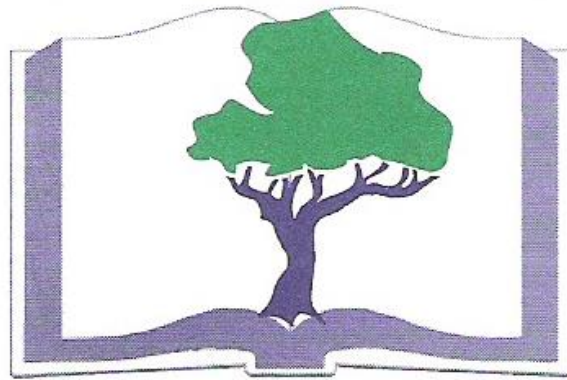


GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

GREENWOOD



PRIMARY SCHOOL

Safeguarding and Child Protection Policy

September 2017

NOTE: Key personnel – latest update September 2019

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

SAFEGUARDING AND CHILD PROTECTION POLICY

1. MISSION STATEMENT

The mission statement for Greenwood

“Nurturing children for a life of learning”

encapsulates our belief that “care of the child” cannot be separated from “educating the pupil”.

The school aims to provide rich and varied learning experiences to promote the all-round development of the child, in a happy and caring environment. Central to the creation of this environment Greenwood Primary School and Nursery Unit aims:

- To develop attitudes and dispositions which will be the foundation for life-long learning.
- To develop each child’s capacity to gain competence in the key areas of Communication, Using Mathematics and Using ICT.
- To develop knowledge, skills and understanding in all Areas of Learning and enhance the children’s abilities in the Thinking Skills and Personal Capabilities.
- To help each child to thrive at a level appropriate to their stage of development, facilitating the development of their self-esteem, self-confidence and independence.
- To enable the children to respect and value each individual’s ideas and views, recognising we are all different.
- To enable the children to appreciate their personal contribution to the school community and begin to understand aspects of our local environment and the wider world.

2. INTRODUCTION TO SAFEGUARDING AND CHILD PROTECTION POLICY

This policy is based on the “Safeguarding and Child Protection in Schools – A Guide for Schools 2017”, “Co-operating to Safeguard Children and Young People in Northern Ireland 2016”, key DENI circulars and documents, the Children (Northern Ireland) Order 1995 and the United Nations Convention on the Rights of the Child 1991.

The systems in place for safeguarding children involve joint working and shared decision making by the professionals and agencies involved. It is paramount that the needs of children must always come first.

The governors and staff of Greenwood Primary School and Nursery Unit fully recognise the contribution they make to the safeguarding of individual children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm. Parents are asked to work with us by updating school information regularly, disclosing relevant advice on court orders, etc, and by informing the school about anything which could cause distress and change to a child, such as bereavement or family disruption.

3. SAFEGUARDING ETHOS

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. Within this partnership the school will be sensitive and supportive in meeting its safeguarding duties.

The central ethos of The Children (Northern Ireland) Order 1995 is 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 United Nations Convention on the Rights of the Child – the best interests of the child shall be of primary consideration. The paramountcy of the child principle underpins our Safeguarding and Child Protection Policy and procedures.

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 or disclosed. 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 possible 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.

4. 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, Safeguarding and Child Protection in Schools – A Guide for Schools (2017), Co-operating to Safeguard Children and Young People in Northern Ireland (2016), the Department of Education (Northern Ireland) guidance and the Area Child Protection Committees' Regional Policy and Procedures (2005).

The following principles form the basis of our Safeguarding and Child Protection Policy:

- In any incident the child's or young person's welfare is paramount, this overrides all other considerations.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously (Articles 12 and 19: United Nation Conventions on the Rights of a Child).
- 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.
- An appropriate balance should be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child's interest must always come first. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety.
- Safeguarding is a shared responsibility and the most effective way of ensuring that child's needs are met. Sound decision-making depends on the fullest possible understanding of the child's or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.
- Decisions and action taken must be considered, well-informed and based on outcomes that are sensitive to, and take into account, the child's specific circumstances, risks to which they are exposed and their assessed needs.

5. OTHER RELEVANT POLICIES

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

- Acceptable Use of the Internet
- Attendance
- Anti-Bullying
- e-Safety
- First Aid and the Administration of Medicines
- Health and Safety
- Using ICT
- Intimate Care
- Special Educational Needs
- Pastoral Care
- Positive Behaviour
- Relationships and Sexuality Education (RSE)
- Code of Conduct for Staff and Volunteers in School
- Use of Reasonable Force/Safe Handling

These policies are available to parents/carers. Any parent/carer requiring a copy should contact the school principal or visit the school website (www.greenwoodps.co.uk)

6. LEGAL AND POLICY CONTEXT

There is a broad range of international and domestic legislation relating to child welfare and protection. Details of all relevant legislation are set out in Annex A of the Department of Education Northern Ireland's document, 'Safeguarding and Child Protection in Schools – A Guide for Schools (2017)'. Schools must be aware of their responsibilities; however, as a starting point schools must be aware of the following:

- The United Nations Convention on the Rights of the Child;
- The Children (Northern Ireland) Order 1995;
- The Education and Libraries (Northern Ireland) Order 2003;
- Sexual Offences (Northern Ireland) Order 2008;
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007;
- The Safeguarding Board (Northern Ireland) Act 2011;
- The Public Ombudsman Act (NI) 2016;
- The Addressing Bullying in Schools Act (NI) 2016;
- Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016);
- Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans;
- Adult Safeguarding: Prevention and Prevention in Partnership

7. OUR SAFEGUARDING TEAM

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

- | | |
|--|-----------------|
| • Designated Teacher (Primary + Nursery) | Mrs H Lawder |
| • Deputy Designated Teacher (Primary) | Miss L Forster |
| • Deputy Designated Teacher (Nursery) | Mrs D Thompson |
| • Principal | Miss L Forster |
| • Designated Governor of Safeguarding/Child Protection | Mrs E McCormack |
| • Chair of the Board of Governors | Mr D Holley |

8. ROLES AND RESPONSIBILITIES

The Safeguarding 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 Designated Teacher 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;

- 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. Phase and sector appropriate versions of the pro-forma (which is annually reviewed and updated) and other information from ETI is available on the ETI website. (www.etini.gov.uk/articles/safeguarding)

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;
- have a written child protection policy; and
- specifically address the prevention of bullying in school behaviour management policies.

All Governors should 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).

Process

Boards 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;
- 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 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;
- The school ensures that other safeguarding policies are reviewed at least every three 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 Circular 2012/19;
- 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.

Record keeping should include:

- Safeguarding and child protection concerns;
- Disclosures of abuse;
- Complaints against staff; and
- Staff induction and training.

The Chair of the Board of Governors

The Chair of the Board of Governors should ensure that:

- He/ she has received appropriate Education Authority training;
- A safeguarding ethos is maintained within the school environment;
- The school has a Safeguarding and Child Protection Policy in place and that staff implement the policy;
- Governors undertake appropriate child protection and recruitment and selection training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resource departments;
- A Designated Governor for Child Protection is appointed;
- He/she assumes lead responsibility for managing any complaint/allegation against the school principal;
- That the Board of Governors receive termly updates and a full written annual report in relation to child protection activity;
- The Record of Child Abuse Complaints is signed and dated annually even if there have been no entries.

The Designated Governor for Safeguarding Children/Child Protection

The Designated Governor for Safeguarding and Child Protection should avail of safeguarding and child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- the role of the Designated Teachers;
- the content of the school's 'Safeguarding and Child Protection policy';
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full Annual Designated Teachers Report;
- recruitment, selection and vetting of staff.

The Principal

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors 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 the Department of Education is shared promptly, and termly 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.

The Principal must ensure that:

- He/she attends training on managing safeguarding and child protection;
- A designated teacher and deputy designated teacher are appointed;
- All staff receive safeguarding and child protection training;
- There is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role;
- All necessary referrals are procedurally correct;
- The Chair of the Board of Governors is kept informed;
- Safeguarding and child protection activities feature on the agenda of the Board of Governors meetings and termly updates and annual reports are provided;
- The school's safeguarding and child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years;
- Confidentiality is paramount. Information should only be passed to the Board of Governors on a need to know basis;
- New staff and volunteers have safeguarding and child protection awareness sessions as part of an induction.

The Designated Teacher for Child Protection

The designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role;
- Organise induction and training for all staff (whole school training);
- Lead in the development of the school's Safeguarding and Child Protection Policy;
- Act as a point of contact for staff and parents/carers;
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate;
- Liaise with the Education Authority's (EA) Designated Officers for Safeguarding and Child Protection;
- Maintain records of all safeguarding / child protection concerns;
- Keep the school principal informed;
- Promote a safeguarding and child protection ethos in the school;
- Provide written annual report to the Board of Governors regarding child protection.

The Deputy Designated Teacher for Child Protection

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.

It is important that the Deputy Designated Teacher works 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. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

All Members of School Staff

Staff should be alert to all types of abuse and to their legal obligations (see Annex A of DENI Safeguarding and Child Protection in Schools – A Schools Guide 2017), including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

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

Staff should remember the 5 Rs:

- Receive;
- Reassure;
- Respond;
- Record; and
- Refer.

Staff must:

- Refer concerns to the Designated/Deputy Teachers for Safeguarding and Child Protection/Principal;
- Listen to what is being said without displaying shock or disbelief and support the child;
- Act promptly;
- Make a concise written record of a child's disclosure using the actual words of the child; (**Appendix 1**)
- 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 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 Teacher and Deputy Designated teachers will immediately follow the school's safeguarding and child protection procedures.

Parents/Carers

References to 'parent' have the same meaning as anyone with 'Parental Responsibility' as defined in the Article 6 of the Children Order i.e. 'all rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. In practical terms, it means the responsibility to care for, and the right to make important decisions about the child.

The primary responsibility for safeguarding and protection of children rests with parents/carers who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school will help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

It should be clear that the school will always protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies. It is important that parents take time to read these policies and know they are required to inform 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;
- Parents/carers of primary school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school;
- Parents/carers should contact the school if their child is absent and 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/carer responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection/

Parents/carers should play their part in safeguarding by:

- Informing the school on the morning of their child's absence, and 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 of changes to collection arrangements for their child after school;
- Familiarising themselves with other school policies relevant to Safeguarding and Child Protection. (Refer to Section 5 in this policy: Other Relevant Policies)
- Reporting to the office when they visit the school;
- Raising concerns they have in relation to their child with the school.

9. DEFINITION OF A CHILD

A child is a person under the age of 18 years as defined in 'The Children (NI) Order 1995.

10. WHAT IS CHILD ABUSE?

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

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. Harm means the ill-treatment or the impairment of health or development and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

11. DEFINITIONS OF CHILD ABUSE

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

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

Types of Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of 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 persistent 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 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, 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.

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.

These types of abuse detailed above apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Sexual Exploitation of Children and Young People: Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Domestic Violence and Abuse: It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological;
- physical;
- sexual;
- financial;
- emotional;
- virtual.

Symptoms which young people may display when suffering domestic violence and abuse which are indicators may include:

- nervousness;
- low self-worth;
- disturbed sleep patterns;
- nightmares / flashbacks;
- physiological – stress / nerves;
- stomach pain;
- bed wetting;
- immature / needy behaviour;
- temper tantrums;
- aggression;
- internalising distress or withdrawal;
- truancy;
- alcohol and drugs;
- bullying.

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with Social Services.

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.

12. SIGNS AND SYMPTOMS OF ABUSE: POSSIBLE INDICATORS

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for safeguarding / child protection. ***The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed***, including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching. (Refer to Dealing with Allegations Against a Member of Staff - DE Circular 2015/13).

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 (Appendix 6).

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

It is always preferable to prevent abuse or for intervention to take place at the earliest possible stage.

All school staff are well placed to observe outward symptoms which may be due to child abuse.

Physical Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; comes 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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> failing to thrive; alopecia; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); 	<ul style="list-style-type: none"> apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family;

<ul style="list-style-type: none"> • extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping). 	<ul style="list-style-type: none"> • indiscriminate attachment; • reluctance for parental/carer liaison; • fear of new situation; • chronic runaway; • attention seeking/needing behaviour; • poor peer relationships
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Neglect

Physical Indicators	Behavioural indicators
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Sexual Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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);

	<ul style="list-style-type: none"> • 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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13. THE FOLLOWING ARE GUIDELINES FOR USE BY STAFF SHOULD A CHILD DISCLOSE 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. • Make the child repeat the story unnecessarily. • Delay. • Start to investigate. • Do Nothing.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the school’s designated teacher/deputy teacher for safeguarding and child protection.

14. BULLYING – REFER TO ANTI-BULLYING POLICY

Bullying can be defined as the use of power to hurt, harm or affect the rights and needs of a person or people.

It can include:

- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately
- spreading rumours
- upsetting mobile phone or email messages - this can be called 'cyberbullying'.

Bullying including cyber bullying (Refer to e-Safety Policy) 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 child who has been bullied and to change the attitude and behaviour of the child displaying the bullying behaviour. Parents/carers will be personally contacted if bullying behaviour is identified.

Any complaint by a parent/carer that their child is, or may be, being bullied will be fully investigated and action will be taken to protect the child should bullying be identified.

The sanctions taken against a pupil who exhibits bullying behaviour will depend on the seriousness of the case, but will be in line with our Anti-Bullying Policy and Positive Behaviour Policy.

15. TALKING TO CHILDREN WHERE THERE ARE CONCERNS ABOUT POSSIBLE ABUSE

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff sees such signs, he/ she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental/carer consent).

Care must be taken in asking, and interpreting children's responses to questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in

which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum:

- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Staff should not, therefore, ask questions which encourage the child to change his/her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?"
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (the child must not be asked to unnecessarily recount the experience of abuse), and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher, using for example, the template 'Note of Concern' from the DE 'Child Protection: Record Keeping in Schools' circular 2016/20. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, but under no circumstances should a child's clothing be removed nor a photograph taken.
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred, should be written down as soon as possible afterwards, quoting words actually used.
- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. It should be emphasised that lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. It is therefore essential that accurate contemporaneous records are maintained.
- Staff should not ask the child to write an account of their disclosure for the record.

16. PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

How a parent/carers can make a complaint. (Refer to Appendix 2)

We aim to work closely with parents/carers in supporting all aspects of their child's development and well-being. Any concerns a parent/carers may have will be taken seriously and dealt with in a professional manner. If a parent/carers has a concern they can talk to the class teacher or any member of the school's safeguarding team: the

Principal, the Designated or Deputy Designated Teachers for Safeguarding and Child Protection. If they are still concerned they may talk to the Chair of the Board of Governors. If they are still concerned they can contact the NI Public Services Ombudsman. At any time, a parent/carer may talk to a social worker in the local Children's Services Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in **Appendix 6**.

Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers. (Refer to Appendix 4)

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. **If there are concerns that the child may be at risk, the school is duty bound to make a referral.**

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the Designated Teacher and keep notes of the concern or disclosure. 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.

A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team. The staff member should also inform the Designated Teacher responsible for child protection matters in the school who will refer, if necessary to the appropriate statutory authorities.

In order to form a view on whether a child or children may indeed be being abused, or at risk of possible abuse, the Principal/DT/DDT may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information.

While such clarification will often help to confirm or allay concerns...

.....it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.

...Under Articles 65 and 66 of the Children (NI) Order, this is the statutory responsibility of the investigating agencies, Children's Social Services and/or Police. Schools should not take action beyond that set out in the procedures in this guidance, and those established by the Safeguarding Board for Northern Ireland (SBNI) and employing authorities, to be followed in handling suspected cases of abuse.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. The parent/carer will be informed of the referral unless it is considered this action may place the child/children at risk of harm.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection (Child Protection Support Service) or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details may be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

Under the "Protocol for Joint Investigations" established between the Police and Social Services, where either agency receives a report that a child is at risk, the other is automatically informed.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

Where a complaint has been made about possible abuse by a member of the school's staff. Refer to DE Circular 2015/13. (Refer to Appendix 3)

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher).

If a complaint is made against the Principal, the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Safeguarding and child protection procedures as outlined in Appendix 3 will be followed in keeping with current Department of Education guidance.

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 book, 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.

17. SPECIFIC TYPES OF ABUSE (Refer to DENI document 'Safeguarding and Child Protection in Schools – A Guide for Schools' 2017)

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.

Those working or volunteering with children or young people should be alert to signs that may indicate grooming, and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

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.

Identifying Child Sexual Exploitation: CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation; Truancy/leaving school without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/ phone calls prior to leaving;
- Change in mood - agitated/stressed;
- Appearing distraught/dishevelled or under the influence of substances;
- Inappropriate sexualised behaviour for age;
- Physical symptoms e.g. bruising; bite marks;
- Collected from school by unknown adults or taxis;
- New peer groups;
- Significantly older boyfriend or girlfriend;
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self-harm and other expressions of despair;
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

What to Do: CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures, including reporting to the appropriate agencies.

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.

We recognise the impact on children of an abusive family setting and cases of concern will be reported to the appropriate statutory agency.

Children who Display Harmful Sexualised 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. Schools 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 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'.

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.

What is 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 intimidate the victim.

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or 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 power over them - for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention and as a school we would seek the support that is available from the CPSS.

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

For more details regarding FGM refer to the Department of Education's 'Safeguarding and Child Protection in Schools – A Guide for School 2017, Section 6. 4.

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.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Sexting: Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. There are two aspects to Sexting:

Sexting between individuals in a relationship: As adults we can question the wisdom of this but the reality is that children and young people consider this to be normal.

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 relationship) and in these cases you should contact local police 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 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 will be sought from CPSS.

Sharing an inappropriate image with an intent to cause distress: Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent - see Articles 33-35 of the Act for more detail. Police should be contacted to help prevent further such incidents.

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 should be followed.

Departmental Guidance:

DE Circular 2007/1 - guidance on Internet Use Policy.

DE Circular 2011/22 - advice on the safe use of the internet and digital technologies.

DE Circular 2013/25 - guidance on e-Safety policy and Acceptable Use Policy.

DE Circular 2016/27 - guidance on online safety.

DHSSPS Co-operating to Safeguard Children and Young People in Northern Ireland (2016) - Section 7.2.9 offers advice on Risks of Misuse of Digital Technologies.

18. CHILDREN WITH INCREASED VULNERABILITIES

Children with a Disability: Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and staff 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.

Children with a special educational need 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.

Children with Limited Fluency in English: 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. At Greenwood we endeavour 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.

Gender Identity Issues/Sexual Orientation: At Greenwood we strive to provide a happy environment where all our children feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

19. INTERNET SAFETY/INTERNET ABUSE (Refer to ICT Policy and eSafety Policy)

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, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- Content risks: the child or young person is exposed to harmful material.
- Contact risks: the child or young person participates in adult initiated online activity.
- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Schools have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should 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.

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.

Greenwood Primary School and Nursery Unit has an e-Safety Policy which addresses relevant Safeguarding and Child Protection Policy issues.

- We will only allow the pupils to access the Internet using the filtered Internet services provided by C2K.
- While using the internet at school, pupils should be supervised.

- The staff of Greenwood Primary School will ensure that the pupils understand how they are to use the Internet appropriately and why the rules exist.
- The staff must adhere to the school's eSafety policy and the school's "Acceptable Internet Use Agreement for Staff/Volunteers";
- Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While privacy is respected, users must not expect files stored on C2K to be absolutely private.

20. GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT WEBSITE (Refer to e-Safety Policy)

- No names and photographs that identify individual children will appear on the website without prior permission from a parent/carer.
- Only photographs of children with parental/carer consent will appear on the school's website.
- Home information and email identities will not be included - only the point of contact to the school i.e. school telephone number, school address and email address.
- Group photographs will not contain a list of names.

21. ATTENDANCE AT CASE CONFERENCES AND CORE GROUP MEETINGS

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health and Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

22. 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. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

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.

23. RECORD KEEPING

The school has a responsibility to create and retain accurate and reliable records to demonstrate accountability for decisions and actions taken. All child protection records, information and confidential notes are kept in separate files in a locked cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Principal, Designated Teacher and Deputy Designated Teacher.

It is essential that an accurate record of all cases of child abuse, or possible abuse, is maintained detailing all actions taken. DE Circular 2016/20 provides a framework for managing child protection records in order to ensure that schools create and retain reliable records to demonstrate accountability for decisions and actions taken.

Files must not be removed from school premises except when taken to a case planning meeting or on foot of a court order. A record should be kept of when information is removed, by whom, for what purpose, and when it is returned.

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

Refer to Departmental Guidance:

- DE Circular 2016/20 Child Protection: Record Keeping School;
- DE Circular 2015/13 Dealing with allegations of abuse against a member of staff;

24. 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 through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All staff paid or unpaid who are appointed to positions in the school are vetted / supervised in accordance with relevant legislation and Department of Education guidance.

Greenwood Primary School and Nursery Unit's recruitment and selection of staff strictly follows the recommendations and guidance provided by the Department of Education.

Governor Training: DE Circular 2006/08 requires that at least one Governor on each interview panel must have been trained in issues relating to child protection. The Chairperson and Designated Governor for Child Protection have attended Governor Safeguarding Training provided by CPSSS.

Application Forms: The application forms for teaching and non-teaching posts have been revised to include the requirement to account for gaps in employment and the requirement to provide two referees, at least one of whom must be a previous or current employer able to comment upon the applicant's suitability to work with children/young people.

Proof of Identity at Interview: Candidates must provide photographic proof of identity at interview.

Gaps in Employment/Suitability to Work with Children: If the governors have any doubts regarding gaps in a candidate's employment history they will request from the candidate a satisfactory explanation.

At the end of the interview each candidate is asked if they are aware of anything in their employment or personal history which would render them unsuitable to work with children and young people and their response should be noted in the interview notes.

References: Details of two referees must be provided on the application form, who can comment upon the professional competence of the candidate. At least one of the referees should be from a previous or present employer who can also comment upon the candidate's suitability to work with children/young people. In the absence of previous paid employment, University tutors or employers where teaching practice or voluntary service was undertaken are also acceptable. References should be sought by the Board of Governors for candidate/s recommended for appointment using the reference form provided by the Education Authority.

The references received for the recommended candidate/s are forwarded to the Education Authority Belfast Region with the application forms and the recommendation for appointment. No appointment will be confirmed until satisfactory references have been received. It should be noted that this may delay the appointment process.

Temporary Teaching Posts: In accordance with DE Circular 2006/07 only teachers who are on the Northern Ireland Substitute Teachers Register (NISTR) should be employed. All teachers on the register have been subject to the vetting procedure and no further checks are required. Schools are not permitted to employ any teacher not registered. It should be noted that compliance will be monitored by the Department of Education.

Access NI Clearance: DE Circular 2013/01 (updated September 2015) sets out vetting requirements for schools.

Volunteers: There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Check (EDC). A volunteer who works under supervision is not required to obtain an EDC, however, schools/organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19.

Visitors to Schools: Visitors to schools, such as parents/carers, suppliers of goods and services, to carry out maintenance etc., do not routinely need to be vetted before being allowed onto school premises. However, such visitors 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;
- Access to pupils restricted to the purpose of their visit;
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons, in so far as is possible.

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 should apply.

25. CODE OF CONDUCT FOR ALL STAFF PAID OR UNPAID

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

The school's staff code of conduct is available on request or available to view of the school's website. (www.greenwoodps.co.uk)

26. STAFF TRAINING

We are committed to in-service training for our entire staff (teaching and non-teaching). Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

New Staff/Volunteers: As part of the recruitment process, unsupervised volunteers are vetted by 'AccessNI' in accordance with Department of Education recommendations.

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection Policy and Code of Conduct and given copies of these policies.

27. PARTNERSHIPS WITH PARENTS/CARERS

The staff will work alongside parents/carers in the best interests of the child. Any concerns identified within school regarding any child will be shared with the parents/carers, unless otherwise instructed by Social Services. In most cases a referral to Social Services and/or PSNI will be discussed with parents/carers, unless it is considered that the child may be at risk by informing the parents/carers. The staff have a statutory duty to report to statutory agencies if they have concerns.

28. THE PREVENTATIVE CURRICULUM

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

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional well-being, health and safety, relationships and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

An awareness of "stranger danger"; an understanding of how to respond to perceived threats; care in regards to safety; and the development of standards of behaviour that are appropriate for primary school children are all reinforced through the school's work on Personal Development and Mutual Understanding (PDMU) with the Northern Ireland Curriculum. They are also the focus of assemblies, visits from outside professionals and on-going guidance opportunities as they arise, such as circle time.

29. MONITORING AND EVALUATION / REVIEW OF POLICY

Our Safeguarding Team will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually (Next review: September 2018).

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/Principal. On-going evaluation will ensure the effectiveness of the Policy.

A copy of this policy will be presented to parents/carers on an annual basis.

(Date of Next Review: September 2019)

Signed: _____ Principal

Signed: _____ Chair, Board of Governors

Date: _____

Ratified by Board of Governors: 11th October 2017

Original signed copy held in Principal's Office

APPENDICES

Appendix 1 Greenwood Primary School and Nursery Unit's initial 'Note of Concern' proforma.

Appendix 2 Guidance on how a parent/carer can make a raise a concern about Child Protection.

Appendix 3 The procedure when dealing with allegations of abuse against a member of staff.

Appendix 4 The procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff. (Also refer to DE Circular 2015/13)

Appendix 5 The DE Circulars relating to Safeguarding / Child Protection procedures.

Appendix 6 Safeguarding and Child Protection Contact Details



GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT
SAFEGUARDING/CHILD PROTECTION
NOTE OF CONCERN
CONFIDENTIAL

Any member of staff who has a concern about the welfare or safety of a child should complete this form. This form (when completed) should be presented to the school's Designated Teacher for Safeguarding/Child Protection.

Name of Pupil:	Year Group/Class:
Date and 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 passes to Designated Teacher: Yes No 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. Yes No If "No" state reason:

Name of Staff Member Making the Report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION/SAFEGUARDING CHILDREN

How a parent/carer can raise a concern about child protection.

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



I can talk to the class teacher.



If I am still concerned, I can talk to the Designated Teacher for Child Protection (**Mrs Lawder**), the Deputy Designated Teacher for Child Protection (**Miss Forster – Primary, Mrs Thompson – Nursery**) or the Principal (**Miss Forster**).



If I am still concerned, I can talk/write to the Chair of Board of Governors (**Mr D Holley**).



If I am still concerned, I can contact the NI Public Services Ombudsman.
Tel: 0800 343 424



At any time, I can talk to the local Children's Services Gateway Team (028 90507000)
or
the PSNI Central Referral Unit (028 90259299)

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION/SAFEGUARDING CHILDREN

Dealing with Allegations of Abuse Against a Member of Staff

Refer to the Department of Education NI Circular 2015/13

KEY POINTS

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.



GUIDANCE ON THE NEXT STEPS

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



POSSIBLE OUTCOMES

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.



Precautionary suspension is not appropriate and the matter is concluded.	Allegation addressed through relevant disciplinary procedures.	Precautionary suspension under Child Protection procedures imposed.	Alternatives to precautionary suspension imposed.
Circular 2015/13 7.1	Circular 2015/13 7.2	Circular 2015/13 7.3	Circular 2015/13 7.4

Our Safeguarding/Child Protection Team is as follows:

- | | |
|--|-----------------|
| • Designated Teacher (Primary + Nursery) | Mrs H Lawder |
| • Deputy Designated Teacher (Primary) | Miss L Forster |
| • Deputy Designated Teacher (Nursery) | Mrs D Thompson |
| • Principal | Miss L Forster |
| • Designated Governor of Safeguarding/Child Protection | Mrs E McCormack |
| • Chair of the Board of Governors | Mr D Holley |

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION/SAFEGUARDING CHILDREN

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.
 Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.



Child Protection referral is required. Designated Teachers seeks consent of 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 then telephones the Children’s Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.		Child Protection referral is not required. School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parents/carers to appropriate support services such as the Children’s Services Gateway Team or local Family Support Hub with parental consent, and child/young person’s consent (where appropriate).
	Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.	



Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION/SAFEGUARDING CHILDREN

The DE Circulars listed below are used to ensure the appropriate Safeguarding/Child Protection procedures are in place in Greenwood Primary School and Nursery Unit.

2003/13	Guidance for Schools on the Welfare and Protection of Pupils' Education and Libraries (NI) Order 2003;
2009/09	Drugs: Guidance for Schools
2006/06	Child Protection: Recruitment of people to work with children and young people in educational settings;
2006/07	Child Protection: Employment of substitute teachers;
2006/08	Child Protection: Training requirement for school governors on staff recruitment and selection panels;
2006/09	Child Protection: Criminal background checking of staff in schools – programme to extend coverage;
2006/25	Child Protection: Vetting of School Governors;
2007/01	Acceptable Use of the Internet and Digital Technologies in Schools;
2008/03	Pre-employment checking of persons to work in school
2008/10	From 1st August 2008 substitute teachers must be booked online via NISTR;
2010/01	Guidance on Relationships and Sexuality Education
2010/07	Pupil Attendance: Absence Recording by Schools
2010/18	Every School a Good School – the Governors' Role;
2011/22	Internet Safety (addendum to 2007/01). Advice and guidance on arrangements for preventing the accessing of inappropriate material on the internet, the use of materials from blocked sites, and the provision of information to parents;
2012/18	Replaces Circular 2010/07. New aspect: guidance on study leave;

- 2012/19 Disclosure and barring arrangements: changes to pre-employment vetting checks for volunteers working in schools from 10 September 2012;
- 2013/01 Disclosure and barring arrangements: Guidance for Schools and employing authorities on pre-employment vetting checking and safer recruitment practices;
- 2013/16 Relationship and Sexuality Education policies in schools;
- 2013/25 e-Safety – further guidance;
- 2014/14 Guidance on how to encourage pupil participation in decision making in schools;
- 2014/27 Managing information won persons who pose a risk to pupils;
- 2015/12 From 1 April 2015 the DE conferred powers on the General Teaching Council for NI to enable it to consider cases of serious teacher misconduct and to remove a teacher from its register;
- 2015/13 Dealing with allegations of abuse against a member of staff;
- 2015/22 Relationship and Sexuality Education (RSE);
- 2015/23 Drugs Guidance;
- 2016/05 Children Who Display Harmful Sexualised Behaviour;
- 2016/20 Child Protection: Record Keeping in Schools;
- 2016/26 Effective Educational Uses of Mobile Digital Devices
- 2016/27 Online Safety
- 2017/04 Safeguarding and Child Protection in Schools – A Guide for Schools
- 2017/13 Recording looked after children on C2K.

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

SAFEGUARDING AND CHILD PROTECTION CONTACTS

Child Protection Support Services (CPSS)

EA OFFICES	CONTACT NUMBER
Belfast	028 9056 4289
Antrim	028 9448 2223
Dundonald	028 9056 6216
Armagh	028 3834 1975
Omagh	028 8241 1461

Duty Social Worker Gateway Team (Health and Social Care Trusts)

GATEWAY TEAMS	CONTACT NUMBER
Belfast	028 9050 7000
Northern	0300 1234 333
South Eastern	0300 1000 300
Southern	028 3741 5285
Western	028 8283 5156
Out of Hours for All Areas	028 9504 9999

PSNI

The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8.00am to 9.00pm and weekends and public holidays 9.00am to 5.00pm.

Telephone: 028 9025 9299