

# **OLD WARREN PRIMARY SCHOOL**

## **Child Protection Policy**

**Approved through  
Governors, Staff  
and  
PTA Consultation**

## **1. CHILD PROTECTION ETHOS**

We in Old Warren Primary School have a responsibility for the pastoral care, the general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive environment, where each child is valued for his/her talents. All staff should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on this 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 who set out in the UN Convention of the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools – Child Protection" (DENI circular 99/10) and the Area Child Protection Committees Regional Policy and Procedures (2005)

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 child 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**

- Positive Behaviour Policy
- Anti-Bullying
- Use of Reasonable Force
- SEN
- Relationships and Sex Education
- Mobile Phones
- Intimate Care
- Critical Incident
- ICT Safety

## **4. SCHOOL SAFEGUARDING TEAM**

The following are members of the schools safeguarding team.

- Chair of the Board of Governors – Mr L Patterson
- Designated Governors for Child Protection – Mrs Bridget Roberson
- Principal – Mr S Campbell
- Designated Teacher – Mrs Sheena Kerr
- Deputy Designated Teacher – Mrs Julie Jolly

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 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 the Governors undertake appropriate child protection recruitment and selection training provided by the Education Authority South Eastern Region Child Protection Support Service for Schools
- Ensure that a Designated Governor for child protection is appointed
- Assume lead responsibility for managing and complaint/allegation against the School Principal
- Ensure the Board of Governors receive termly updates and a full written annual report in relation to child protection

### **5.2 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

### **5.3 The Board of Governors**

The 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

### **5.4 The Principal**

The Principal must ensure that: -

- DENI Circular 99/10 is implemented within the school
- That a designated teacher and deputy are appointed
- 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 Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings
- That the school child protection policy is reviewed annually and that parents receive a copy of this policy once every 2 years
- That confidentiality is paramount

### **5.5 The Designated Teacher (And Deputy)**

- Avail of training so that they are aware of duties, responsibility and role
- Organise training for all staff
- Lead in the development of the school's Child Protection Policy

- Act as a point of contact for staff and parents
- Make referrals to the Gateway Team or PSNI Public Protection Unit where appropriate
- Liaise with Education Authority South Eastern Region designated officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors

#### 5.6 Staff The Class Teacher/Classroom Assistants/Ancillary Staff

Staff see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

The teacher must

- Refer concerns to the Designated/deputy teacher for Child Protection
- Listen to what is being said and support the child
- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child
- Keep the Designated Teacher informed through the record of concern, or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussion with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions
- Avail of whole school training and relevant other training regarding safeguarding children
- NOT give children a guarantee of confidentiality
- NOT investigate

#### 5.7 The Parents

Parents should play their part in child protection by:

- Telephoning the school on the morning of their child's absence, or sending a note on the child's return to the school, so 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
- Familiarising themselves with school policy
- Reporting to the office when they visit the school
- Raising concerns they have in relation to their child with the school

## 6. WHAT IS CHILD ABUSE?

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or rarely a stranger. There are many different types of abuse and a child may suffer from more than one of them. The procedures outlined in this document are intended to safeguard children who are **AT** risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

We use the following definitions:

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

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

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate as far as he meets the needs of the other person. It may involve a child to frequently 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, though it may occur alone. Domestic violence, adult mental health problems and parental substance mis-use may expose a child to emotional abuse.

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. This 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 act in sexually inappropriate ways.

<b>Do's</b>	<b>Don't's</b>
Do listen to what the child has said	Don't ask leading questions
Do assure the child they are not at fault	Don't put words into the child's mouth
Do explain to the child you cannot keep it a secret	Don't ignore the child's behaviour

## 7. ATTENDANCE AT CHILD PROTECTION CASES CONFERENCES AND CORE GROUP MEETINGS

The designated teacher, deputy designated teacher or Principal may be invited to attend an initial and or Review Child Protection Case Conference or Core Group Meeting convened by the Social Care Trust and where possible a school representative will be in attendance. A written report will be provided for these meetings and will be compiled after discussion with relevant staff. Feedback will be given to staff under a 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored in line with what has been agreed in each child's protection plan.

## 8. CONFIDENTIALITY AND INFORMATION SHARING

Information given to members of staff about possible child abuse cannot be held in confidence. In the interest of the child, staff have 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 clear duty to report this. However only those who need to know will be told.

## **9. 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.

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 the social services inform the school that a child's name has been placed on the Child Protection Register then all Social Service 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 and the name of the child's social worker will be forwarded as well. All Social Service records held by us in relation to the child will then be destroyed. The school's own child protection records in relation to the child will be held secure and confidential storage for permanent preservation.

## **10. VETTING PRODECURES**

All staff including volunteers who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

## **11. CODE OF CONDUCT**

All actions concerning children and young people must uphold the best interest of the young person as 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 beyond reproach. The school has a code of conduct for staff 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 experience children and young people gain from positive interaction with staff within the education sector.

## **12. STAFF TRAINING**

Our school is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedure with some members of staff receiving more specialist training in line with their role 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.

## **13. THE PREVENTATIVE CURRICULUM**

Through 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.

## **Other Initiatives**

PDMU

- Explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries and gender issues in relationships.
- Develop coping strategies to deal with challenging scenarios, for example sibling rivalries, caring for relatives, domestic violence etc.
- Develop strategies to promote personal safety, for example responding to different forms of bullying, abuse, physical violence etc.

Outside agencies may be used to deal with controversial issues in a sensitive manner

**This policy will be reviewed annually.**

**Date of Policy:** 8/3/17

**Chair of Governors:** Mr L Patterson

**Principal:** Mr S G Campbell

**Designated Teacher:** Mrs S Kerr

# Old Warren Primary School

## Procedure For Reporting An Incident of Suspected/Disclosed Child Abuse in School

Child makes a disclosure to Teacher or Teacher has concerns about either child as a result of one observation or many observations over a period time.

The Teacher does not investigate any further

**PROMPT ACTION IS NEEDED**



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



Designated Teacher meets with Principal (In case of Principals absence, Vice Principal) to plan course of action and ensure that a written record is made.



Principal/Designated Teacher makes referral on UNOCINI form to:  
Social Services and Care Unit

Copy of referral to Education and Library Board's Designated Officer

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

Supplement by a letter/report if necessary.



**If you have a concern about a child's safety you can use the following procedure**

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



I can talk to the class teacher



If I am still concerned, I can talk to Mrs Kerr, designated teacher for Child Protection or Mrs Jolly, deputy designated teacher



If I am still concerned, I can talk to the Principal Mr Campbell



If I am still concerned, I can talk/write to the Chairman of the Board of Governors, Mr L Patterson



At any time I can talk to the Social Worker: 0300 1000 300

Police: 0845 600 8000

**BE AWARE OF THE POSSIBLE SIGNS OF ABUSE**

<b>POSSIBLE SIGNS OF NEGLECT</b>	<b>POSSIBLE SIGNS OF PHYSICAL ABUSE</b>	<b>POSSIBLE SIGNS OF EMOTIONAL ABUSE</b>
<p>Constant hunger                      Poor personal hygiene                      Constant tiredness                      Poor state of clothing                      Emaciation                      Frequent lateness or non-attendance at school                      Untreated medical problems                      Destructive tendencies                      Low self-esteem                      Neurotic behaviour (e.g., rocking, hair-twisting, thumb-sucking)                      No social relationships                      Chronic running away                      Compulsive stealing                      Scavenging for food or clothes</p>	<p>Unexplained injuries or burns, particularly if they are recurrent                      Improbable excuses given to explain injuries                      Refusal to discuss injuries                      Untreated injuries                      Admissions of punishment which appears excessive                      Fear of parents being contacted                      Withdrawal from physical contact                      Flinching at sudden movements                      Arms and legs kept covered in hot weather                      Fear of returning home                      Fear of returning home                      Fear of medical help                      Self-destructive tendencies                      Aggression towards others                      Chronic running away</p>	<p>Physical, mental and emotional development delay or disturbance                      Admission of punishment which appears excessive                      Over-reaction to mistakes                      Sudden speech disorders                      Fear of new situations                      Inappropriate emotional responses to stressful situations                      Neurotic behaviour (e.g. Rocking, hair-twisting, thumb-sucking)                      Self-mutilation                      Fear of parents being contacted                      extremes of passivity or aggression                      Drug/solvent abuse                      Chronic running away                      Compulsive stealing                      Scavenging for food or clothes                      Enuresis/encopresis                      (bedwetting/soiling)</p>

### Index of Suspicion of Sexual Abuse

Key: Red = High probability of sexual abuse occurring  
 Green = Sexual abuse possibly occurring  
 Blue = One hypothesis amongst many

Under 5	5-12 years	12-16 years
<b>Red</b>	<b>Red</b>	<b>Red</b>
Disclosure Genital injuries VD Vivid details of sexual activity (such as penetration, oral sex, ejaculation) Compulsive masturbation (contextually abnormal) Sexual drawings Sexualised play, with explicit acts	Pregnancy/abortion Disclosure Genital injuries VD Explicit sexual stories/poems Exposing themselves Masturbation in contextually Suicide attempts Running away Alcohols and drug abuse Offending/abusing Gender identity difficulties	Disclosures Genital injuries Self-medication of breasts/genitals Pregnancy (under 14) VD (under 14) Prostitution Sexual offending Gender identity difficulties
<b>Green</b>	<b>Green</b>	<b>Green</b>
Person specific fear Nightmares Chronic genital-urinary Soreness of genitals/bottom Fears of specific situations: Fear of being bathed Fear of being changed Fear of being put to bed	Arson Soreness of genitals/bottom Chronic genital/urinary infections Obsessive washing Depression Bedwetting Incontinence Anorexia Glue sniffing Nightmares Unexplained large sums of money/gifts	Sexual boasting/stories/jokes VD (over 14) Rebellious against men (specific gender) Drug and alcohol abuse Suicide attempts Self-mutilation Truancy Running away Hysterical symptoms Obsessional washing Psychotic episodes HIV (though not necessarily a sexually transmitted virus)
<b>Blue</b>	<b>Blue</b>	<b>Blue</b>
Developmental regression Hostile/aggressive behaviour HIV	Abdominal pains Developmental regressive Peer problems HIV	Depression Anorexia Refusing to attend school Peer problems

### NEGLECT

**THE ACTUAL OR LIKELY PERSISTENT FOR 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.**

## **OLD WARREN STAFF CODE OF CONDUCT**

### **PRIVATE MEETINGS WITH PUPILS**

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interview must take place. As far as possible, staff should conduct interviews in a room with visual access, or with an open door.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign that the room is in use, but is not advisable to use signs prohibiting entry to the room.
- Where possible another pupil or preferably another adult should be present nearby during the interview, and the school should take active measures to facilitate this.

### **PHYSICAL CONTACT WITH PUPILS**

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- It is unnecessary and unrealistic, however, to suggest staff should touch pupils only in emergencies in particular, a distressed child may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by the way of necessary restraint.
- Staff who have to administer first-aid to a pupil should ensure wherever possible this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- Any physical contact would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be misconstrued, a written report of the incident should be submitted to the Principal.
- Staff should be particularly careful when supervising pupils in a residential setting or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### **CHOICE AND USE OF TEACHING MATERIALS**

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

### **CONCLUSION**

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

## APPENDIX

### Policy and Procedure

All staff to receive an updated child protection policy annually. Meetings will be held with all staff on an annual basis.

A poster showing parents how to make a complaint should be displayed in the office area. A condensed version of Child Protecting Policy should be sent to parents every two years, with full document available on request.

Child protection documentation is kept in a locked filing cabinet in the office.

A child protection meeting will be held every month with the Principal, Trained Child Protector Co-coordinator and Deputy Co-ordinator.

### Risk Assessment

Risk assessment should be carried out before any school visits. Information should be recorded on class size, adult supervision, the risks involved and measures taken to reduce risk. The risk assessment folder is kept in the principal's office.

### Visitors and substitute teachers

All visitors to school must report to the office where they should sign the visitor's book and will be issued with a Visitors Badge.

Substitute teachers in the school MUST be on the N.Ireland Substitute Teachers' Register and booked through their official website.

Visitors who meet with children for more than one hour per week must have an updated ACCESS NI form.

### Photographs

Photographs can only be taken of pupils if their parents have given advanced written permission. Cameras, camera phones and movie cameras are permitted during school concerts.

### Mobile Phones

Pupils must leave any mobile phone in the office area during school hours. To avoid possible theft, these will be kept in an office drawer. Mobile phones should NOT be used in the playground at any time. (See Mobile Phone Policy).

Teachers taking pupils to the Salto Centre of the Leisureplex should not use mobile phones in places where children might change. This rule also applies to residential trips in places where children may change. It is agreed that mobile phones can be useful in an emergency situation.

### Internet Use

Pupils are not permitted to use the internet unsupervised and they must have written permission from their parents to do so in the first place.

If inappropriate material is discovered or suspected on any electronic device i.e., webpage or e-mail – **REPORT THIS AT ONCE**. (Please see the safety on the Internet Policy).

### Social Networking (Facebook, Twitter, etc.)

Staff in the school should be careful NOT to discuss school matters on line i.e., matters relating to members of staff, parents or pupils.

### **Transport of Children in Teacher's Vehicles**

Children travelling in teacher's cars MUST use booster seats (please refer to the heights chart located outside the main office) Booster seats are available in the school.

### **Medical Record Keeping**

Each teacher will have a summary of their pupil's medical/behaviour history in their roll folder. Teachers should make any substitute teacher aware of any medical issue. Mrs McAleenon and Mrs Marks (First Aiders) have a copy of everyone's summary. See Medical Policy and Intimate Care Policy.

S G Campbell  
Principal  
Old Warren Primary School