

# Cedar Integrated Primary School and Nursery Unit



## Safeguarding and Child Protection Policy

February 2018

Policy for Safeguarding and Child Protection



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# **Cedar Integrated Primary School and Nursery Unit**

## **Policy for Safeguarding/Child Protection**

### **Introduction**

#### **Cedar's Safeguarding Ethos**

We in Cedar Integrated Primary School and Nursery Unit have a suite of policies designed to safeguard our children. Our Safeguarding and Child Protection Policy is central to this. We have a responsibility for the care, welfare and safety of all the pupils in our school. We aim to provide a caring, supportive and safe environment in which all of our pupils can learn and develop to their full potential. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

#### **Safeguarding and Child Protection\*<sup>1</sup>**

**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 wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child **protection** refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

**(\*Ref: Co-operating to Safeguard Children and Young People in Northern Ireland, August 2017)**

1. Through our preventative curriculum, we will seek to protect our pupils by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviours in others and by enabling them to acquire the confidence and skill they need to keep themselves safe.

## Safeguarding in Context

Within this policy, the term **safeguarding** is intended to be used in its widest sense, encompassing the full range of promotion, prevention and protection activity. Effective safeguarding activity will:

- **\*Promote** the welfare for the child and young person;
- **Prevent** harm occurring through early identification of risk and appropriate, timely intervention; and

**Protect** children and young people from harm when this is required \*  
(\* Ref: **Co-operating to Safeguard Children and Young People in Northern Ireland, August 2017**)

The policy is informed by the Department of Education Guidance - March 1999. Three articles in The United Nations Convention on the Rights of the Child and Cooperating to Safeguard Children and young people in NI 2016 (Article 19, 12, 3) influence the guidance.

**Article 19** provides 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 12** further provides that a child who is capable of forming his/her own views should be assured the right to express these views freely in all matters affecting the child; these views being given due weight in accordance with the age and maturity of the child.

**Article 3** provides that when organisations make decisions, which affect children, the best interests of the child must be a primary consideration.

## Principles

The following principles are reflected in the Children Order and should underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

- **The child or young person's welfare is paramount** - The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety.
- **The voice of the child or young person should be heard**  
Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person, where possible to achieve their preferred outcomes.

All of our staff and volunteers have been subject to appropriate background checks. All members of staff have adopted a Code of Practice, which states how adults should behave in relation to pupils. This code is set out in an appendix within this policy statement. **(Appendix 1)**

The purpose of the following procedures on Safeguarding and Child protection are to safeguard our pupils by ensuring that everyone who works in our school - teachers, classroom assistants, non-teaching staff and volunteers, has clear guidance on what to do when abuse or neglect of a child is suspected. The overriding concerns of all adults must be the care, welfare and safety of the child. Indeed, this is our paramount consideration.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in the school - teachers, non-teaching staff and volunteers, has clear guidance on the action which is required where abuse in any form is suspected.

The problem of child abuse will not be ignored or overlooked by anyone who works in our school and we are aware that certain forms of child abuse constitute a criminal offence.

**Our main aims are;**

1. Establishing a safe environment in which children can learn and develop.
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
3. Ensuring we have a safe recruitment practice in checking the suitability of staff and volunteers who work with children.
4. Raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep themselves safe.
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

**Our Safeguarding Team at Cedar IPS;**

**Designated Governor for Child protection:** Mrs. Orla McCormick

**Principal/Deputy Designated teacher for Child Protection:** Mrs. Hilary Crichton

**Designated Teacher for Child Protection:** Mrs. Linda Magee

**Nurture groups:** Mrs. Kathryn Glover.

**Nursery teacher:** Mrs. Suzanne Marner

**C2K manager:** Miss. Rachel Bennet

## 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 more rarely by a stranger.' (ACPC, 2005) (A child is a person under the age of 18 years as defined in the Children (NI) Order 1995).

The abuse and neglect of children is something that can occur within many situations including the school, home, communities and all forms of schools and societies. Children are much more likely to be abused by someone known to them, or more rarely a stranger.

There are different types of abuse and a child may be abused in more than one way.

The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide care or both.

## Types of Abuse

Categories of abuse and their commonly accepted definitions include

**Physical Abuse** - "is deliberately 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, August 2017)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home



**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 the opportunities 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." (\*Ref: **Co-operating to Safeguard Children and Young People in Northern Ireland, August 2017**)

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

*Protection Committee (ACPC) Regional Policy and Procedures Chapter 2.*

**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 e.g. rape or non-penetrative acts such as kissing, masturbation, 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, August 2017**)

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

**Child Sexual 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." (Co-operating to Safeguard Children and Young People in Northern Ireland, August 2017)

It may manifest itself in many forms:

- Child labour
- Slavery
- Servitude
- Engaging in criminal activity
- Begging
- Benefit or other financial fraud
- 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.**

**Grooming**<sup>1</sup> of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

**Ref: NSPCC definition - 'Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.'**

**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, August 2017)**

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate / inappropriate clothing
- Constant tiredness
- Exposed to danger / lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing / begging
- Frequent injuries / A&E Attendance

- Faltering growth or obesity
- Poor school attendance
- Dental decay, dental pain or abscesses not treated
- Developmental delay
- Delay in seeking medical advice for illness

**Female Genital Mutilation (FGM)** - "Involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons.

The practice is medically unnecessary, extremely painful and has serious health consequences both at the time when the mutilation is carried out and in later life." (Multi-agency practice guidelines: Female Genital Mutilation DFP, 2014)

Indicators that FGM is imminent:

- Being a girl ages five to eight within a community where FGM is practised
- Prolonged return to country of origin for summer break - giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girl may disclose that she is to have a 'special procedure' or attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the child out of the country for a prolonged period

## **Domestic Violence and Abuse**

### **Definition of Domestic Abuse**

1. Threatening, controlling, coercive behaviour and violence or abuse (psychological, virtual, physical, verbal and sexual)
2. 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 a 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**

1. 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.)

2. 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 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. Children suffering from abuse **may** turn to:

**Self-harm and suicide** - "It is most helpful to consider self-harm as a continuum ranging from behaviour which has a strong suicidal intent (some kinds of overdose) to behaviour which is intended to help the person stay alive. (John Coleman, 2004)

Why do young people self-harm?

- To release tension caused by anxiety, grief or anger.
- To feel that they have control over something in their lives.
- To make "real" the emotional pain they feel unable to express.
- As a means of communication to tell themselves and others that they need help.

### **Inappropriate Behaviour**

It is vital that staff are able to recognise various types of inappropriate behaviour, which can occur between an adult and a child, or between children, such as:

- Petting or fondling.
- Inappropriate physical contact.
- Sexually explicit behaviour in games.
- Adults behaving suspiciously e.g. Watching children in changing area, toilet etc. when there is no obvious reason for their presence.
- Those who are spending an inordinately long time in changing area/cubicle/toilet area.

- Adults who have strayed into an area restricted for parents only.
- Those who are seen looking over/under cubicles.
- Adults whose behaviour is causing distress to children e.g. rough play, horse play.

## **Bullying**

**"Bullying** can be defined as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend himself or herself."

It can take many forms, but the three main types physical (e.g. hitting, kicking, spitting, theft or damage to belongings), verbal (e.g. threats or name calling including sectarian, homophobic or racist name calling), or indirect (e.g. spreading rumours, or excluding someone from social groups). Department of Education Pastoral Care in Schools-Child Protection 1999.

Bullying is a highly distressing and damaging form of abuse and it is not tolerated in our school. In recognition of this, we have a separate Anti-Bullying Policy, which sets out how we will deal with the perpetrators and victims of bullying incidents. To allow or condone bullying may lead to consideration of child protection procedures.

All staff are vigilant at all times and will take immediate steps to stop it from happening, to protect and reassure the victim and to deal with the incident. Parents of all those involved will be informed.

Any complaints from a parent that a child has been, or may be being bullied will be fully investigated by the Designated Teacher for Child Protection and Safeguarding Team and action will be taken to protect the child. A parent making a complaint about bullying will have a personal response from the designated teacher or the class teacher within one week of making the complaint, indicating the investigation which has been carried out, and action taken.

## Procedures for Reporting Suspected or Disclosed Child Abuse

- The Designated Teacher for Child Protection is Mrs. Linda Magee.
- In her absence the Deputy Designated Teacher for Child Protection, Mrs. Hilary Crichton, will assume the responsibilities.

If a child makes a disclosure to a teacher or any other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

**He/she should not investigate** - (this is a matter for Social Services) but should report his/her concerns immediately to the Designated Teacher (Linda Magee) discuss the matter with her and make full notes (signing and dating them). A pro forma is available from the Designated Teacher and all teachers receive copies of this yearly.

The Designated Teacher will discuss this matter with her Deputy/Principal as a matter of urgency and plan a course of action. She will ensure that a written record is made of this. The decision will be made at this point whether it is in the best interests of the child to refer the matter to Social Services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent/guardian may be a possible abuser, the parents/guardian will be informed immediately.

The Designated Teacher may seek guidance or clarification from the Child Protection Service for Schools or the Senior Social Worker before a referral is made. The Designated Teacher can also seek advice from the Designated Officer for Child Protection at the EA. 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 first priority.**

Where there are concerns about possible abuse, the Designated Teacher will inform:

- Social Services using the regional UNOCINI template (Understanding the needs of Children in Northern Ireland) \*.
- Education Authority's designated Officer for Child Protection.

The UNOCINI referral will be made within 24 hours of the initial telephone referral to Social Services. **This will be done in an envelope marked 'Confidential - Child Protection'**

It is important to note that information given to staff about possible child abuse cannot be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who **need** to know will be informed

If any member of staff feels unsure about what to do or how to recognise signs and symptoms of abuse, they can talk to the Designated teacher at any time. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral.**

**If a complaint about possible child abuse is made against a member of staff, the Designated Teacher must be informed immediately.** The above procedures will apply unless the complaint is against the Designated Teacher. Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary matter pending investigation by Social Services. The Chairperson of the Board of Governors will be informed immediately.

If the complaint is against the **Principal/Designated Teacher**, the **Deputy Designated Teacher** must be informed at once. He/she will inform the Chair of Governors and together they will ensure that the necessary action is taken.

All and any complaints against the Principal or staff will be recorded in a Register of Complaint, which is available for inspection by the Chair of Governors.

If a member of staff is unsure about what to do if he/she has concerns about a child, they should speak to the Designated Person.

### **Confidentiality**

It is important to understand that issues of child abuse need to be handled discreetly and sensitively and that information should only be shared or discussed on a 'need to know' basis.



## **Reports for Child Protection Case Conferences**

Reports for Child Protection conferences should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and, where appropriate, the child's appearance.

Reports should be objective and based on evidence. They should therefore contain only fact, observations and reasons for concern.

Reports will be made available to the child's parents at the Child Protection Conference (CPC) and may be used in court. All reports should be checked and signed by the designated teacher or by the teacher who has assumed these responsibilities in her/his absence.

The Designated Teacher or the class teacher, where possible, will attend Social Services Case Conferences. If unable to attend these Designated Teacher will compile relevant feedback from school staff to specific social worker.

## **Guidance on Disclosure**

If a child makes a disclosure, staff should adhere to the following guidelines.

### **Receive**

- Stay Calm.
- Listen to what the child is saying without displaying shock or disbelief.
- Accept what the child is saying.
- Be discreet.

### **Reassure**

- Reassure the child that they have done the right thing by talking to you. Do not make promises that you cannot keep (e.g. Everything will be fine now.)
- Do not promise confidentiality. Staff have a **duty** to refer the matter to the Designated Teacher for child protection. Explain that you will need to talk to Mrs Magee who will know what to do next.
- Do reassure and alleviate guilt if the child refers to it.

## Respond

- Do explain what you will do next (talk with the designated teacher who will know how to get help).
- Respond to the child only in so far that it is necessary for you to establish if this will be a referral to the designated teacher for child protection. The welfare of the child is paramount.
- Do not investigate by asking open questions such as *Can you tell me what happened? Anything else you wish to tell me?*
- Do not ask closed questions such as those which will mean a yes/no response or *who did this to you?* Such questions may invalidate evidence if a court action is necessary.
- Do not criticise the perpetrator, as the child may love that person.

## Record

- Make notes as soon as possible after the disclosure and write them up using pro forma. **Please sign and date these.**
- Do not destroy the original notes.
- Record the date, time, place, people present and any noticeable non-verbal behaviour. Record the words used by the child as much as possible. If the child uses pet or slang words do not translate to proper words. Any injuries or marks can be recorded on a diagram showing position and extent.
- Record statements and observable things rather than your interpretations or opinions.
- Sign and date and hand to Designated Teacher. (All written records of concerns about children, even when no immediate referral is needed, are securely maintained, separate from main pupil file, and are in a locked location.)

## Refer

**Concerns about possible abuse must be referred to the Designated Teacher immediately (in her absence the Deputy Designated Teacher).** She will liaise with the principal in the decision making process regarding referral to statutory bodies,

## Do not

### They should not:

- Panic.
- Rush off to find someone else.
- Ask the child to repeat what they have said.
- Promise to keep secrets.

- Make judgements or say anything about the alleged abuser.
- Ask detailed questions or press the child for more information.
- Display any sign of shock or disapproval while the child is making the disclosure.
- Destroy any evidence.

**They should remember:**

- The child may not regard the experience as either bad or painful, he/she may not feel guilty or angry.
- Their own feelings may be different from that of the child.
- initial disclosure, even if retracted, still must be referred.
- No promise of confidentiality can or should ever be made to a child giving information about possible abuse.
- Disclosure can leave you feeling vulnerable - remember you may need support.

**Confidentiality is of paramount importance and the disclosure should not be discussed with anyone other than the designated person**

**Record Keeping - Guidelines**

These are suggested guidelines only:

1. Notes should be written on the presumption that parents can request access to them.
2. The note taker's personal feelings or reactions to clients or speculation about their motivations should not be recorded.
3. Notes should be factual and in neutral language.

**Why take notes?**

- Aid to memory: as initial records of concern may be called upon at a later date as evidence of disclosure.
- Opportunity for note taker to reflect on meeting, look for the positives and plan further action.
- Protection and information for the school.
- Protection for note taker if other party alleges something different agreed during meeting.

The Designated Teacher should ensure that proper records, dated and signed, are kept of all complaints or information received, and all concerns about possible abuse noted by staff. As soon as possible, he/she should obtain a written record from the member of staff who received the information, signed and dated, or otherwise has concerns about possible abuse, setting out:

- The nature of the information;
- Who gave it;
- The time, date and circumstances; and
- Where the concern relates to signs or symptoms of possible abuse, a description of these.
- **Ensure that any Word Processed notes / records are DELETED and attach rough written notes to Word Processed copies.**

The Principal or Designated Teacher should supplement the record with:

- Details of any advice sought, from whom and when;
- The decision reached as to whether the case should be referred.

#### **How Long (alleged disclosure for child)**

Records of schools confidential Record of Child Abuse Complaints should be kept indefinitely on file in line with **DENI\* Circular 2016/20 Child Protection; Record Keeping in Schools**

#### **Transfer of records to a new school;**

If on Child Protection Register, maintain a record of this fact and associated documentation from Social Services on the child's file while they attend the school. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until DOB+30 years.

If child's name is removed from Child Protection Register - the school should destroy any Child Protection records on the child supplied by Social Services. The record on the Child Protection File will remain until DOB+30 years. (Ref: Disposal Records Schedule October 2016)

#### **How Long (alleged disclosure for adult member of school)**

- If after investigation staff exonerated, record deleted from staff file and Record of Child Abuse Complaints.

- If disciplinary matter, details of complaint and sanction maintained on child and staff file for a period of 5 years.

### **Monitoring and supporting vulnerable children**

The School will monitor pupils whose names are on the Child Protection Register and alert the child's co-ordinator (social services) or Education Welfare Officer when a pupil on the CPR is absent for more than a few days, or on a regular basis, or to any signs which suggest deterioration in the pupil's home circumstances.

### **Supporting Vulnerable children**

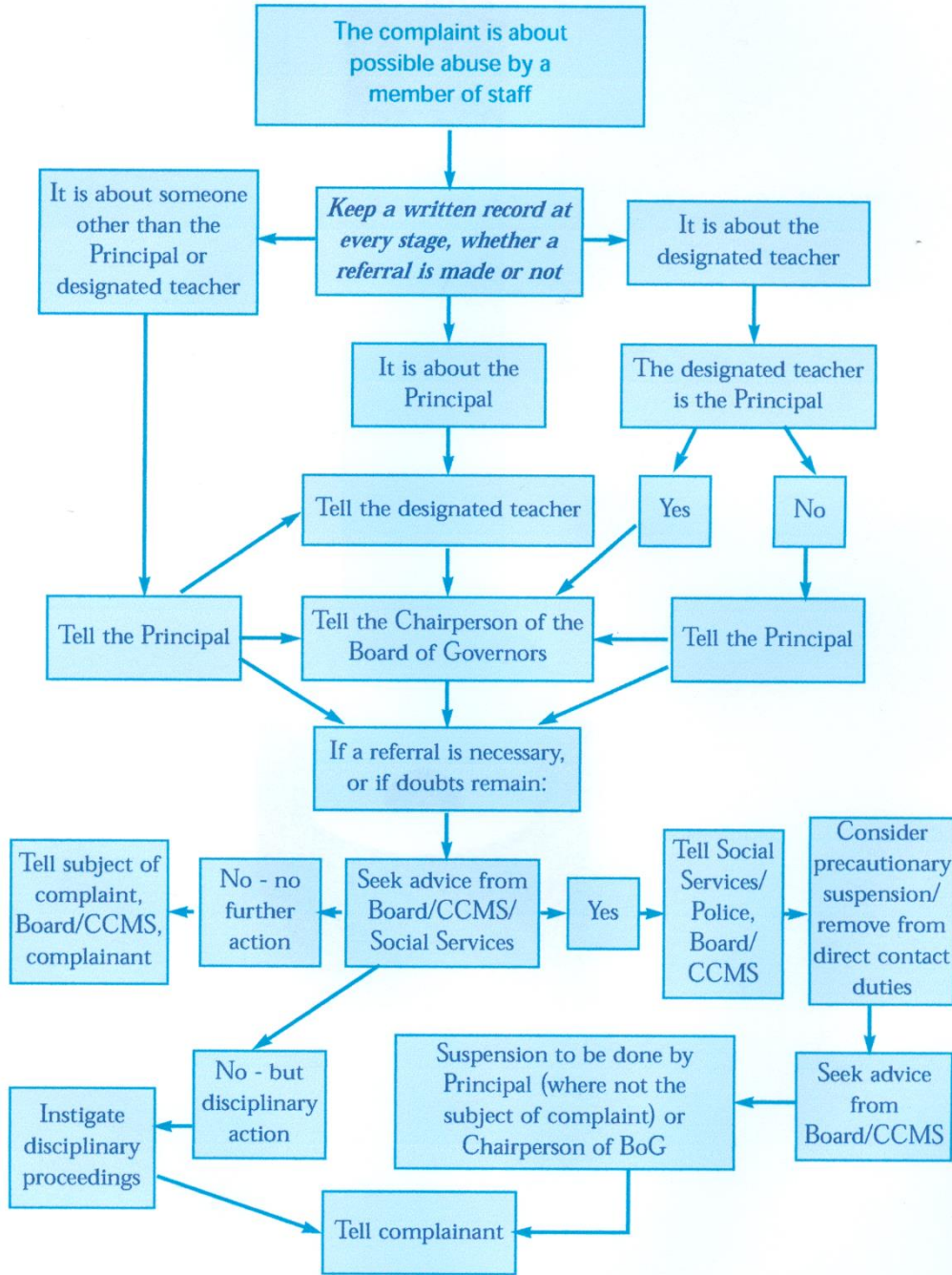
In Cedar IPS and Nursery Unit we recognise that children who are abused or who have witnessed violence may find it difficult to develop a sense of self-worth. This may have an impact on the types of behaviours they display in school. Their behaviour may be challenging or they may be withdrawn. Cedar IPS will endeavour to support these vulnerable pupils through implementing their agreed protection plan. Support for all children in developing skills of self-protection and developing positive self-esteem can be through;

- The content of the curriculum, in particular PDMU
- The school ethos and via the Pastoral Care policy.
- Liaising with outside agencies such as social services, Family Support Hub, Rise NI, Educational Psychology, PSNI, school nurse, NSPCC and other outside agencies.

Pastoral Care in Schools:  
CHILD PROTECTION

Figure 2

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



## **Other Complaints**

### **Parents and Child Protection**

The school should help parents to understand its responsibility for the welfare of the children in its care. The school tries to ensure open communication with those who have parental responsibility. This is a vital part of the partnership, which we strive to foster between home and school.

Parents should be made aware via the school prospectus, parents' meetings and information sheets about the school's child protection arrangements and the fact that these might require cases to be passed to the investigative agencies in the interests of the child. Parents should be reminded at least annually of the importance of notifying the school if someone other than the parent or usual carer will be picking up a child from school.

### **How parents can make a complaint about possible child abuse?**

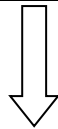
Parents need to know how to make a complaint and the recourse they have if they are not satisfied with the outcome. Accordingly, we will include a summary of the complaints procedure in our prospectus and will make our arrangements known to parents annually.

## Parental Complaint Procedure

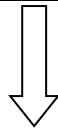
I have a concern about my/a child's safety



I can talk to the class/form teacher



If I am still concerned, I can talk to the Designated Teacher for Child Protection (Mrs Magee for Primary School and Mrs Marner for the Nursery) or the Principal (Mrs Crichton)



If I am still concerned, I can talk/write to The Chairperson of the Board of Governors

At any time, I can talk to the social worker  
(Telephone: Gateway - 0300 1000 300)  
Or the Police Public Protection Unit  
(Telephone: PPU @ Dundonald - 90650222)



## **Complaints about possible abuse by a member of the Board of Governors.**

**Boards of Governors of grant-aided schools** have statutory duties under Articles 17 and 18 of the Education and Libraries (Northern Ireland) Order 2003 to promote and safeguard the welfare of their pupils, including protecting them from abuse when required. Boards of Governors have a pastoral care responsibility towards their pupils and are expected to do whatever is reasonable to safeguard and promote the welfare of their pupils.

Where a member of staff receives a complaint concerning possible child abuse by a member of the Board of Governors, he/she should notify the Principal and all aspects of the above procedures for complaints against a person other than a member of staff should be followed. The Principal should immediately inform the Chairperson unless he/she is the subject of the complaint, in which case the Chairperson's role should be exercised by the Vice-chairperson.

## **Complaints about possible abuse by a volunteer**

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as above and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer should be suspended immediately, pending outcome of ensuing investigation.

## **Procedures for reporting possible abuse by anyone other than a member of the school's staff (see Appendix 8).**

The person receiving the complaint or noticing signs of possible abuse must notify the Designated Teacher who must in turn notify the Principal. Together they will decide, taking advice as necessary, if the information is such that the matter should be referred immediately to the Social Services. If agreement cannot be reached, the decision should be made by the Principal but where there is doubt a referral should be made. If the school considers that a referral is necessary, it is the Principal's responsibility to ensure that the following are immediately notified:

- The Social Services or Police
- Gateway Team 02890507000 or PSNI 02890650222
- The Designated Officers for Child Protection in the Education Authority

## **Role of Designated Teacher and Deputy Designated Teacher**

- To provide training to all school staff including support staff. This training may be delivered by Designated teacher and/or outside agencies.
- To be available to discuss the child protection concerns of any member of staff.
- To take responsibility for keeping and management of all child protection concerns.
- To make referrals to Social Services or PSNI Public Protection Units where appropriate.
- To develop effective links with relevant agencies and cooperating, as needed, with their enquiries regarding child protection matters including attendance at case conferences.
- To liaise with Designated officers in Education Authority.
- To take lead responsibility for developing and updating Safeguarding and Child Protection Policy.
- To ensure parents/Carers receive a copy of the safeguarding/child protection policy every 2 years which gives them relevant information on procedures and responsibilities.
- To promote a safeguarding /child protection ethos in school.
- To give written reports to Board of Governors.
- To keep and maintain all records in a safe place.

## **Cedar IPS vetting procedures**

### **Volunteers and Appointment of Staff**

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity in our school.

In order that all reasonable steps are taken to employ and engage suitable staff to work with the children in our care, we follow the guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or use as volunteers within the school:

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

*Copies of these circulars are available on the DE website:*

*[www.deni.gov.uk](http://www.deni.gov.uk). Click on 'Circulars'*

## **Code of conduct for Cedar IPS and Nursery Unit for all staff**

The code of conduct is known to all staff-permanent, non-permanent and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 1.

### **Safeguarding-the preventative curriculum**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, friendships and an ethos of protection.

The school community will;

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that all children know there is a specific adult in the school who they can approach.

Educating our pupils about the possible risks of abuse is a central aspect of our Safeguarding/Child Protection policy. Appropriate to the age of the children concerned, teachers can educate pupils on how to spot danger and on how they can access help.

Class teachers will cover safeguarding/child protection issues as part of the curriculum. Lessons will be age appropriate and will form part of our Personal, Social and Health Education programme. These could include lessons on topics (WAU), R.E, PDMU, internet safety and Relationships and sexuality. Issues that relate to child protection e.g. bullying, can also be handled on a whole school or Key Stage basis in assembly. We will participate in Online-Safety week, as well as continually promoting online safety through lessons. We will also all participate in activities during Anti Bullying Week including home learning.

The PDMU curriculum should be used to raise self-esteem and to explore self-protection issues. Pupils will also participate in Online Safety Week using CEOP materials. Information referring to Online Safety will be sent to parents as part of our Safe Use of the Internet Policy.

All pupils should be made aware of whom the Designated Teachers for Child Protection are. This should happen on an annual basis at the start of the school year via posters and visits to each classroom by Designated

Teacher to explain her role. Each term the Designated Teacher will visit all classes to remind children of this.

Parents are informed at the start of each year who the Designated and Deputy Designated teachers are.

Teachers will highlight Safeguarding lessons in their planners. (SG).

Contact numbers for NI Child line and the NSPCC Child Protection Helpline will be displayed in each classroom.

The whole school will participate in the NSPCC campaign Stay Safe, Speak Out and lessons based on NSPCC resources.

### **Physical Restraint**

Our policy on physical restraint by staff is set out in a separate policy in accordance with guidelines from the Education Authority. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. (see Code of Conduct)

### **Health and Safety**

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits.

### **Policy on safe use of the internet**

Our policy on the internet and digital technologies is set out in a separate document and is informed by Department of Education guidance. It acknowledges the opportunities for learning, as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies. [It promotes online safety detailing expectations of acceptable use and the reporting procedures for e-safety misuse or abuse.](#)

## **Images**

Cedar Integrated Primary School and Nursery Unit regularly take photographs of children to use as evidence of learning and progress. These photographs may be displayed in the classroom, cloakroom, in books, in the main foyer, in the dinner hall or during presentations. The school is very aware of the concerns around the use of photographs of children and in an attempt to comply with the Data Protection legislation and our own Child Protection Policy, we need parent's/carers permission before we take and display photographs of any child.

Cedar Integrated Primary School and Nursery Unit is also a valued member of our local community, our achievements and successes have been celebrated in the local and national press. We must also seek permission to publish photographs of children in newspapers.

We also need to seek permission before any school activities can be recorded on DVD format by staff or parents.

We anticipate that information about the activities and achievements within our school will be published on the school's website. Again, in keeping with current Data Protection and Child Protection legislation, we must seek permission to display photographs of activities and achievements.

Each class teacher must ensure that they have the parent/carer's permission before any photographs or DVD recordings are taken. They must also check permission has been granted before any photographs are published in newspapers or displayed on the school website or on Facebook Page.

## **Intimate Care**

Our Intimate Care Policy is set out in a separate document.

Other policies which impact on safeguarding and child protection include Anti-bullying, Positive Behaviour, Intimate Care, Pastoral Care, E safety and safe use of internet, Health and Safety and Physical Restraint.

## **First Aid**

Staff who administer first-aid to a pupil should ensure, whenever possible, that 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. Where first aid or comfort has been given, this should be recorded in the appropriate file.*

Any physical contact which 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 maybe, misconstrued, a written report of the incident should be submitted immediately 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 the usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### **1. Choice and Use of Teaching Materials**

Teachers should avoid teaching materials which might be misinterpreted and reflect upon the choice.

When using teaching materials of a sensitive nature, a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

### **2. Relationships and Attitudes**

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing

with adolescent boys and girls. Staff are aware that they are in a position of trust in relation to the children and young people at the school. From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

Guidelines about Restraint - Refer to: Regional Policy Framework on the use of Reasonable Force and Safe Handling May 2004. [www.deni.gov.uk](http://www.deni.gov.uk)

In the event of a member of staff having to restrain a pupil, a written report must be filled in. Physical restraint should only be used: -

- To prevent injury to the child/other children, yourself/other staff member;
- To prevent damage to property; or to prevent the commission of a criminal offence.

## **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.

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 points in this booklet, or how they should act in particular circumstances, they should consult the Principal or a representative of their professional association.



## REVIEW ARRANGEMENTS

This policy will be reviewed on an annual basis by staff and governors.

### Signed by *Governors*

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

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

Date \_\_\_\_\_



### **A Code of Conduct for All Staff**

(Pastoral Care in Schools-Child Protection 1999).

All staff and volunteers in Cedar IPS and Nursery Unit are aware of and have received a copy of our code of conduct. The Code is informed by guidance from Department of Education.

This Code of Conduct is not intended to detract from the enriching experiences pupils at Cedar Integrated Primary School gain from positive interaction with staff. It 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.

#### **Introduction**

This document applies to teachers, classroom assistants, caretaker, lunchtime supervisory staff, coaches, peripatetic staff or any other adults who may be working with children in either a paid or voluntary capacity.

#### **Code of Conduct**

The following guidelines protect children in our care and allow staff to work with children within a clear framework of conduct.

1. If you take children on journeys, always have two people along. If it is an overnight trip, always check the rooms in pairs.
2. Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one, make sure the door is open. Tell another member of staff if you are going to see a child on your own.
3. If you are in a holiday or residential setting never, under any

circumstances, take a child into your room.

4. Be careful of extended hugs from children. This might be particularly relevant to those working with children with special needs. This guideline is important not only for your children but for staff as well.

5. When taking children on an outing, think of how you appear to the public.

6. Do not make sexually suggestive comments about a child even in jest.

7. Do not accept any friend request or engage in any social media activity with current or past pupils under the age of 18.

8. Follow the confidentiality policy regarding discussions about school on public forums.

9. Use discretion if accepting a friend request from a current parent and follow confidentiality code.

10. Do not appear to show favouritism to any child over the others.

### **Physical Contact with Pupils**

As a general principle, teachers are advised not to make unnecessary physical contact with their pupils. It is unrealistic, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comfort. Staff should not feel prohibited from providing this in an age appropriate way.

Physical contact, which may be misconstrued by the pupil, parent or other casual observer, should be avoided. Such contact can include well-intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil, could be misconstrued, as well as more obvious and more intimate contact, which should never occur.

Some teachers are likely to come into physical contact with their pupils from time to time in the course of their teaching, for example when showing a pupil how to use a piece of apparatus or equipment or while demonstrating a move or exercise during games or PE. Teachers should be aware of the limits within which such contact should properly take

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

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

Following any incident where a teacher feels that his/her actions have been, or may be, misconstrued a written report of the incident should be submitted immediately to the Principal of the school. This would apply especially in a case where a teacher had been obliged to restrain a child physically to prevent him/her from inflicting injury to others or self-injury

Following an accident or mishap, for example where a teacher has to supply new clothing: the child should change him/herself with appropriate supervision. If help is needed another adult should be present

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 way of necessary restraint.

## **Guidelines for Volunteers**

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in Cedar Integrated Primary School and in contributing, by their efforts and initiative, to the life of the school.

It is essential however, that appropriate steps are taken through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

### **Who is a Volunteer?**

A volunteer is an individual who, subject to the satisfactory procedures below, either:

- Assumes unpaid duties in a school on a regular basis, on more than two occasions or
- Is engaged by the school to accompany or assist in school visits or trips, residential activities or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with pupils. These would include fund raisers, people using school premises for meetings etc.

### **The Role of Volunteers**

There are three main categories into which volunteers might be grouped and to which guidance will apply:

- During school hours involving direct contact with pupils.
- Outside school hours involving direct contact with pupils.
- During school hours but not usually involving direct contact with pupils.

### **Recruiting and Selecting Volunteers**

The school may canvass for volunteers or people may come forward to offer assistance on their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

## **The Use of Volunteers**

These are the fundamental principles observed when using volunteers:

- the purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties;
- volunteers only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to children;
- volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment;
- volunteers should understand the tasks they are to undertake and receive appropriate training to enable them to perform these;

## **Accepting Volunteers**

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity;
- well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them.

The school will then notify the individual that he/she has been accepted for voluntary duties in the school. Circular 2012/ 19 will be used to decide if it is necessary to carry out Access NI checks.

- volunteers are only allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not placed under any pressure to accept a volunteer in their classroom;
- volunteers are not afforded access to records or other information relating to staff or pupils. An exception might be made where a child has a medical or other condition of which all those working with the pupil should be made aware, and, where agreement has been sought.

### **Health and Safety Insurance**

Volunteers are owed a duty of care under the requirements of Health and Safety Legislation. Cedar Integrated Primary School therefore ensures that volunteers are treated no less favourably than paid employees in terms of Cedar Integrated Primary School's obligations under the legislation.

### **Duration**

Cedar Integrated Primary School places a time limit on the period of the volunteer's service. This is done where the work earmarked for the volunteer is likely to be completed within a specific period. Where a volunteer's involvement is likely to be long term, the school advises the volunteer that he/she will be subject to a trial period, during which the Principal monitors the volunteer's effectiveness in contributing to the life and work of the school.

### **Information and Training**

The school ensures that the volunteer receives such information, guidance, preparation and, where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the policy of the school and the management authority in relation to Pastoral Care and Safeguarding and Child Protection, including its Promoting Positive Behaviour Policy, rewards and sanctions, and the extent of the volunteer's authority within it.
- Cedar Integrated Primary School's Health and Safety Policy.

Volunteers to register at the beginning of each visit to the school. To wear an identifiable pass on arrival.

### **Coaches**

All coaches have to be Access NI checked before working with pupils from Cedar.

## Parental Responsibility

### Who has it?

1. The birth mother or mother by adoption.
2. The birth father if:
  - a. Married to the mother at time of birth.
  - b. Subsequently marries the birth mother.
  - c. Gets a "Parental Responsibility Agreement" through a Solicitor.
  - d. Gets a "Parental responsibility Order" Article 7, through the Court.
  - e. Registered as the child's father (after April 2002
3. Anyone who has a Residence Order during its lifetime. e.g. grandparents
4. The State if a Care Order is in force.

### How do you lose it?

1. The birth mother
  - a. If the child is adopted by someone else
2. The birth father
  - a. If the child is adopted by someone else
  - b. Through the court.
3. Anyone with a Residence Order
  - a. End of the Order
  - b. New Order replaces it.
  - c. Through the Court
4. The State
  - a. New Order replaces it.
  - b. End of the Order
  - c. Through the Court



