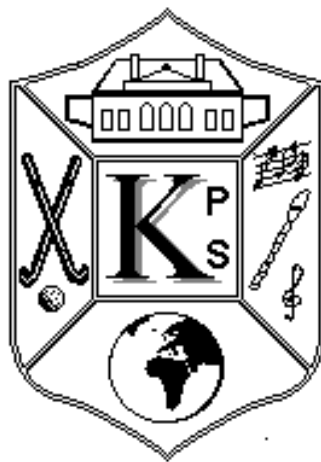


KIRKINRIOLA PRIMARY SCHOOL



CHILD PROTECTION POLICY

Reviewed October 2017
Approved by Board of Governors on 15 November 2017
Staff Training: Friday 3rd November 2017 & Tuesday 2nd January 2018

KIRKINRIOLA PRIMARY SCHOOL

CHILD PROTECTION POLICY

General Introduction

The Governors and staff of Kirkinriola Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

This policy is informed by the guidance and procedures set out by DE 'Safeguarding and Child Protection in Schools 2017'

The Children (Northern Ireland) Order 1995 states that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – *the best interests of the child shall be of primary consideration*. The 'paramourncy' of the child principle underpins our Child Protection policy and procedures.

It is recognised that staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse cooperate together for the benefit of the child.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in 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 issue 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.

There are five main elements to our policy:

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

Recruitment, Vetting and Induction of Staff and Volunteers

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults .

Kirkinriola Primary School's Vetting Procedures

Governors acknowledge the contribution that all staff, parents and volunteers make to the life of the school. In accordance with the current regulations, DE circular 2013/01 (updated September 2015) all volunteers who may have access to children are required to complete AccessNI Clearance. All new paid teaching and non-teaching staff must have an Enhanced Disclosure Certificate (EDC) before taking up post.

Volunteers –

who work unsupervised are required to have an EDC.

who work under supervision are not required to obtain an EDC however school must determine whether the level of supervision meets the statutory standard – see DE Circular 2012/19.

The Safeguarding Team at Kirkinriola Primary School

Chair of Governors: Mr P.McBurney

Designated Governor for Child Protection Governance: Mrs A Ramsey

Principal: (Interim) Mrs E McCaffery

Designated Teacher for Child Protection: Mrs J. Crabbe

Deputy Designated Teacher for Child Protection: Mrs E McCaffery

In the absence of either of the above

Deputy Designated Teacher for Child Protection: Mrs J Crawford

ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

The DT:

- To provide training to all school staff including support staff.
- Promotion of a safeguarding and child protection ethos in the school.
- Being available to discuss the child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Making referrals to Social Services or PSNI Public Protection Units where appropriate.
- Liaising with EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- The lead responsibility for the development and updating of the school's child protection policy.
- Ensures parents receive a copy of the child protection policy every 2 years which alerts them to the fact that referrals may be made to Social Services and the role of the school regarding this.
- Promotion of a child protection ethos in the school.
- Written reports to the Board of Governors regarding child protection.
- Maintains all records pertaining to child protection in locked filing cabinet in office store (accessed only by the Designated Teacher and the School Principal as appropriate).
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.

DDT:

To support and be able to undertake the duties of the Designated Teacher for Child Protection as required.

What is Child Abuse?

(A child is a person under the age of 18 years as defined in the Children Order)

Child Abuse occurs when 'a child is neglected, harmed or not provided with proper care.

Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger.' (ACPC, 2005)

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. (ACPC, 2005)

Possible signs or symptoms of physical abuse include:

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

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. (ACPC, 2005)

Possible signs or symptoms of emotional abuse include:

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

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children to look at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (ACPC, 2005)

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem

- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

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

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.

Exploitation

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 and is known as Child Sexual Exploitation (CSE).

Child Sexual Exploitation

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve, humiliating and degrading sexual assaults. 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.

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

Possible signs or symptoms of Exploitation include:

- Acquisition of money, clothes , mobile phones etc without plausible explanation.
- Change in mood – agitated /stressed.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Low self-esteem.
- Self harm and other expressions of despair.

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, exploitation, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability)

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.

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.

Children who Display Harmful Sexualised Behaviour

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimate the victim.

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence and threats.
- 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.
- However a younger child can abuse an older child, particularly if they have some power over them – for example, if the older child is disabled.

Bullying

Our policy on bullying is set out in a separate Anti- Bullying policy in accordance with guidelines from NEELB.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The designated teacher for child protection (DT) is Mrs J. Crabbe

In her absence **the deputy designated teacher for child protection (DDT) Mrs E McCaffery** will assume responsibility for child protection.

In her absence **Mrs J. Crawford** will assume responsibility for child protection.

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 must act promptly.**

Any member of staff who has a concern about the welfare or safety of a child should complete a **Note of Concern**. Blank copies are kept in the back of the Attendance File for each class. Notes must be made as soon as possible after the incident to ensure an expedient response and to ensure the accuracy and content of the report. For some children a one-off serious incident or concern may occur and staff will have no doubt that this must be immediately recorded and reported. More often, however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

The DT will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record of decisions is made.

The DT, in consultation with the Principal, will decide whether, in the best interests of the child, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service for Schools (CPSSS) - Designated Officer for Child Protection at the EA, or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. **The safety of the child is our first priority.**

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

- Social Services
- EA Designated Officer for Child Protection

(This will be done in an envelope marked 'CONFIDENTIAL – CHILD PROTECTION').

Dealing with Allegations of Abuse made Against a Member of Staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The procedures in DE Circular 2015/13 should be followed.-

www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuse-against-member-staff

Process

Principals and Boards of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.

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 should be identified to manage the handling of the allegation 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 Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person about to be the Lead Individual.

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

All allegations of a child abuse nature **must** be recorded in the hard backed and bound Record of Child Abuse Complaints book6, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File. For more information on recording of child protection complaints see DE Circular 2016/20 Child Protection: Record Keeping in Schools.

Code of Conduct for all staff

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect in school through which the best interests of the children and young people entrusted to their care is paramount.

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

The Preventative Curriculum

At Kirkinriola Primary School, all staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social physical and moral development of the individual child. All staff have total commitment to child protection. They raise children's awareness about themselves through Religious Education, PDMU, and develop a trusting environment so that children feel able to talk and share their thoughts and feelings. All teachers try through their care of children, to ensure that children keep safe, remain healthy and are able to say "No".

Physical Restraint

Our policy on physical restraint by staff is set out in a separate policy Reasonable Force/ Safe Handling in accordance with guidelines from EA. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

Health and Safety

Our Health and Safety policy is set out in a separate document in accordance with guidelines from the EA.

The Internet and Digital Technologies

Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically it addresses safeguarding issues that may arise in the use of the internet and digital technologies. All staff should refrain from informal communication outside school hours with pupils and parents through social network forums.

Photography and Images of Children

The Data Protection Act is unlikely to apply in many cases where photographs are taken in schools. Fear of breaching the provisions of the Act should not be wrongly used to stop people taking photographs or videos which may provide many with much pleasure.

Where the Act does apply, a common sense approach suggests that if the photographer asks for permission to take a photograph, this will usually be enough to ensure compliance.

- Photos taken for official school use may be covered by the Act and pupils should be advised why they are being taken.
- Photos taken purely for personal use are exempt from the Act.

Photographs of children, where there is a court order barring a parent from contact, will only be permitted to be used within the school for display and not published in the local press or on the school website.

Intimate Care Policy

Our policy on intimate care is set out in a separate policy in accordance with guidelines from the Education Authority.

Reviewing our Child Protection Policy

The Child Protection Policy will be reviewed annually.

Reviewed: October 2017

Figure 1

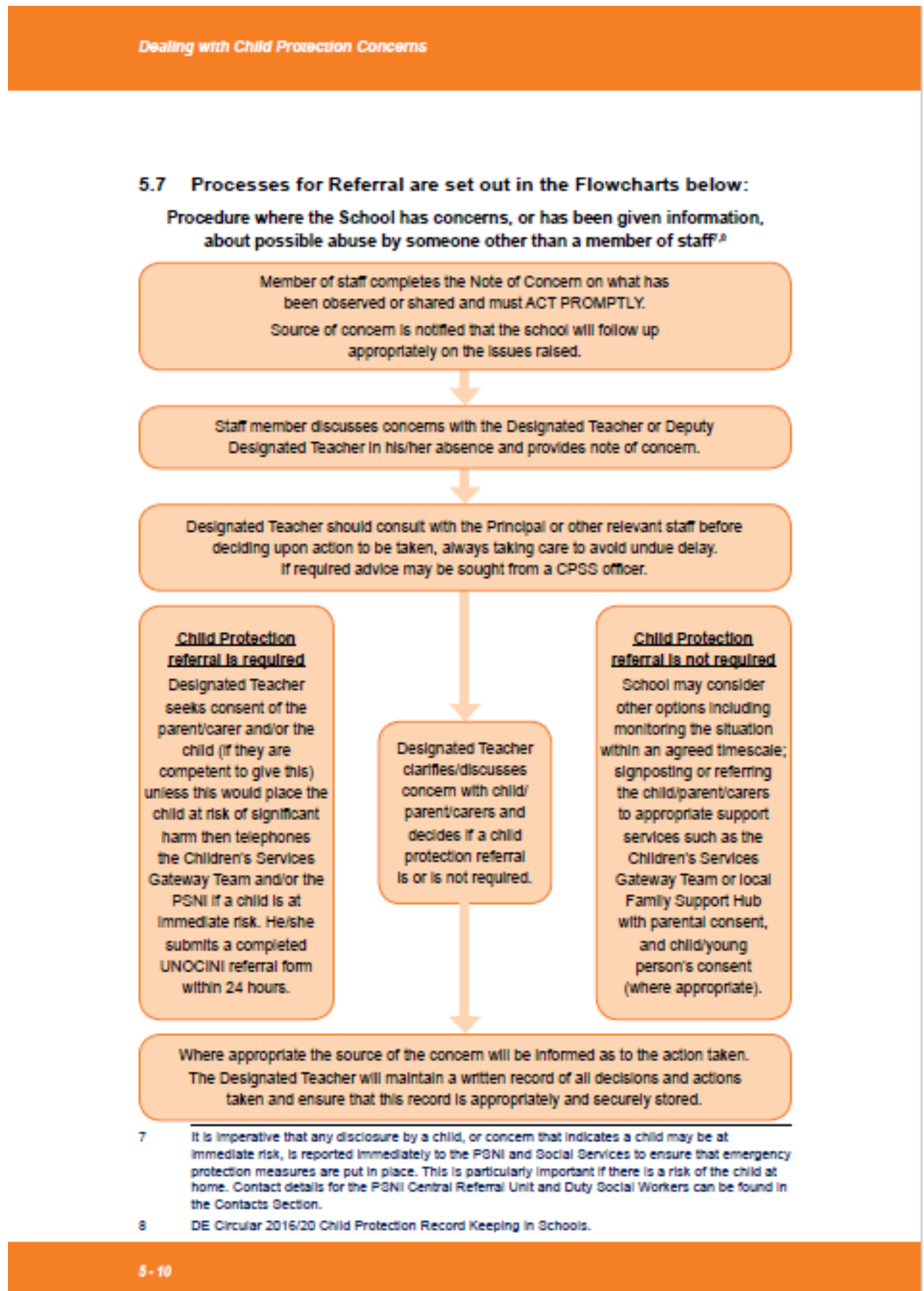
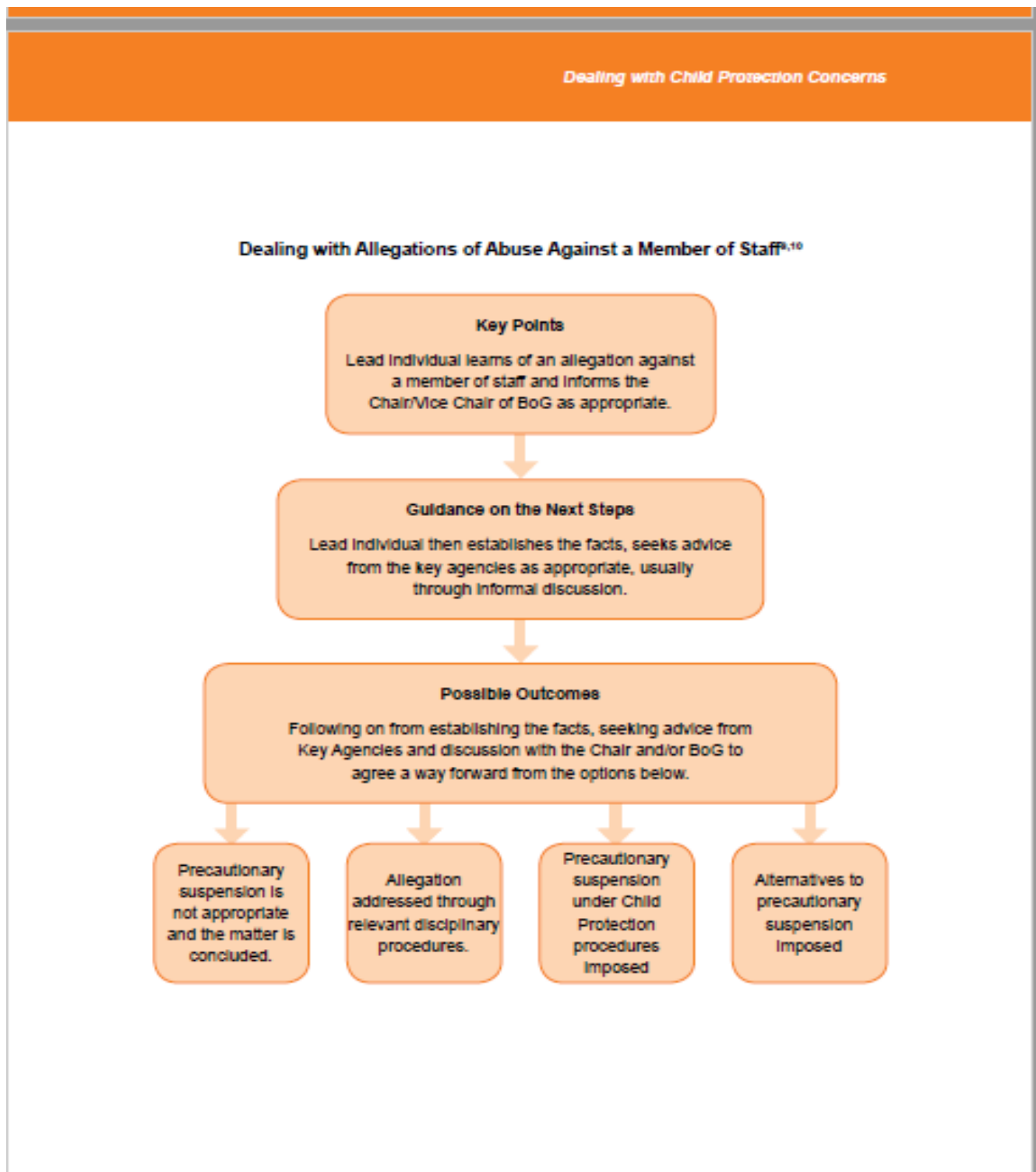


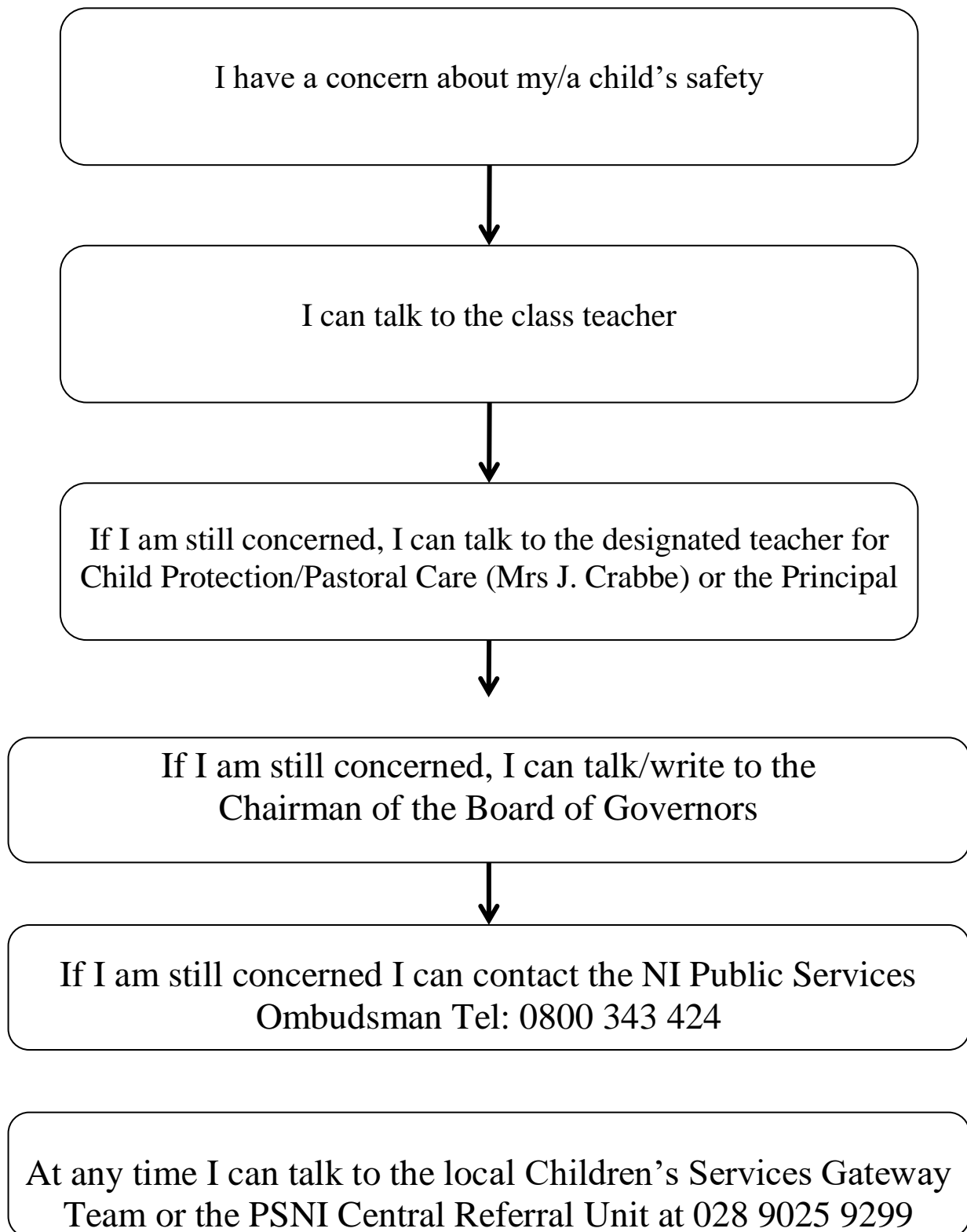
Figure 2



CHILD PROTECTION

Figure 3

If a parent has a potential child protection concern



Kirkinriola Staff Record Keeping – Annex D