

# Phoenix Integrated Primary and Nursery School

## **CHILD PROTECTION POLICY**



**Phoenix**  
INTEGRATED  
PRIMARY SCHOOL  
*Achieving & Celebrating Together*

Ratified by Board of Governors: Oct 2012

Signed:

A handwritten signature in black ink that reads 'Kate Key'.

Chair of Board of Governors

Reviewed by Board of Governors:

16<sup>th</sup> September 2015

22<sup>nd</sup> September 2016

24<sup>th</sup> January 2018

A handwritten signature in black ink that reads 'L. Simpson'.

## **1. Child Protection Ethos**

We in Phoenix Integrated Primary and Nursery School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

## **2. Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are reflected in the Children (Northern Ireland) Order 1995, Co- operating to Safeguard Children and Young People in Northern Ireland (2016), SBNI Regional Child Protection Policy and Procedures (2017) and Safeguarding and Child Protection in Schools -A guide for Schools (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; but where there is conflict the child's interest must always come first.

## **3. 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 Policy
- Anti-Bullying including cyber bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationship and Sexuality Education (RSE)

- Use of Mobile Phones/Cameras
- ICT and access to the internet
- Intimate Care

**These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.phoenix-ips.org](http://www.phoenix-ips.org)**

#### **4. School Safeguarding Team**

The following are members of the schools Safeguarding Team

- ***School Designated Teacher – Mrs Julie McCrea***
- ***Teacher Nursery Unit Designated Teacher– Kelda Henry***
- ***Deputy Designated Teacher – Mr Steven Kelly***
- ***Principal - Mrs Heather Watson***
- ***Designated Governor for Child Protection – Mrs Shauna Mulligan***
- ***Chair of the Board of Governors-Mrs Liz Simpson***

#### **5. Roles And Responsibilities**

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

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for Child Protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues

The designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns. Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs4.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors outlining the schools safeguarding activity.

The deputy designated teacher must:

work in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role

## **5.2 The Principal**

The Principal will assist the Board of Governors to fulfil its safeguarding and child protection duties by keeping them informed of any changes to statutory guidance, or legislation including awareness of DE circulars letters or guidance relating to safeguarding and child protection. The Principal will ensure that Safeguarding is a standing item on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

- Implementation of current guidance, Child Protection in Schools -A guide for Schools (2017).
- That a designated teacher and deputy are appointed
- That the Designated teachers have time to carry out this role effectively.
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairperson of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed of general safeguarding within school
- That safeguarding 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.
- That confidentiality is paramount.

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

The Chair of the BoG will delegate a specific member of the governing body to take the lead in Safeguarding/Child Protection issues, 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

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

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department of Education and the employing authorities, and the school's own policies and procedures. The Chairperson is responsible for ensuring child protection records are stored in an appropriately secure way and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

The Chair of the Board of Governors must:

- Ensure that safeguarding is a standard item on the agenda of Board of Governor meetings (this is a best practice recommendation)
- 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 EA Child Protection Support Service for Schools, the EA 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

## **5.5 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.

All staff have a duty to report concerns as outlined in this policy.

**The member of staff must:**

- Report concerns to the School Designated Teacher (Mrs Julie McCrea)/Nursery Unit Designated Teacher (Mrs Kelda Henry)/Deputy Teacher for Child Protection(Mr Steven Kelly)
- 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 using the 'note of concern' proforma (**Appendix 1**)
- 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 School Designated Teacher (Mrs Julie McCrea)/Nursery Unit Designated Teacher (Mrs Kelda Henry) 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.

## **5.6 Parents**

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.

## **5.7 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.

**6. Definition of Harm**

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 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

**(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Harm can be caused by:

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

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse, neglect or exploitation by a parent, carer or other with a duty of care towards a child.

**6.1 Types of Abuse and Signs/Symptoms**

**Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
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;	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults;

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	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
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**Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Well below average in height and weight; “failing to thrive”; 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).	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.

**Neglect** is the failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected often also suffer from other types of abuse. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

<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.
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**Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural 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 PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	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.

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

transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (**Co- operating To Safeguard Children and Young People in Northern Ireland 2016**)

**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.**

## **6.2 Child Abuse in Other Specific Circumstances**

### **Bullying**

Whilst not all incidents of bullying are categorised as child abuse bullying can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

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

### **Harmful Sexual Behaviour**

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **APPENDIX 3** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 subject Children Who Display Harmful Sexualized Behaviour.

### **Child Sexual Exploitation**

'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.' **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

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

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

#### **The potential indicators of CSE can include, but are not limited to:**

- Acquisition of money, clothes, mobile phone etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truancy from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

#### **Indecent Photographs**

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

**Domestic Violence and Abuse**

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

**Sexual Violence and Abuse**

Is defined as ‘any behaviour (physical, psychological, verbal, virtual /online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent. **(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland a Seven Year Strategy: March 2016)**

A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the Education Authority’s Designated Officer for Child Protection will contact the school in order to help assess the child/young person’s needs and to ensure that he/she is receives appropriate support. All concerns regarding disclosure of domestic violence or evidence of a child living in a household that features domestic violence will be referred to social services.

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> </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> </ul>

<ul style="list-style-type: none"> <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>❖ 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>
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## **7. Procedures for making complaints in relation to child abuse**

### **7.1 How a Parent can make a Complaint**

At Pheonix Integrated Primary and Nursery School 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 a parent isn't satisfied with the schools resolution of a complaint they can refer this to the Public Service 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 2**.

### **7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers**

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 School Designated Teacher (Mrs Julie McCrea)/Nursery Unit Designated Teacher (Mrs Kelda Henry). The person who reports the incident must treat the matter in confidence.

The school/nursery 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 school/nursery designated teacher may consult with the EANI 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. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team.

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.

This procedure with names is shown in **Appendix 3**.

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

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/School Designated teacher/Nursery Unit 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.

This procedure with names and contact numbers is shown in **Appendix 2**.

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

The School Designated Teacher (Mrs Julie McCrea)/Nursery Unit Designated Teacher (Mrs Kelda Henry)/Deputy Designated Teacher (Mr Steven Kelly) or Principal (Mrs Heather Watson) may be invited to attend an 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.

## **9. 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. 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.

## **10. Record Keeping**

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 the School/Nursery Designated Teacher, Deputy Designated Teacher and Principal.

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

## **11. Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

## **12. 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. The school's code of conduct is available on request.

### **13. Staff Training**

Phoenix Integrated Primary and Nursery School 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 every 2 years and will be refreshed on child protection procedures annually during staff meetings and staff memos. The Principal/School and Nursery Unit 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

When new staff start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. Volunteers at the school are provided with an overview leaflet on child protection procedures.

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

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

Throughout the school year child protection issues are addressed through class assemblies and there is **a permanent child protection notice board in the main corridor and relevant information in each resource area**, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues:

- The NSPCC regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- Primary 1 to Primary 7 children participate in a community awareness programme run by the PSNI, the "CASE" programme
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Each year Primary 7 pupils participate in the "Bee Safe" Activity Day which is run jointly by health Promotion Agency and the Western health and Social Services Trust and involves all the emergency services.

## **15. Monitoring And Evaluation**

The Safeguarding Team in Phoenix Integrated Primary and Nursery School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the 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:      Please see front page of Policy for review date.

## Appendix 1

### 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: <input style="width: 50px; height: 20px;" type="checkbox"/>	No: <input style="width: 50px; height: 20px;" type="checkbox"/>
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:	<input style="width: 50px; height: 20px;" type="checkbox"/>	

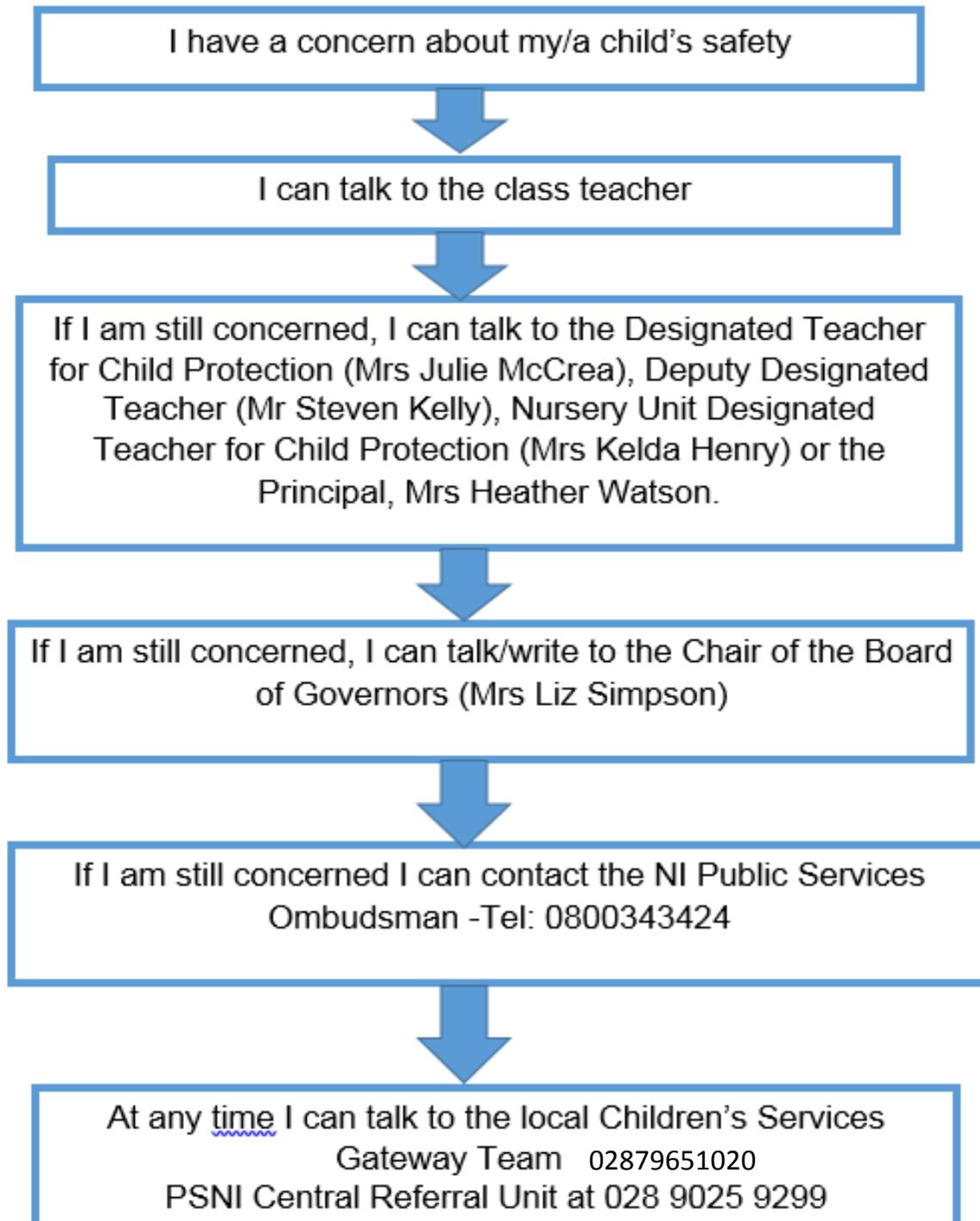
Name of staff member making the report: \_\_\_\_\_

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

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

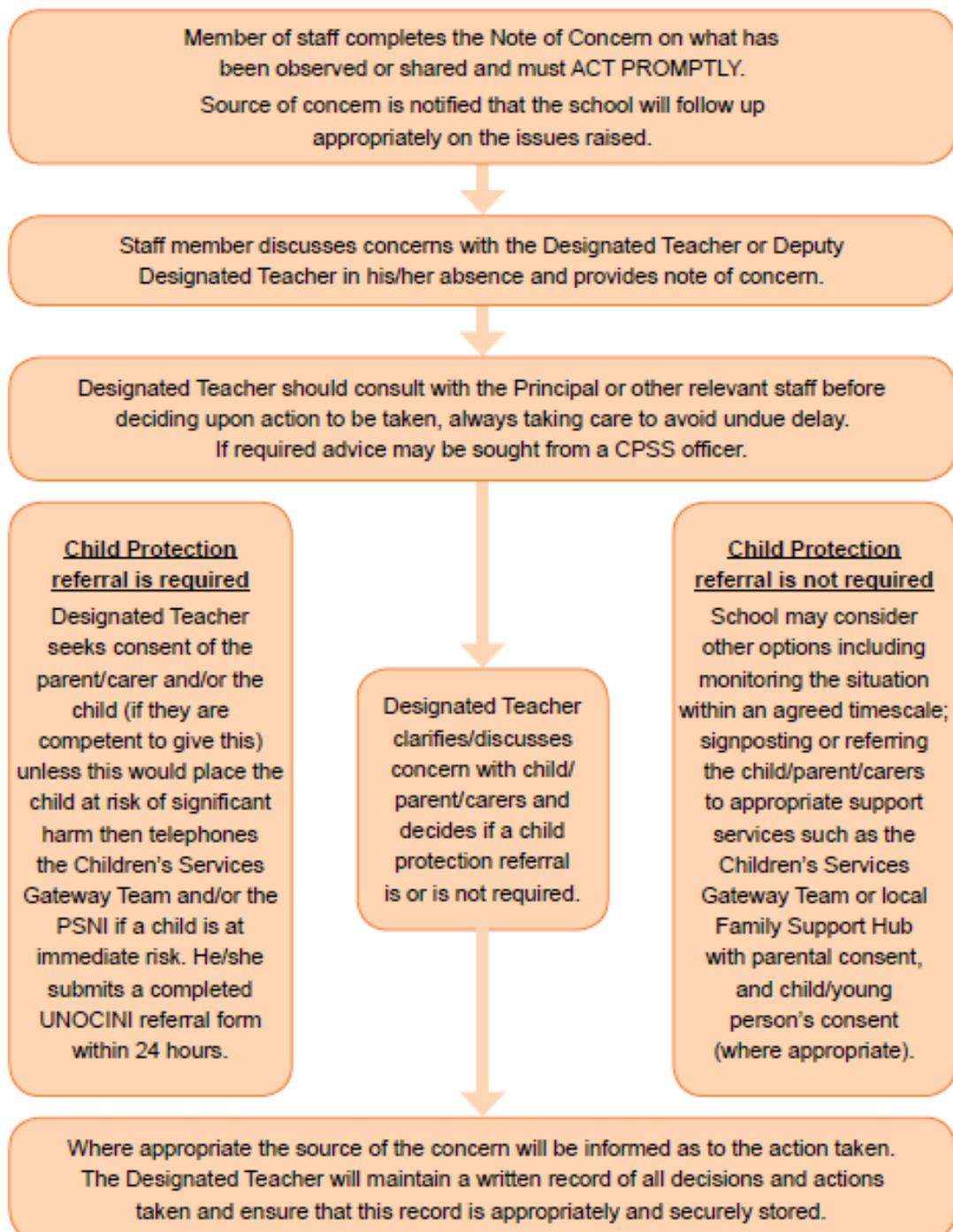
Appendix 2

**How a parent can raise a concern  
about a child's safety**



## Appendix 3

### Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff<sup>7,8</sup>



**Appendix 4**

**Dealing with Allegations of Abuse Against a Member of Staff<sup>9,10</sup>**

