** on any social networking site e.g. Facebook, Twitter, Instagram etc.

The school will take formal action against any individual who has not followed the above procedure.

## **Mobile Phones**

Children are not permitted to bring mobile phones into school. If you need to make contact with your child this should be done via the school contact number. Should your child need to contact you they will be permitted to use the school phone or an adult in the school will ring on their behalf.

## **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstance in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about how they should act in particular circumstances, they should consult the Principal or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, children or their parents/guardians.

### **Monitoring / Evaluation**

This policy is continually monitored by the school principal. This policy will be reviewed every three years and/or up dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

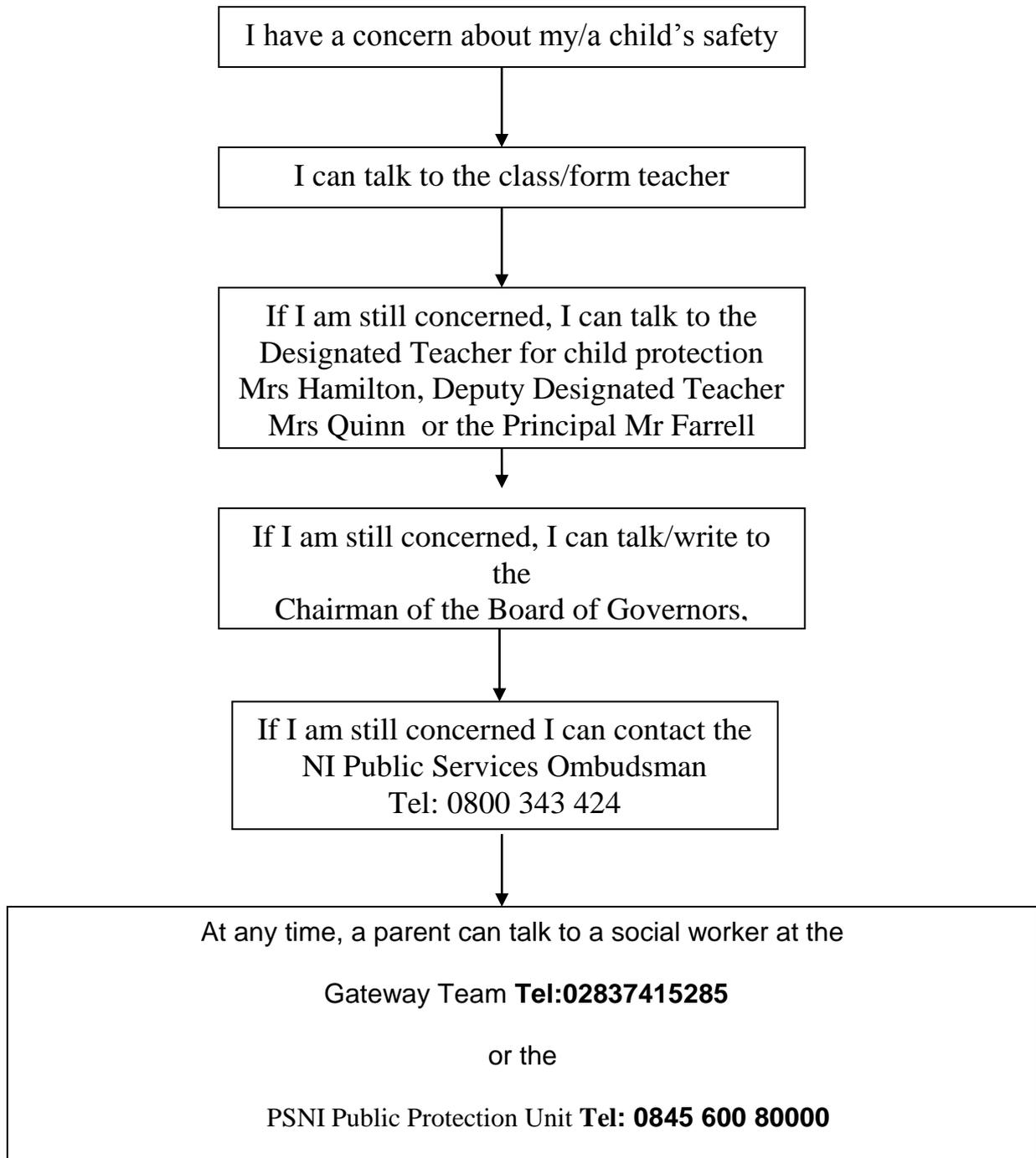
**Consultation with all stakeholders took place throughout the school year 2017-18.**

Signed:

Chairman of the Board of Governors:

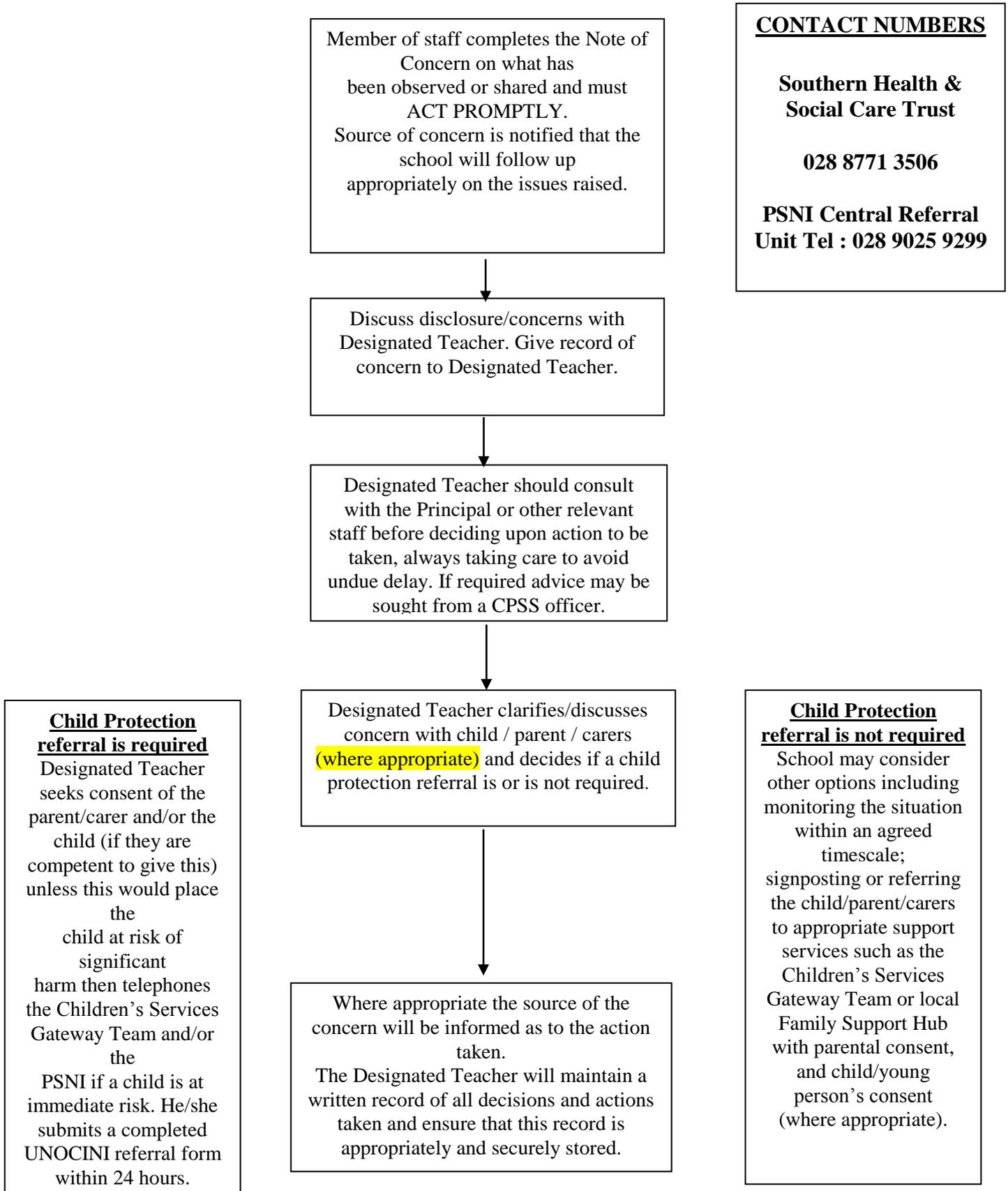
Date:

Appendix 1  
**How a Parent can make a Complaint**



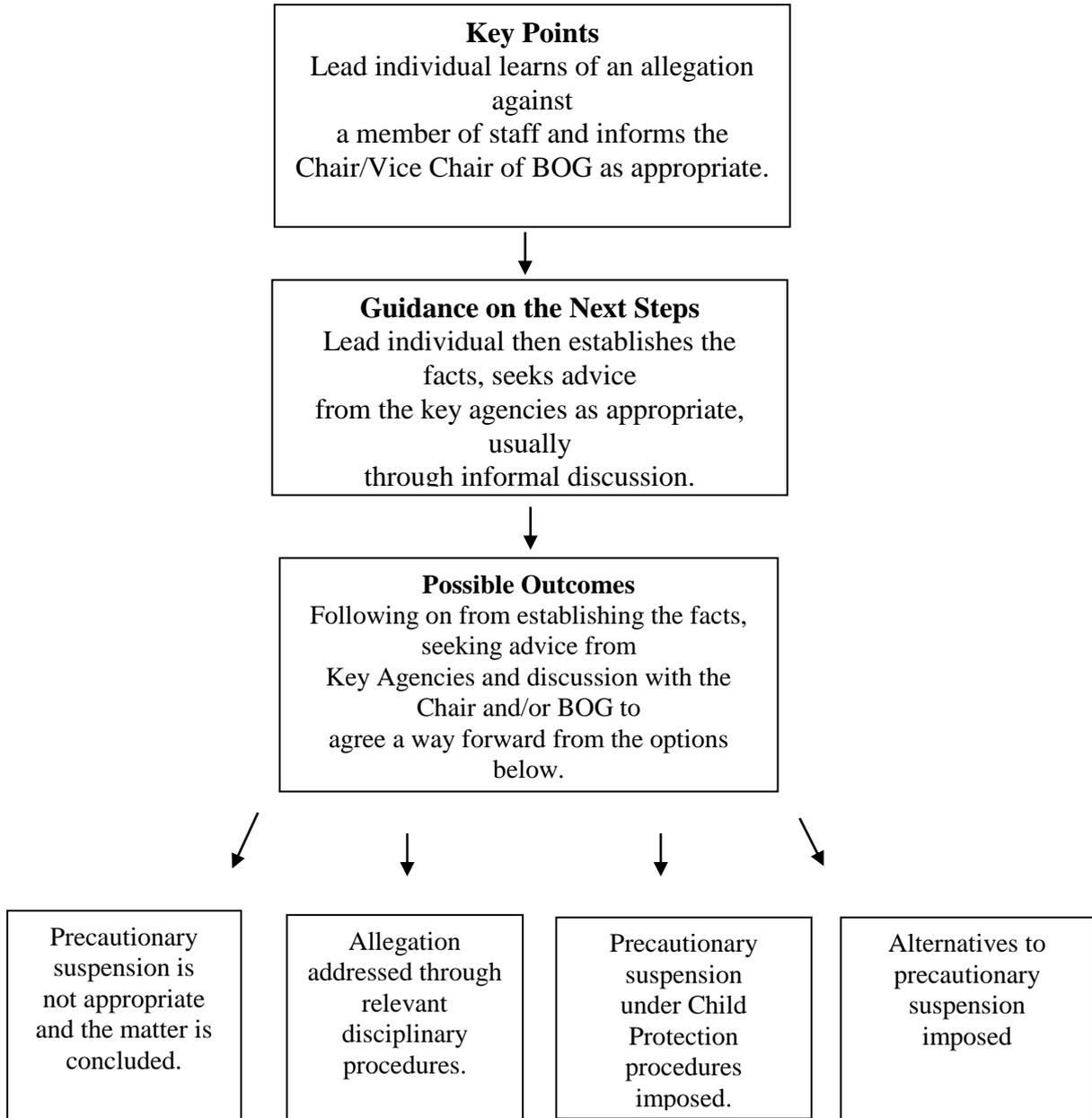
## Appendix 2

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



### Appendix 3

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



*In all cases the guidance and procedures as detailed in DENI Circular 2015/13 will be followed.*

**Appendix 4: Where the concern is related to another child in the school the following process will be followed.**

I must make an appointment with a member of the School's Safe Guarding Team; Team Leader/Principal Mr Farrell or Designated Teacher for Child Protection Mrs Hamilton or in her absence the Deputy Designated Teacher Mrs Quinn. If the concern is of a child protection nature the procedures below will be followed. Otherwise, other school policy e.g. Anti Bullying or Positive Behaviour will be followed.

**What will happen**

1. All Child Protection information will be recorded/kept by the Safe Guarding Team.
2. Depending on the nature of the concern the school may take advice from the EA Child Protection Team. Their advice will determine the nature of subsequent actions.
3. Depending on the nature of the concern the school may take further action. If it is a Child Protection concern it must go to Social Services.

**Everyone has a legal responsibility to report a child protection concern.**

*At any time, I can talk to the social worker* **Southern Health & Social Care Trust Tel:02837415285 or PSNI Public Protection Unit Tel:08456008000**

## **Appendix 5**

Appendix 6

**Our Lady's & St Mochua's PS Derrynoose**

**Child Protection Incident Report**

**Child's Name:** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Class** \_\_\_\_\_

Details of Incident/Disclosure\*

Name of Person completing the report: \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

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

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