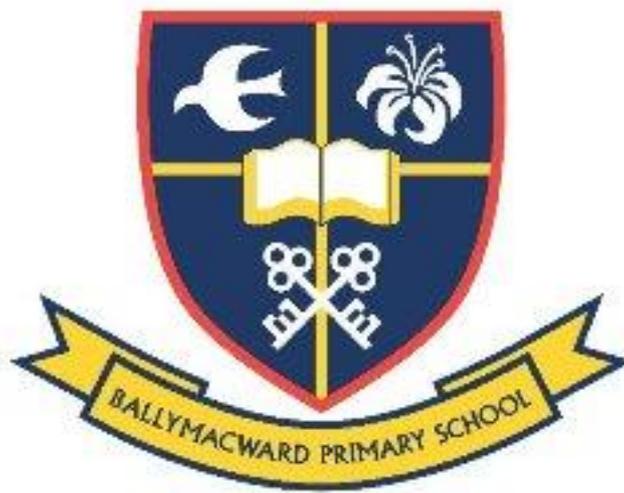


# Ballymacward Primary School



## *Safeguarding & Child Protection Policy*

Reviewed On: September 2022

Next Review: June 2023

● Status: Version 6

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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 and ‘Safeguarding and Child Protection in Schools: A Guide for Schools’ (DENI Circular 2017/04)

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

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

## **4. 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. Kerry Halls
- Chair of the Board of Governors – Mr. Paul McConnell

## **5. Roles and Responsibilities**

### The School Safeguarding Team

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 include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of his/her 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.
- As best practice, the Safeguarding Team should review their child protection/ safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding'. ETI expects the pro-forma to be completed and provided to them as a permanent record on all types of inspections. [www.etini.gov.uk/articles/safeguarding](http://www.etini.gov.uk/articles/safeguarding)

### The Designated Teacher and Deputy Designated Teacher

These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services.
- Making referrals to Social Services and 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 an annual report to the Board of Governors regarding child protection.

The role of the Deputy Designated Teacher is to:

- Work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.
- Work in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required.

### The Principal

The Principal will assist the Board of Governors to fulfil its safeguarding and child protection duties by:

- Keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection
- Ensuring that any circulars and guidance from the Department of Education is shared promptly,
- Ensuring that child protection activities are included on each BoG meeting agenda.
- Taking the lead in managing child protection concerns relating to staff.

- Taking responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.
- Ensuring that DTs are selected based on knowledge and skills required to fulfil the role.
- Ensuring that there is protected time and support to allow the Designated Teacher (DT) to carry out this important role effectively
- Ensuring that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

### The Board of Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BoG) to:

- Safeguard and promote the welfare of pupils.
- Specifically address the prevention of bullying in school behaviour management policies.
- Keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school (The Addressing Bullying in Schools Act (NI) 2016).
- Acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DoH).
- Have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).
- Ensure that a Designated Governor for Child Protection is appointed.
- Ensure that a Designated and Deputy Designated Teacher are appointed.
- Ensure that they have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Ensure that Safeguarding and Child Protection training is given to all staff and governors including refresher training.
- Ensure that the school has a written 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
- Ensure that the school has an Anti-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.
- Ensure that the school ensures that other safeguarding policies, see Section 10, are reviewed at least every three years, or as specified in relevant guidance.
- Ensure that there is a code of conduct for all adults working in the school
- Ensure that all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- Ensure that 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 2016/20 Child Protection: Record Keeping in Schools:
  - Safeguarding and child protection concerns.
  - Disclosures of abuse.
  - Complaints against staff.
  - Staff induction and training.
- Governors of Schools which are involved in initiatives such as Extended Schools, must ensure that the implications for safeguarding their pupils in the extended school environment are fully addressed and that this is addressed, and that these are outlined within the school's child protection policy.

### The Designated Governor for Child Protection

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;

- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

### The Chair of Governors

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

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (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 the Record of Child Abuse Complaints annually, even if there have been no entries.

### Other Members of School Staff

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

They should remember the 5 Rs: *Receive, Reassure, Respond, Record and Refer*

The member of staff must:

- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- make a concise written record of a child's disclosure using the actual words of the child
- avail of whole school training and relevant other training regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

In addition the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions, including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

### Parents/Guardians

Parents and guardians should play their part in safeguarding by:

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

- raising concerns they have in relation to their child with the school (**see Annex F**)

#### 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:

- 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.

## **6. What is Child Abuse?**

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.

We use the following definition:

**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.

**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.

**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.

**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 which can be assaults by penetration or non-penetrative acts, such as kissing or touching outside clothing. It may also 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.

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

benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

## **7. 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.

### **Harmful Sexualized 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. In Ballymacward PS, 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 Promoting Positive Behaviour Policy but it is important to always apply principles that remain child centred.

Healthy sexual behaviour will normally 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. 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. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required.

The CPSS will advise if additional advice from PSNI or Social Services is required.

### **e-Safety / Internet Abuse**

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases it is a paramount concern. (See e-Safety Policy)

Twenty-first Century life presents dangers including violence, racism, radicalisation and exploitation. Whilst children and young people need to be protected from these dangers, they also need to be educated about how to recognise and avoid the risks and become ‘Internet Wise’. Pupils need to know how to cope if they come across inappropriate material or situations on line and should be encouraged to seek help and advice when they need it without fear of censure or criminalisation.

In Ballymacward, we use the EA/C2k filtered internet service for all pupils and staff. This is provided as part of the core C2k service available to all schools.

### Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

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 relationship) and in these cases we will contact local police on 101 for advice and guidance.

While offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of 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 young person from seeking help if they feel entrapped by the misuse of sexual images. Advice should be sought from CPSS.

## **8. Signs and symptoms of abuse: Possible Indicators**

### **Physical Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; 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	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

### **Emotional Abuse**

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

<p>poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>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>
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### 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; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>

### Child Sexual Exploitation

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

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

## Female Genital Mutilation

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

## Harmful Sexual Behaviour

<ul style="list-style-type: none"> <li>• There is no informed consent by the victim; and/or</li> <li>• The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim</li> <li>• Age inappropriate sexually explicit words and phrases are used</li> <li>• There is inappropriate touching.</li> <li>• Sexual violence or threats are used.</li> <li>• 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.</li> <li>• A younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.</li> </ul>
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## **9. 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

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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**).

## **10. 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 condition<sup>15</sup>) 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.

## **11. Residential Situations**

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

## **12. Actions to be taken if a child protection / Safeguarding issue arises.**

If any member of staff feels unsure about what to do if he/she has concerns about a child, or is unsure about being able to recognise the signs or symptoms of possible abuse, he/she must speak to the Designated / Deputy Designated Teacher who may contact CPSSS for support and advice on the appropriate course of action to take and will share the information with Social Services if deemed necessary.

If a complaint is made about possible child abuse against a member of staff\*, the Principal (or the designated teacher, if he/she is not available) must be informed immediately. Where the matter is referred to Social Services, the member of staff may be removed from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Principal\*, the designated teacher (or deputy, if he/she is not available) must be informed immediately. He / She will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken\*.

(\*Ref. DE Circular 2015/13 & Parental Complaints Procedure)

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

### **13. Guidelines for Staff if a child discloses concerns of a child protection nature**

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

### **14. Confidentiality**

It should be noted that information given to members of 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 and Ballymacward PS has a legal duty to refer to the Statutory Agencies. However, only those who need to know will be informed.

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

### **15. 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.

### **16. 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.

## **17. 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)

## **18. Monitoring and Evaluation**

The Safeguarding Team in Ballymacward Primary School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis. On-going evaluation will ensure the effectiveness of the Policy.

## **19. 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)

## **20. 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](http://www.welbni.org/uploads/File/DENI_99-10_Guidance_Pastoral_Care_in_Schools-Child_Protection.pdf)

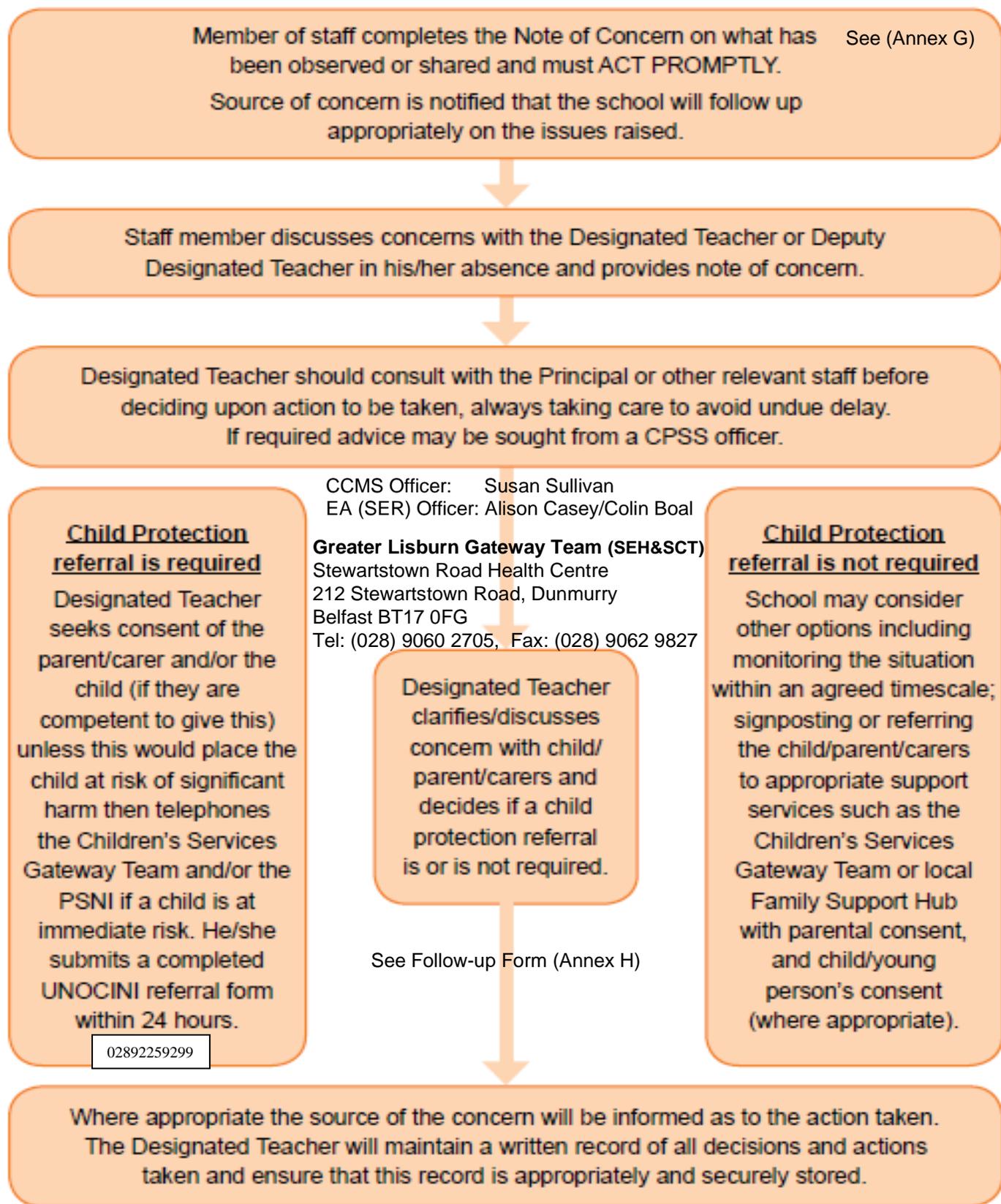
Children (Northern Ireland) Order 1995  
<http://www.legislation.gov.uk/nisi/1995/755/contents/made>

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](http://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](http://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.

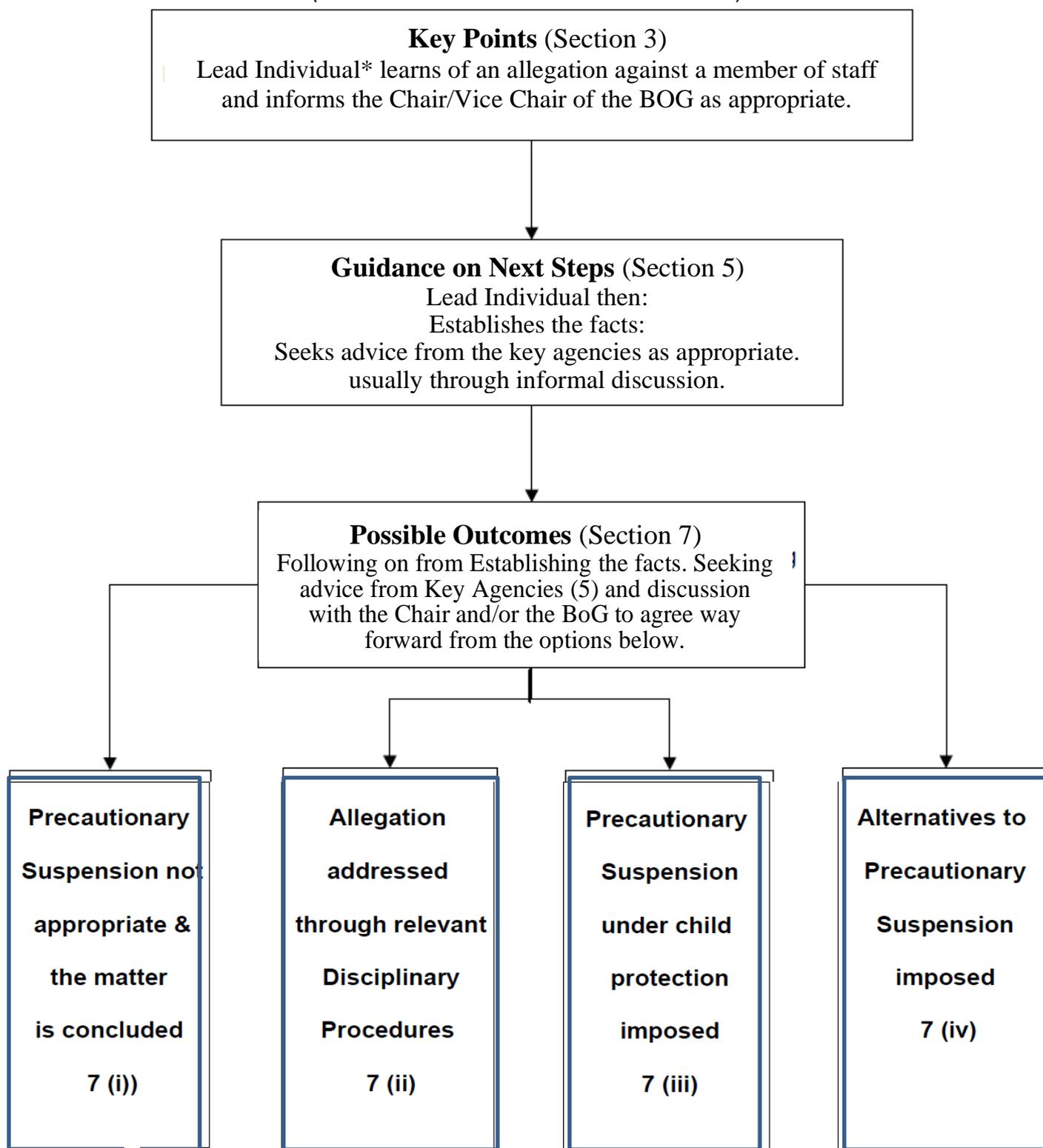


# Ballymacward Primary School

## 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.

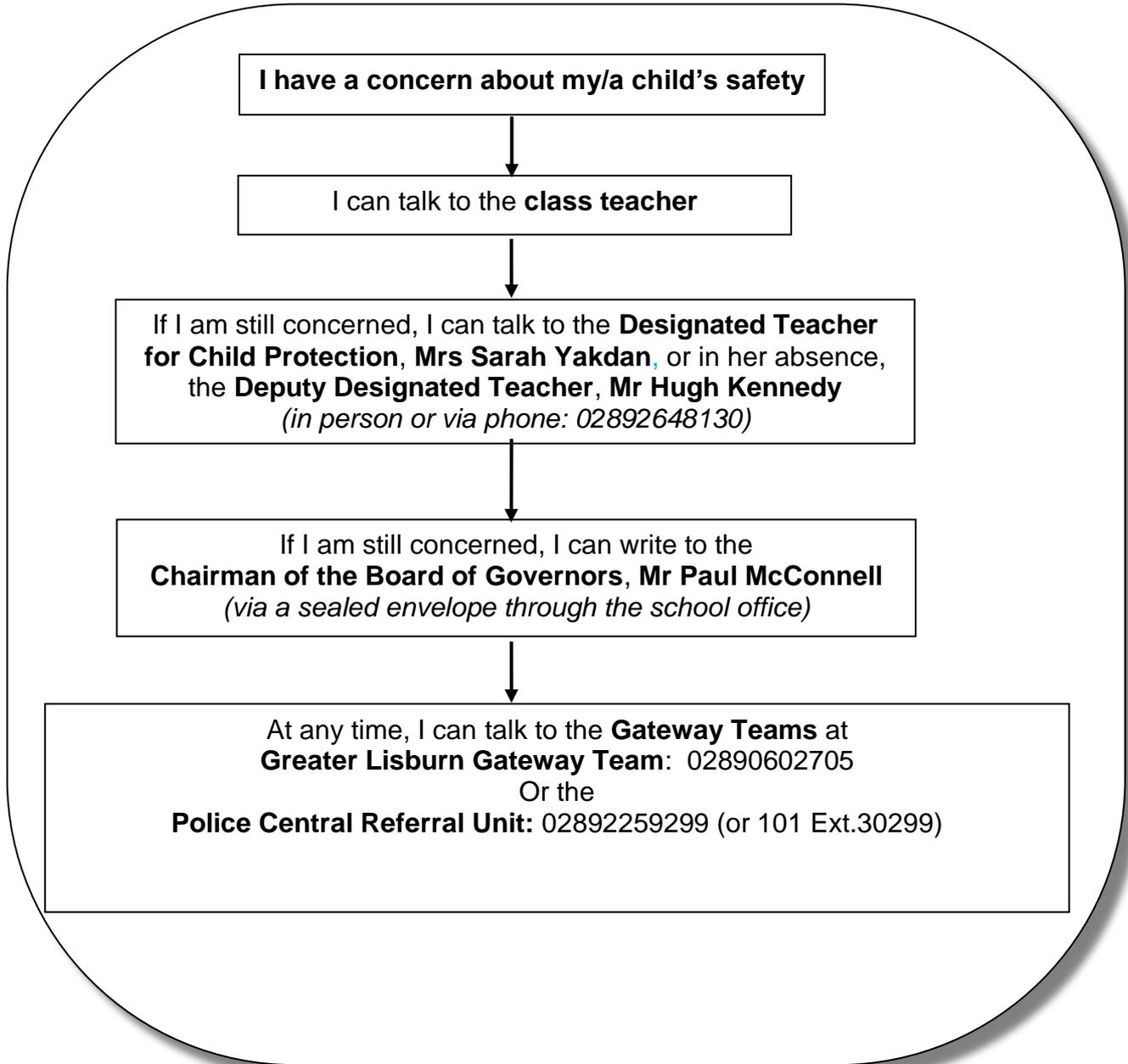
Parent / Guardian signature: \_\_\_\_\_

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)*

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



# 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

<b>Designated Teacher:</b>	Mrs Sarah Yakdan
<b>Deputy Designated Teacher:</b>	Mr Hugh Kennedy
<b>Designated Governor:</b>	Mrs Kerry Halls
<b>EA Designated Officers:</b>	Alison Casey Colum Boal Tel 028 90 566200
<b>CCMS Designated Officers:</b>	Susan Sullivan Mary Cunningham Tel 028 90 327875



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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: \_\_\_\_\_



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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.

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**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).

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**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.

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## 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.

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## 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 .....