

Ballymacward Primary School



Safeguarding & Child Protection Policy

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1. Statement

We in Ballymacward Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Child Protection and Safeguarding policies, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff has also adopted a **Promoting Positive Behaviour Policy** and **Code of Conduct for Employees** which reinforce our protective and nurturing attitude to pupils.

Peripatetic staff who work with children on a one to one basis must have the class teacher or other adult present if any physical contact is necessary with a child. As for all staff, they must also adhere to the **Intimate Care Policy**.

The purpose of the following procedures on Child Protection and Safeguarding is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and **the welfare of each child is our paramount consideration**. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Policy developed in line with Circular 2017/04

2. Definitions

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

(DE Circular 2016/20)

3. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, “Co-operating to Safeguard Children and Young People in Northern Ireland” (DHSSPSNI, 2017 and 2024), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (and subsequent amendments) and the SBNI Core Child Protection Policy and Procedures (2017).

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

- The child or young person’s welfare is paramount
- The voice of the child or young person should be heard
- Parents are supported to exercise parental responsibility and families helped stay together
- Partnership
- Prevention
- Responses should be proportionate to the circumstances
- Protection
- Evidence based and informed decision making.

4. Adult Safeguarding

For further information see: <https://www.health-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-document>

Adult safeguarding is based on fundamental human rights and on respecting the rights of adults as individuals, treating all adults with dignity and respecting their right to choose. It involves empowering and enabling all adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. All adults at risk should be central to any actions and decisions affecting their lives.

We are committed to:

- Ensuring that the welfare of vulnerable adults is paramount.
- Maximising the student's choice, control and inclusion, and protecting their human rights.
- Working in partnership with others in order to safeguard vulnerable adults.

We will follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over. (See Annex N).

5. School Safeguarding Team

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

- Designated Teacher (DT) – Mrs Sarah Yakdan
- Principal / Deputy Designated Teacher (DDT) – Mr. Hugh Kennedy
- Designated Governor for Child Protection – Mrs Caroline Tracey
- Chair of the Board of Governors – Mr. Paul McConnell

6. Roles and Responsibilities

Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.
- The school has a Child Protection Policy which is reviewed annually, and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Addressing Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circulars

- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training.

The School Safeguarding Team

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should establish a Safeguarding Team. This team should include the Chair of the BoG, the Designated Governor for Child Protection, the Principal (as Chair), the DT and the DDT. The team may co-opt other members as required to help address specific issues, for example the SENCO, ICT Co-ordinator, etc. Where schools have employed an individual with social work qualifications/ experience, the postholder may be included in the school safeguarding team. However, only teachers in schools can assume the safeguarding role and responsibilities of the Designated Teacher.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the DT in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

Chair of Board of Governors

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

In the event of a safeguarding or 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 (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

Designated Governor for Child Protection

The BoG delegates 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 Teacher's Report
- Recruitment, selection, vetting and induction of staff.

The School Principal

The Principal, as the Secretary to the BoG, will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and timely inclusion of child protection activities 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 DT and DDT Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Designated Teacher for Child Protection

Every school is required to have a DT and DDT 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 responsibilities involve:

- The induction and training of all school staff including support staff before they commence their role
- Being available to discuss safeguarding or child protection concerns of any member of staff
- Responsibility for record keeping of all child protection concerns.
- Ensuring staff are aware that Notes of Concern should be completed using the template provided in DE circular 2020/07
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs
- 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 BoG regarding child protection.

Deputy Designated Teacher for Child Protection

The role of the DDT is to work co-operatively with the DT in fulfilling his/her responsibilities.

It is important that the DDT works in partnership with the DT so that he/she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role. In Ballymacward, we have a mainstream Years 1-7 and a Specialist Provision Unit in Mainstream for Foundation/KS1 children.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- If there are any changes to arrangements about who brings their child to and from school.
- If their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer

Visitors (see Visitor Guidelines / Code of Conduct in Annex A)

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

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- Met/directed by school staff/representatives.
- Signed in and out of the school by school staff.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- In the presence of pupils only if relevant to the purpose of their visit.
- Required, if delivering goods or carrying out building/maintenance or repair tasks, to cordon off their work from pupils for health and safety reasons.

Pupils on Work Experience

Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes will apply.

7. What is Child Abuse?

Definition of Harm

(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)

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.

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

Harm can be caused by:

Sexual abuse
Emotional abuse
Physical abuse
Neglect
Exploitation

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.

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 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.

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.

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.

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, and 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.

8. Specific Types of Abuse

There are also specific types of abuse, as follows:

Grooming

Grooming 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 or, in some cases, the trust of the family, friends or community, 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.

Grooming is often associated with Child Sexual Exploitation (CSE), but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

Practitioners should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm.

Child Sexual Exploitation (CSE)

CSE 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. CSE does not 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.

Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds,

although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males.

While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse:

'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.'

Sexual Violence and Abuse

'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.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. 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.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM.

FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

Children Who Display Harmful Sexual Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy, but it is important to always apply principles that remain child centred.

It is important to distinguish between different sexual behaviours - these can be defined as normal, inappropriate, problematic, abusive or violent. Healthy sexual behaviour will generally have no need for intervention; however, consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. If the behaviour is considered to be more serious advice from the EA CPSS should be sought

Harmful sexual behaviour is an umbrella term for sexual behaviours which are of concern and have or are likely to cause harm to the individual themselves or to others. It is important to distinguish between different sexual behaviours - these can be defined as normal, inappropriate, problematic, abusive or violent.

Normal sexual behaviour will generally have no need for intervention; however, consideration may be required as to appropriateness within a school setting.

Inappropriate sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA Child Protection Support Service (CPSS) may be required. The CPSS will advise if contact with PSNI or Social Services is required.

Problematic, abusive and violent sexual behaviours are of significant concern and guidance on the management of the pupils within the school and referral to other agencies such as the PSNI or Social Services will be sought from CPSS.

We will also take guidance from DE Circular 2022/02 to address concerns about harmful sexualised behaviour displayed by children and young people.

Online safety

Online safety means acting and staying safe when engaging in the online world. It is wider than simply internet technology and includes electronic communication via text messages, making comments on social media posts, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

The overall strategic direction for child safety online is the [Keeping Children and Young People Safe: An Online Safety Strategy](#), published in February 2021. It sets out the Northern Ireland Executive's ambition that all children and young people enjoy the educational, social and economic benefits of the online world, and that they are empowered to do this safely, knowledgably and without fear.

The Strategy recognises that the ever-changing and fast-growing online environment presents both extensive educational benefits as well challenges in terms of keeping children and young people safe from the dangers of inappropriate communication and content.

For further information see: [Online Safety Hub - Safeguarding Board for Northern Ireland \(safeguardingni.org\)](https://safeguardingni.org)

We in Ballymacward Primary School have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sharing Nudes and Semi-Nudes

Sharing nudes and semi-nudes is a term used to describe the sending or posting of naked or partially naked images, videos or livestreams online by young people under the age of 18. This could be via text, email, social media and gaming platforms, chat

apps or forums. Sharing nudes is sometimes called 'sexting', however this term is often used by young people to talk about sharing sexual messages and not imagery.

Sharing nudes and semi-nudes between individuals in a relationship

As adults we can question the wisdom of this, but the reality is that children consider this to be normal and often the result of a child's natural curiosity about sex and their exploration of relationships. As a consequence, engaging in the taking or sharing of nudes and semi-nudes may not always be in a 'harmful' context. Nonetheless, staff must be aware that an image can be shared non-consensually, or a child can be groomed, tricked or coerced into sending nude and semi-nude images. Clearly pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual Specific Types of Abuse Specific Types of Abuse 50 51 relationship) and in these cases you should contact local PSNI on 101 for advice and guidance. Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a child from seeking help if they feel entrapped by the misuse of sexual images. Advice should be sought from CPSS

Sharing an Inappropriate Image with an Intent to Cause Distress

If a child has been affected by inappropriate images or links on the internet it is important that you do not forward it to anyone else. Please remember that schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (Criminal Justice and Courts Act 2015) to share an inappropriate image of another person without the individual's consent - see Articles 33-35 of the Act for more detail. By contacting the PSNI you could help prevent further distribution of the image and further such incidents contain the damage it can cause. If a child has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures should be followed. For further information see: www.legislation.gov.uk/ukpga/2015/2/section/33/enacted

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

Adult Safeguarding

An '**Adult at risk of harm**' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.

Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

An '**Adult in need of protection**' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances and
- c) Who is unable to protect their own well-being, property, assets, rights or other interests; and
- d) Where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

See [Annex -N](#) for further information.

9. Signs and symptoms of abuse: Possible Indicators

Physical Abuse

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

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>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).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.</p>

Neglect

Physical Indicators	Behavioural Indicators
<p>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.</p>	<p>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.</p>

Sexual Violence and Abuse

Physical Indicators	Behavioural Indicators
<p>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;</p>	<p>What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change;</p>

unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	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.
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Child Sexual Exploitation

Physical Indicators	Behavioural Indicators
Unexplained physical injuries Changed physical appearance eg: weight loss Showing signs of sexual abuse or grooming Hang out with groups of older people	<ul style="list-style-type: none"> • Go missing from home, care, education • Self-harm • Thoughts of suicide • Anxious • Clingy • Aggressive

Domestic Violence and Abuse

Symptoms which young people may display and which are indicators only include:

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Disturbed sleep patterns • Nightmares / flashbacks • Physiological – stress / nerves • Stomach pain • Bed wetting 	<ul style="list-style-type: none"> • Nervousness • Low self-worth • Immature / needy behaviour • Temper tantrums • Aggression • Internalising distress or withdrawal • Truancy • Alcohol and drugs • Bullying

Female Genital Mutilation

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Urinary Tract infections • Severe pain • Self-harm • Substance misuse 	<ul style="list-style-type: none"> • Prolonged absences from school • Excuses re. absences such as: bladder or menstrual problems. • Requests to excuse the child from physical exercise • Noticeable behavioural change. • Family is from an affected country. • Extended holiday, especially to a practising country. • Comments from the child or family such as: "The child is going to become a woman," "Is going to have a special celebration." • Emotional and psychological shock

Harmful Sexual Behaviour

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Age inappropriate sexually explicit words and phrases are used
- There is inappropriate touching.
- Sexual violence or threats are used.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- A younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

10. Operation Encompass

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will contact the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information about Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022 can be found by following the link to: <https://www.legislation.gov.uk>

11. Bullying (ref. Anti-Bullying Policy)

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the principal and designated teacher for child protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the principal or designated teacher within one week of making the complaint, indicating the investigation which has been carried out and the action being taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, referral will be made to outside agencies for their support. Should the issue not be resolved, it may be necessary to refer the matter to the Board of Governors under the Scheme for Discipline set out by CCMS (ref. **Parental Complaints Procedure**).

12. Dealing with Children with Increased Vulnerabilities

Children may have increased vulnerabilities due to disabilities, limited fluency in English or gender identity issues / sexual orientation.

Children and young people with disabilities (ie any child or young person who has a physical, sensory or learning impairment or a significant health condition¹⁵) may be more vulnerable to abuse and individuals and organisations working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues. Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children should receive training to enable them to identify and refer concerns early, to allow preventative action to be taken.

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. Designated teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. In Ballymacward PS, we try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

Through our Relationships and Sexuality Education (RSE) policy, we address, within the curriculum, issues relating to relationships and sexuality, including those affecting LGB&T children and young people.

13. Residential Situations

We are concerned to ensure the welfare of our pupils on work experience and on residential trips. (see Educational Visits Policy)

14. Responding to Safeguarding and Child Protection Concerns

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 harm¹.

If a parent has a potential child protection concern within the school

In Ballymacward Primary School we aim to work closely with parents/guardians in supporting all aspects of their 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, the Designated or Deputy Designated Teacher for child protection, the Principal, the Designated Governor for Child Protection or the Chair of the Board of Governors.

If they are still concerned, they may talk to the Chair of the Board of Governors.

At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in [Annex B](#).

Where School Has Concerns or Has Been Given Information about Possible Abuse by Someone Other Than a Member of Staff

In Ballymacward Primary School if a child makes a disclosure to a teacher or 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 will complete a Note of Concern and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the Designated Teacher or with the Deputy Designated Teacher if he/she is not available.

The Designated Teacher will consult with the Principal or other relevant staff **always taking care to avoid due delay**. If required advice may be sought from the Education Authority Designated Officer for Child Protection. The Designated Teacher may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, the Designated Teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The Designated Teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form.

If the concern relates to a student over the age of 18, the Designated Teacher may discuss the concerns with the Trust Adult Safeguarding Team or the Team with responsibility for Vulnerable Adults which will assess the level of risk.

Where appropriate the source of the concern will be informed of the action taken.

Where a Complaint Has Been Made about Possible Abuse by a Member of the School's Staff or a Volunteer

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal, then the Designated Teacher should be informed, and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in [Annex C](#) will be followed.

See the Annex Section of this document for relevant forms and procedures

15. Guidelines for Staff if a child discloses concerns of a child protection nature

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

16. 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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will follow DE guidance in determining what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children, information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR)

In accordance with DE guidance, we have developed clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our school are stored securely and only the Designated Teacher/Deputy Designated Teachers and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years.

If information is held electronically, whether on a PC, a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

17. 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 to the DT and DDT / Principal. Guidance in DENI Circular 2016/20 (Child Protection: Record Keeping in Schools) is complied with.

18. Vetting Procedures

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

19. The Preventative Curriculum

In recent years, the use of “keeping safe messages” and the term “preventative curriculum” have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

Throughout the school year safeguarding and child protection issues are addressed through class assemblies and relevant information is displayed throughout the school, which provides advice and displays child helpline numbers. A flow diagram of how a parent may raise a concern is also on display. A flow diagram for a teacher allegation is in the staff room.

Other initiatives which address child protection and safety issues:

- NSPCC assemblies
- Posters advertising Childline
- PDMU / RSE / RE lessons in each class
- Community policing team
- Internet Safety courses (in development)

20. Monitoring and Evaluation

This policy will be reviewed annually by the Safeguarding Team and approved by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school’s staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

21. Other Related Policies

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

- Pastoral Care
- Promoting Positive Behaviour
- Anti-Bullying
- SEN and Inclusion
- Educational Visits
- Parental Complaints Procedure
- Relationships and Sexuality Education
- Use of Mobile Phones/Cameras
- ICT and E Safety
- Intimate Care
- Relationship and Sexuality Education (RSE)

- PDMU
- RE
- Attendance Policy
- Equality and Inclusion Policy (Pending)
- Staff Conduct

These policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website at <https://www.ballymacwardps.net/>

22. References

DE Circular: 2017/04 Safeguarding and Child Protection in Schools – A Guide for Schools

<https://www.education-ni.gov.uk/publications/safeguarding-and-child-protection-schools-guide-schools>

DE Circular 2016/20 Child Protection : Record Keeping in Schools

<https://www.education-ni.gov.uk/publications/circular-201620-child-protection-record-keeping-schools-0>

DE Circular 2015/13 Dealing with allegations of abuse against a member of staff

<https://www.education-ni.gov.uk/sites/default/files/publications/de/2015-13-dealing-with-allegations-of-abuse-against-a-member-of-staff.pdf>

Department of Education (Northern Ireland) guidance “Pastoral Care in Schools- Child Protection”(DENI Circular 99/10)

http://www.welbni.org/uploads/File/DENI_99-10_Guidance_Pastoral_Care_in_Schools-Child_Protection.pdf

Children (Northern Ireland) Order 1995

<http://www.legislation.gov.uk/nisi/1995/755/contents/made>

UN Convention on the Rights of the Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

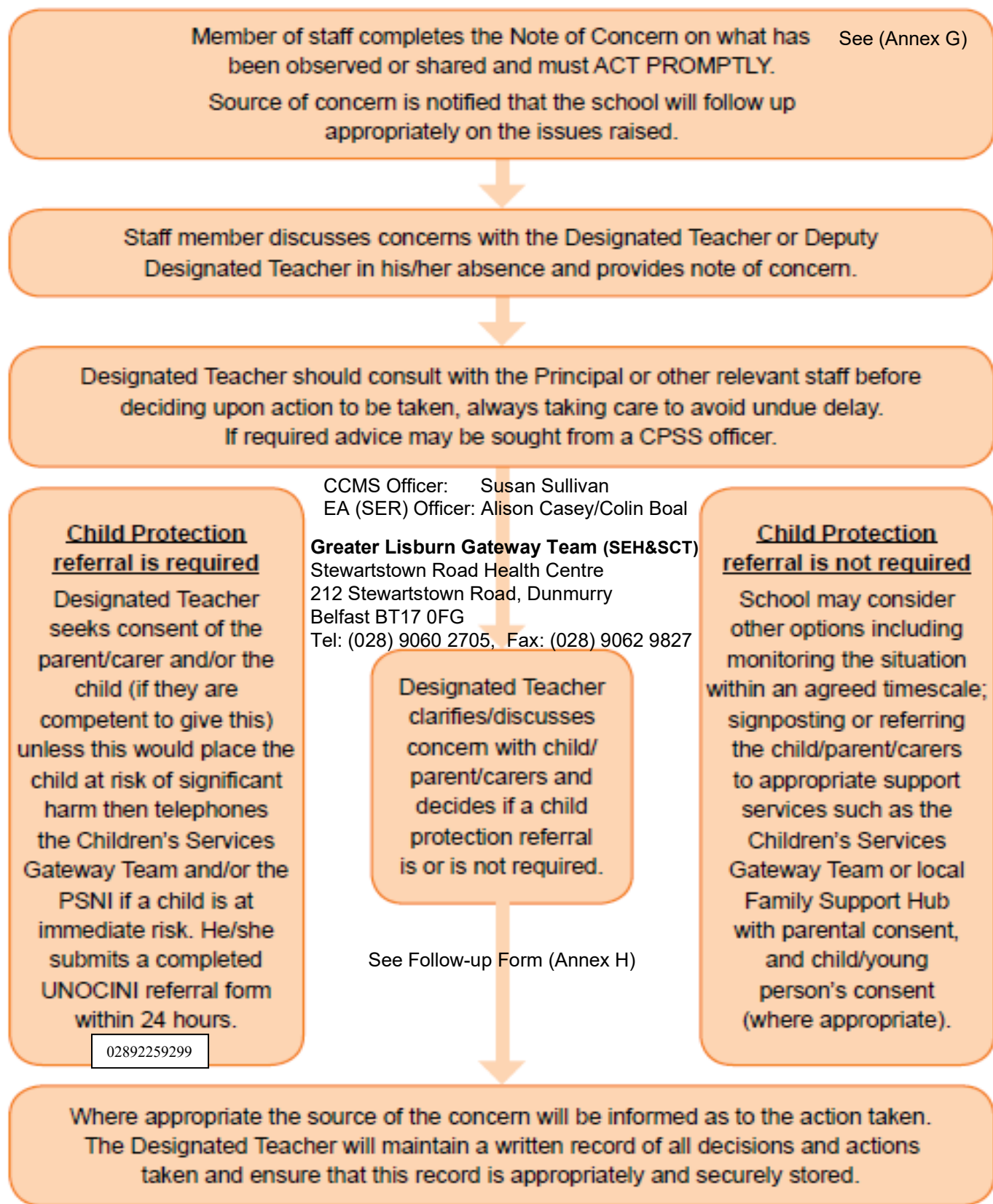
The Department of Health’s ‘Co-operating to Safeguard Children and Young People in Northern Ireland’ (March 2016)

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

The Safeguarding Board for Northern Ireland (SBNI) Policies and Procedures

www.safeguardinpnri.org/resources

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



7 It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2016/20 Child Protection Record Keeping in Schools.

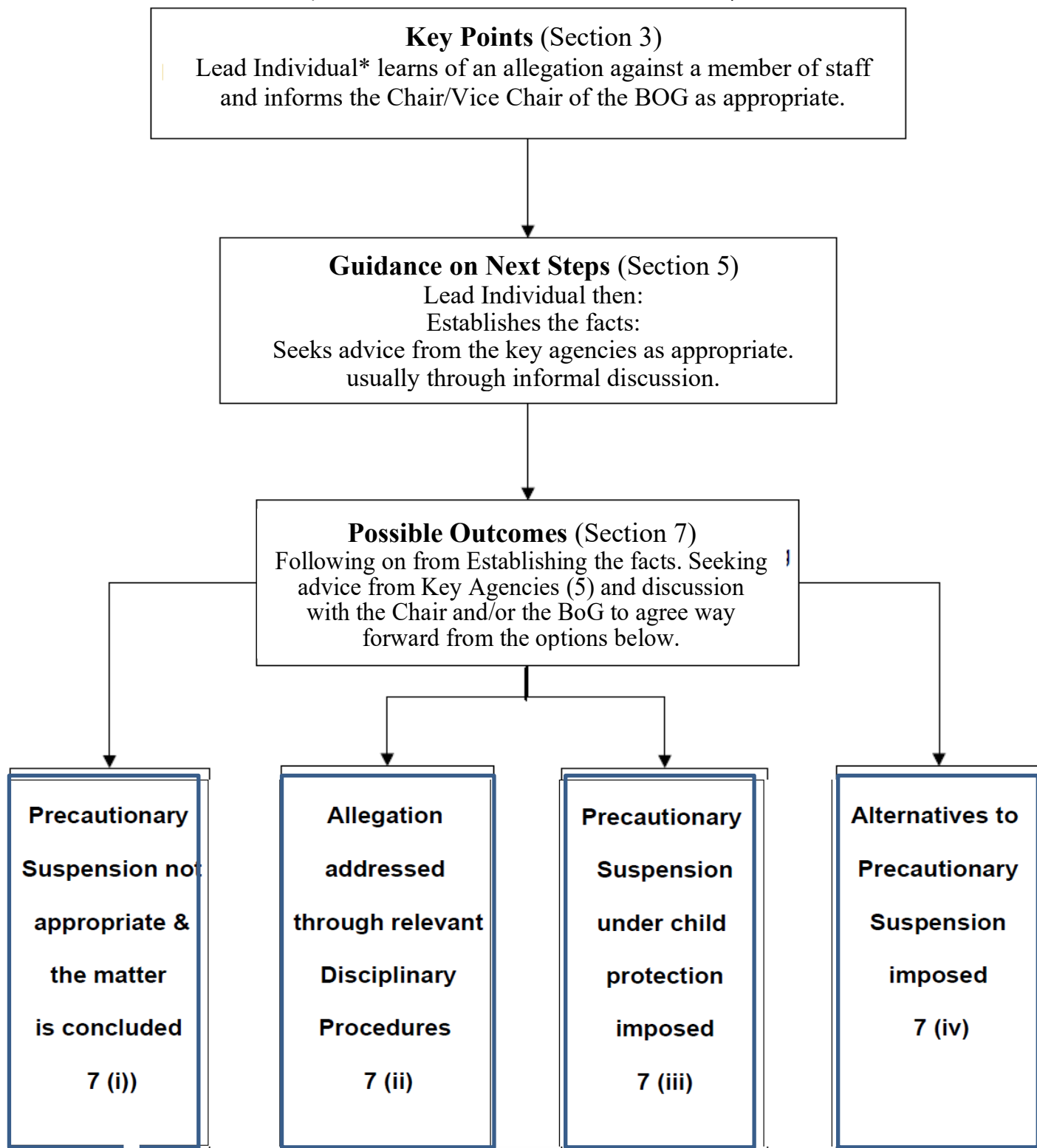


Ballymacward Primary School

Dealing with Allegations Against a Member of Staff

Summary Flow Chart

(Ref. DENI Circulars 2015/13 & 2016/20)



All allegations should be reported immediately, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection.

*A *Lead Individual* to manage the handling of an allegation should be identified from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to the Chairperson (Chair) of the BoG, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual.



Child's Name: _____

Date of Birth: _____

Please tick any categories which apply:

I consent to my child's image (**photograph**) being taken by any staff, parent or visitor in the school including any television company (pupils are not permitted to bring camera phones to school).

I consent to my child's image being taken by parents, staff, or professionals by means **video or digital mediums**. Parents may record school nativity plays etc for personal and domestic purposes only.

If you have given permission for your child to be photographed please complete the following:

I consent to my child's photograph being displayed in the school.

I consent to my child's photograph appearing in any school publication.

I consent to my child's photograph being published in any **newspaper**.

I consent to my child's image appearing on the **internet** (e.g. school / Parish website).

All parents please complete this section:

I consent to my child leaving the school premises for school trips, or visits to the church, library, other site.

I consent to my child being transported by car, when necessary, by a teacher, member of the school's ancillary staff, or vetted voluntary helper.


I am interested in voluntary work within the school and consent to being vetted as required for Child Protection.

I understand that the above requests will be honoured throughout my child's time at Ballymacward Primary School unless I otherwise inform the school in writing.

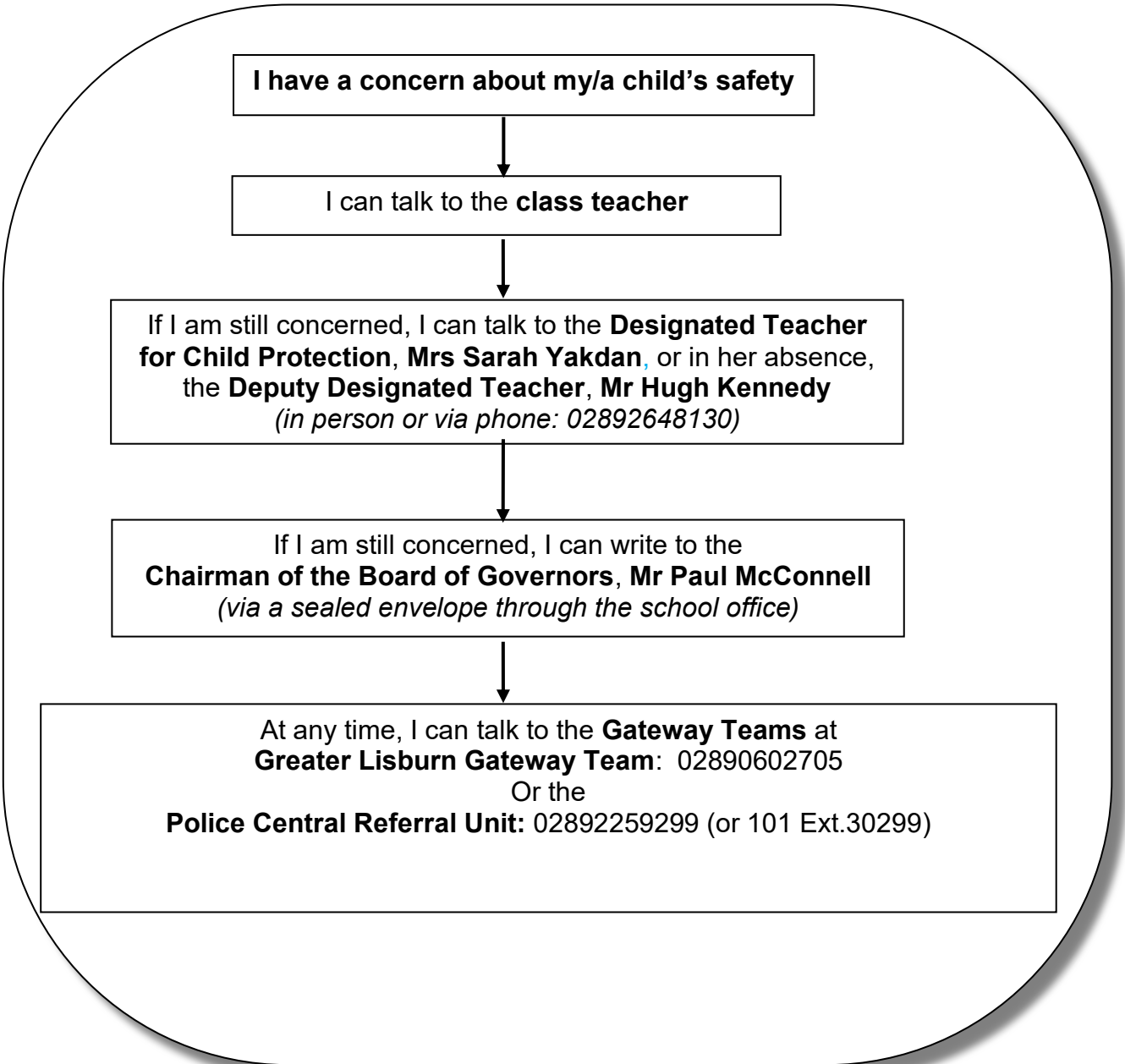
Parent / Guardian signature: _____

Date: _____

Disclaimer: Ballymacward Primary School cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions.

 Ballymacward Primary School
Pastoral Care
CHILD PROTECTION

How a parent can raise a concern



Safeguarding & Child Protection: Note of Concern) (DE2016/20)

(N. B. It is imperative that only factual and neutral information is recorded.)



CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file <input type="checkbox"/> If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____



**Safeguarding & Child Protection: Follow-up to Note of Concern
(To be completed by the Designated /Deputy Designated Teacher)**

Name of Pupil:
Year Group:
Date, time of incident / disclosure:

Advice sought/conversation with – EA Officer for CP, CCMS Diocesan Officer, Social Services, Police CPSO Unit, date, time, place, advice.

Decision not to refer and why. Other action plus type of feedback to all those involved – how, when.

Decision to refer and why. Other action plus type of feedback to all those involved – how, when.

Signed by Designated Teacher **Date**



Follow-up of Concerns Regarding Possible Incident of Child Abuse

(BPS Reporting Child Abuse Follow-up Proforma)

Name of Pupil:	Class:
Advice Given / Action Taken	Date:
Monitoring	Date:
Review	Date:
Signed: (Designated Teacher)	Date:



Ballymacward Primary School

Tel. 028 92 648130
Fax 028 92 648078

Principal
Mr. Hugh Kennedy
BSc (Hons), PGCE, PQHNI

22 Rock Road
Ballymacward Upper
LISBURN
BT28 3SU

www.ballymacwardps.net

hkennedy314@ballymacwardps.lisburn.ni.sch.uk

PASTORAL CARE: Safeguarding and Child Protection

I confirm that I have received a copy of Ballymacward Primary School’s “Safeguarding and Child Protection Policy: Summary Leaflet”

I am also aware that the full policy, along with other relevant policies, is available on the school website under the School Policies tab and that these policies are also available to view via the school office.

Signed: _____

(parent / guardian)

Address: _____

Date: _____



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Signed: _____

(parent / guardian)

Address: _____

Date: _____

BALLYMACWARD PRIMARY SCHOOL



KEY CONTACTS FOR CHILD PROTECTION CONCERNS

Designated Teacher:	Mrs Sarah Yakdan
Deputy Designated Teacher:	Mr Hugh Kennedy
Designated Governor:	Mrs Caroline Tracey
Chair of Governors:	Mr Paul McConnell
EA Designated Officers:	Alison Casey Colum Boal Tel 028 90 566200
CCMS Designated Officers:	Susan Sullivan Mary Cunningham Tel 028 90 327875



EDUCATION AUTHORITY SOUTH EASTERN REGION

Ballymacward Primary School

Tel. 028 92 648130
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PASTORAL CARE: Child Protection and Safeguarding: STAFF

I confirm that I have had the opportunity to contribute to the review of the suite of Pastoral Care-related policies for Ballymacward Primary School. I understand that if I have any concerns or suggestions about them at any time that I should bring these to the attention of the principal.

Signed: _____

Position: _____

Date: _____



EDUCATION AUTHORITY SOUTH EASTERN REGION

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Signed: _____

Position: _____

Date: _____

Q3. How many hours per week can you make available? _____

On which days? _____

Morning/afternoon _____

Q4. Do you have any disability which would affect the type of voluntary work you could undertake?

Yes/No

If yes, please give details.

Q5. Have you ever been convicted of a criminal offence or been the subject of a caution or bound over order?

You are advised that under the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986, you should declare any convictions, including "spent" convictions.

Yes/No

If yes, please state below the nature and date(s) of the offence(s) and the Date(s) of conviction(s) or caution(s).

Q6. Have you ever been investigated by Social Services in relation to child protection or had a child removed from your care?

Yes/No

If yes, please provide details and advise on the outcome of the investigation.

REFEREES

Please give the names and addresses of two referees who may be approached to support your application for voluntary activities. Referees should not be family members or members of the staff of the school.

1. Name _____ 2. _____

Address _____

OTHER INFORMATION

Please include below any other information which you would like to give in support of your application.

CRIMINAL RECORDS CHECKS

Voluntary activities in the school may involve contact with children and it may therefore be necessary to arrange for a Criminal Records Check to be carried out on certain applicants, depending on the activities they will undertake. Please sign the declaration below, indicating whether you are willing for such a check to be carried out on you.

DECLARATION

The information which I have given is correct. I have declared any criminal convictions as listed above.

I give/do not give my permission for a Criminal Records check to be made should this be considered necessary.
(delete as appropriate)

Signature

Name (IN BLOCK CAPITALS)

Date



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Volunteer Reference

Dear _____

_____ has expressed an interest in becoming a volunteer, and has given your name as a referee. If you are happy to complete this reference, all the information contained on the form will remain absolutely confidential, and will only be shared with the applicant's immediate supervisor should he/she be offered a volunteer position. We would appreciate your being extremely candid in your evaluation of this person.

1. How long have you known this person? _____
2. In what capacity? _____
3. What attributes does this person have that would make him/her a suitable volunteer?

4. How would you describe his/her personality?

5. Please rate this person on the following qualities (*please tick one box on each line*)

	poor	average	good	very good	excellent
responsibility					
maturity					
self motivation					
can motivate others					
commitment					
energy					
trustworthiness					
reliability					

This post involves substantial access to children. As a school committed to the welfare and protection of children, we are anxious to know if you have any reason at all to be concerned about this applicant being in contact with children or young people.

YES _____ NO _____ (*please tick*)

If you have answered yes we will contact you in confidence.

Signed

Please return this form to By



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Adult Safeguarding

For further information see: <https://www.health-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-document>

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case by case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met.

The main forms of abuse are:

Physical abuse

Physical abuse is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

Sexual Violence and Abuse

Sexual abuse is any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding⁶. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping). Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

Psychological/Emotional Abuse

Psychological/emotional abuse is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, Controlling, Intimidation and Coercion.

Financial Abuse

Financial abuse is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

Institutional Abuse

Institutional abuse is the mistreatment or neglect of an adult by a regime or individuals in settings which adults who may be at risk reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services, and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.