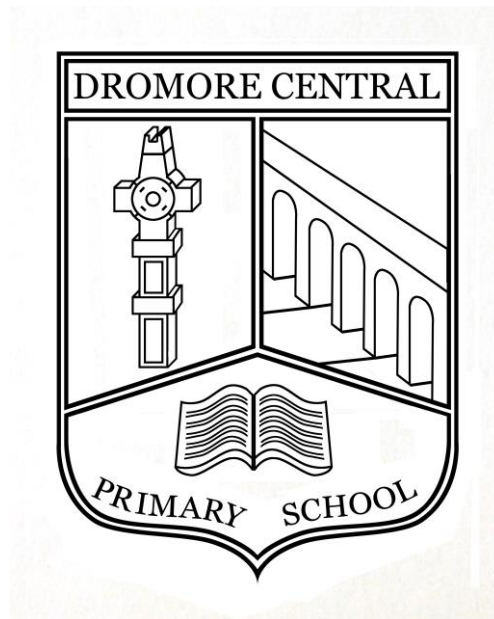


Dromore Central Primary School



Safeguarding and Child Protection Policy

November 2020

1. Child Protection Ethos

Our vision is to create a safe, secure and caring environment in which all children are accepted, respected and valued. Within this atmosphere we will foster a stimulating, vibrant and challenging learning environment wherein the spiritual, social, physical, intellectual and aesthetic needs of the children are met and talents are nurtured so that each one may be enabled to fulfil their potential and become enthusiastic, confident, independent young people, equipped to achieve success and contribute positively to a constantly evolving society.

We in Dromore Central Primary School have a responsibility for the pastoral care, safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Key Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-operating to safeguard children and young people in Northern Ireland" (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" Circular 2017/04 (amended September 2019; updated June 2020) and the SBNI Core Child Protection Policy and Procedures (2017).

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

- 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
- The child's welfare is paramount; this overrides all other considerations
- The voice of the child should be heard; to be listened to and taken seriously
- Parents are supported to exercise parental responsibility and families helped stay together (by working alongside outside agencies);
- Partnership;
- Prevention;
- Responses should be proportionate to the circumstances;
- Protection;
- Evidence based and informed decision making.

3. Other Relevant Policies

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

- Positive Behaviour
- Anti-Bullying
- Use of Reasonable Force
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Relationships and Sexuality (RSE)
- Staff Code of Practice and Conduct
- ICT & related policies e.g. Social Networking, E-Safety, Mobile Digital Devices
- Intimate Care
- Risk Assessment
- Attendance
- Complaints Procedure
- Privacy Policy
- Data Protection Policy
- Records Management Policy
- Whistleblowing Policy

These policies are available to parents and any parent requiring a copy should contact the school Principal.

4. School Safeguarding Team

The following are members of the schools Safeguarding Team:

- Designated Teacher: Mrs Y Mackay
- Deputy Designated Teacher: Mrs H Bentley
- Principal: Mrs L Allen
- Designated Governor for Child Protection: Mrs J McBratney
- Chair of the Board of Governors: Mrs R Bland

5. Roles and Responsibilities

5.1 The Board of Governors must ensure that:

- a Designated Governor for Child Protection is appointed
- a Designated and Deputy Designated Teacher are appointed
- they have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- safeguarding and child protection training is given to all staff and governors including refresher training.
- relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and the impact on roles and responsibilities.
- the school has a Safeguarding and Child Protection Policy which is reviewed annually. Parents of new pupils receive a copy of the Safeguarding and Child Protection Policy
- the Complaints Policy is available on our school website and a paper copy is available on request
- 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. (See the Addressing Bullying in Schools Act (NI) 2016.)
- the school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance
- there is a code of conduct for all adults working in the school
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- they receive a full annual report on all child protection matters from the Designated Teacher. The Principal gives a termly report of child protection activities. This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training
- confidentiality is paramount. (Relevant information will be shared with the Designated Governor for Child Protection but will only be passed to the entire Board of Governors on a need-to-know basis.)

5.2 The Chair of the Board of Governors

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

In the event of a safeguarding or child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department, employing authorities, and the school's own policies and procedures.

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

5.3 The Designated Governor for Child Protection

The Board of Governors delegates a specific member of the governing body to take the lead in safeguarding/child protection issues. The Designated Governor should avail of 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 child protection policies
- the content of a code of conduct for adults within the school
- the content of the termly updates and full Annual Designated Teacher's Report
- recruitment, selection, vetting and induction of staff

5.4 The Principal

The Principal, as the Secretary to the Board of Governors, will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and 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. This includes the appointment and management of suitable staff to the key roles of Deputy Teacher and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

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

The Principal must ensure that parents receive a copy of the Safeguarding and Child Protection Policy and Complaints Policy at intake and a Child Protection summary leaflet, on a yearly basis, thereafter.

5.5 The Designated Teacher

Every school is required to have a Designated Teacher and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues.

The Designated Teacher for Child Protection must:

- avail of training so that she is aware of duties, responsibilities and role
- organise the induction and training of all school staff including support staff.
- take the lead responsibility for the development of the school's Safeguarding and Child Protection Policy and assist in the drafting and issuing of the summary of Child Protection arrangements for parents
- be available to discuss safeguarding or child protection concerns of any member of staff.
- have responsibility for record keeping of all child protection concerns
- act as a point of contact for parents
- maintain a current awareness of early intervention supports and other local services eg Family Support Hubs.
- make referrals to Social Services Gateway Team or PSNI Public Protection Unit where appropriate.
- liaise with the Education Authority Southern Region Board's Designated Officers for Child Protection
- keep the school Principal informed of all matters relating to child protection
- promote a safeguarding and child protection ethos in the school.
- compile written reports to the Board of Governors regarding child protection

5.6 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 her responsibilities.

It is important that the DDT works in partnership with the DT so that she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role.

5.7 Other Members of School Staff

- Members of staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher if she is not available.
- If a pupil makes a disclosure, staff should listen to what is being said without displaying shock or disbelief, support the child, act promptly and make a concise written record of a child's disclosure using the actual words of the child. Notes can be transferred onto the Note of Concern (**Appendix 1**)
- Class teachers should also complete the Note of Concern if there are safeguarding concerns such as: 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 and concerns about home circumstances including disclosures of domestic abuse.
- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures. They should **not** investigate or ask leading questions.

They should remember the 5 Rs:

Receive
Reassure
Respond
Record
Refer

5.8 Support Staff

- if any member of the support staff has concerns about a child or staff member they should report these concerns to the Designated Teacher or Deputy Designated Teacher. A detailed written record of the concerns will be made and any further necessary action will be taken.

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 ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

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.

5.9 Parents

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

Parents should play their part in child protection by:

- informing the school if their child has a medical condition or educational need
- informing a member of the Safeguarding Team 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
- informing the school whenever anyone, other than themselves, intends to pick up the child after school
- letting the school know in advance if their child is going home to an address other than their own home
- familiarising themselves with the school's Pastoral Care policies
- reporting to the office when they visit the school
- raising potential child protection concerns with the Safeguarding Team regarding **any** child in the school
- sending an email informing the school of the reason for the child's absence using absence234@c2kni.net. Parents may telephone the school on the first morning of their child's absence, so as the school is reassured as to the child's situation.

More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

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

6. What Is Child Abuse?

6.1 Definition of 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 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.

Definition of Harm

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

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier. Effective and ongoing information sharing between professionals is key.

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

Harm can be caused by:

Physical abuse

Emotional abuse

Neglect

Sexual abuse

Exploitation

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

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from, or caused by, the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

Emotional Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
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.	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; acting out due to exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
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.	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; replicating behaviours due to exposure to pornographic material.

6.4 Behaviours of concern

Self-Harm

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate, and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs.

Self-harming behaviours may indicate that a child has suffered abuse; however, this is not always the case. School staff should share concerns about a child who is self-harming with a member of the Safeguarding Team.

Suicidal Ideation

Staff must inform the Safeguarding Team immediately, without delay, if they have concerns about a child who presents as being suicidal as it is important that children who communicate thoughts of suicide or engage in parasuicidal behaviours are seen urgently by an appropriately qualified and experienced professional, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

The Safeguarding Team will inform parents about behaviours of concern and will seek advice from appropriately qualified and experienced professionals, if appropriate.

6.5 Specific Types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Dromore Central PS are aware of and have therefore included them in our policy.

Domestic and Sexual Violence and Abuse

The 'Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year 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.

Symptoms which young people may display and which are indicators only 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 pupil being naughty or disruptive or misdiagnosed as having an illness and/or learning difficulties.

If it comes to the attention of school staff that Domestic Abuse is, or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Grooming

The 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. This 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

If the staff become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures. The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child 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. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

Any child under the age of eighteen, male or female, can be a victim of CSE. This abuse 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.

Statutory Responsibilities:

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

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if staff have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

6.6 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. In school we support pupils, through the Personal Development element of the curriculum, to develop their understanding of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration will 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. Guidance will be taken from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

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:
 - (i) using age inappropriate sexually explicit words and phrases
 - (ii) inappropriate touching.
 - (iii) 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.

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.

Harmful sexualised behaviour will always require intervention. Procedures in this policy will be followed and advice/support will be sought from the EA CPSS.

E Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text

messages, social environments and apps, and using games consoles through any digital device. In all cases, 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.

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

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

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

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18. Should a case arise, we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service. The matter will be dealt with sensitively and will consider all of the circumstances. Adopting scare tactics may discourage a pupil from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an Inappropriate Image with an Intent to Cause Distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. 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.

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

6.7 Children with Increased Vulnerabilities

We are aware that some children have increased risk of abuse including:

- Children with a disability
(pupils who have a physical, sensory or learning impairment or a significant health condition)
- Children with limited fluency in English
(advice and support may be needed from the EA's Intercultural Education Service)
- Children with limited communication skills
- Looked After Children
- Children from families seeking asylum
- Children of parents with additional support needs
- Children with gender identity issues / sexual orientation.
(pupils should not be treated any less favourably due to their actual or perceived sexual orientation. The school's policy on Relationships and Sexuality Education (RSE) covers issues relating to relationships and sexuality, including those affecting LGB&T children (in an age appropriate manner.)
As a staff working with young people from the LGBTQ+ community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

7. Responding to Safeguarding and Child Protection Concerns:

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

At Dromore Central Primary School we aim to work closely with parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's Safeguarding Team: the Principal, Deputy or Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. After this if a parent still has concerns, they can contact the NI Public Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 2** and displayed in the entrance hall of the school.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff

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. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made on a **Note of Concern** form (see Appendix 1). Keep any original notes that are made at the time of the 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.

The Designated/Deputy teacher will consult with the Principal or other relevant staff always taking care to avoid undue delay. If required, advice may be sought from an Education Authority Child Protection Officer. The Designated teacher may also seek clarification from the child or their parent/carer.

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

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

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

7.3 Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer

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

If a complaint is made against the Principal the 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 (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child Protection procedures as outlined in **Appendix 4** will be followed in keeping with current Education Authority guidance.

7.4 Consent

Concerns about the safety or welfare of a pupil, should, where appropriate, be discussed with the parent and consent sought for a referral to children's social services Gateway Team, unless seeking agreement is likely to place the pupil at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions.

The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators.

Effective protection for pupils may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where the Safeguarding Team decide not to seek parental consent before making a referral to children's social services or the PSNI, the reason for this decision must be clearly noted in the pupil's records and included within the UNOCINI referral.

When a referral is deemed to be necessary in the interests of the pupil and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

8. Attendance at Child Protection 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 & 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.

9. 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.

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

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

10. Record Keeping

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

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

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

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

11. Safe Recruitment Procedures

Vetting checks are a key measure in preventing unsuitable individuals’ access to children through the education system. All staff who are appointed to positions in the school are subject to Access NI checks. All substitute teachers are employed through the NISTR register and therefore also subject to Access NI checks. Volunteers and occasional visitors are supervised with pupils in accordance with relevant legislation and Departmental guidance.

School trips and educational visits

Our duty to safeguard and promote the welfare of children also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place. Risk assessments are completed for all trips and visits.

12. The Preventative Curriculum

In school we pay attention to the pupils' emotional wellbeing, health and safety, relationships and the development of a moral thinking and value system. Throughout the school year safeguarding and child protection issues are addressed through class assemblies and there are permanent child protection notice boards in the entrance hall and relevant information in each resource area, which provide advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues:

- In the classroom, Circle Time / PDMU sessions can be used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates
- Charities and organisations visit the school to provide information on a range of child protection issues e.g. bullying, online safety etc.
- NSPCC take Key Stage assemblies on "Speak Out. Stay Safe" and Year 6 and 7 classes participate in NSPCC workshops, every two years
- Year 4 complete the Women's Aid 'Helping Hands' programme with the Designated Child Protection teacher
- Year 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety
- Year 7 pupils participate in a 'Love for Life' workshop WHAT'S INSIDE? examining issues such as growing up, decision making, healthy relationships etc.
- Year 7 classes participate in the 'Your Life' programme
- Parental information evenings and workshops are arranged e.g. online safety

13. Staff Training

Dromore Central Primary School is committed to in-service training for its entire staff. 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 then refresher training every two years. 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.

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

Copies of the school's Safeguarding and Child Protection Policy and Code of Practice and Conduct will also be located in teachers' planning files.

14. Code of Practice and 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 children in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Practice and Conduct which has been approved by the Board of Governors.

15. Monitoring And Evaluation

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

Date Policy Reviewed: _____

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Appendix 1

Dromore Central Primary School

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

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

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

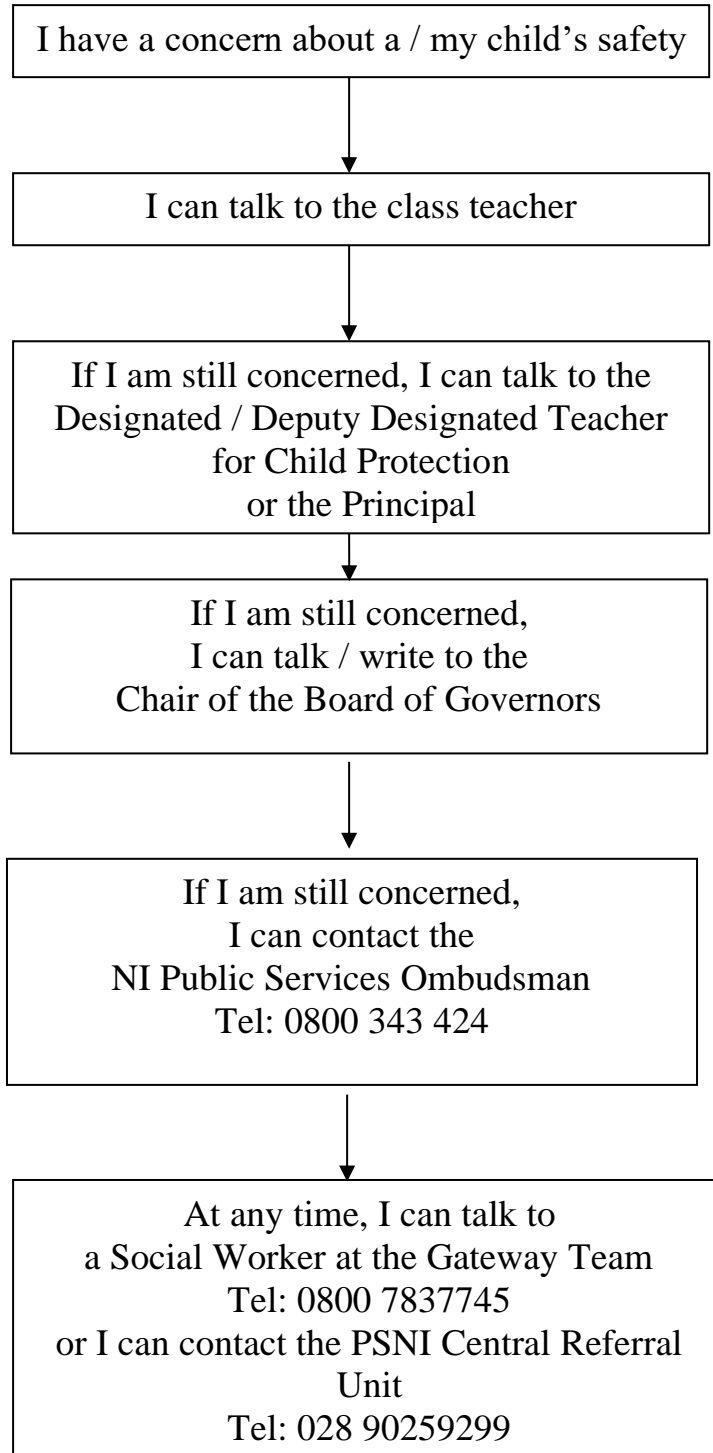
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

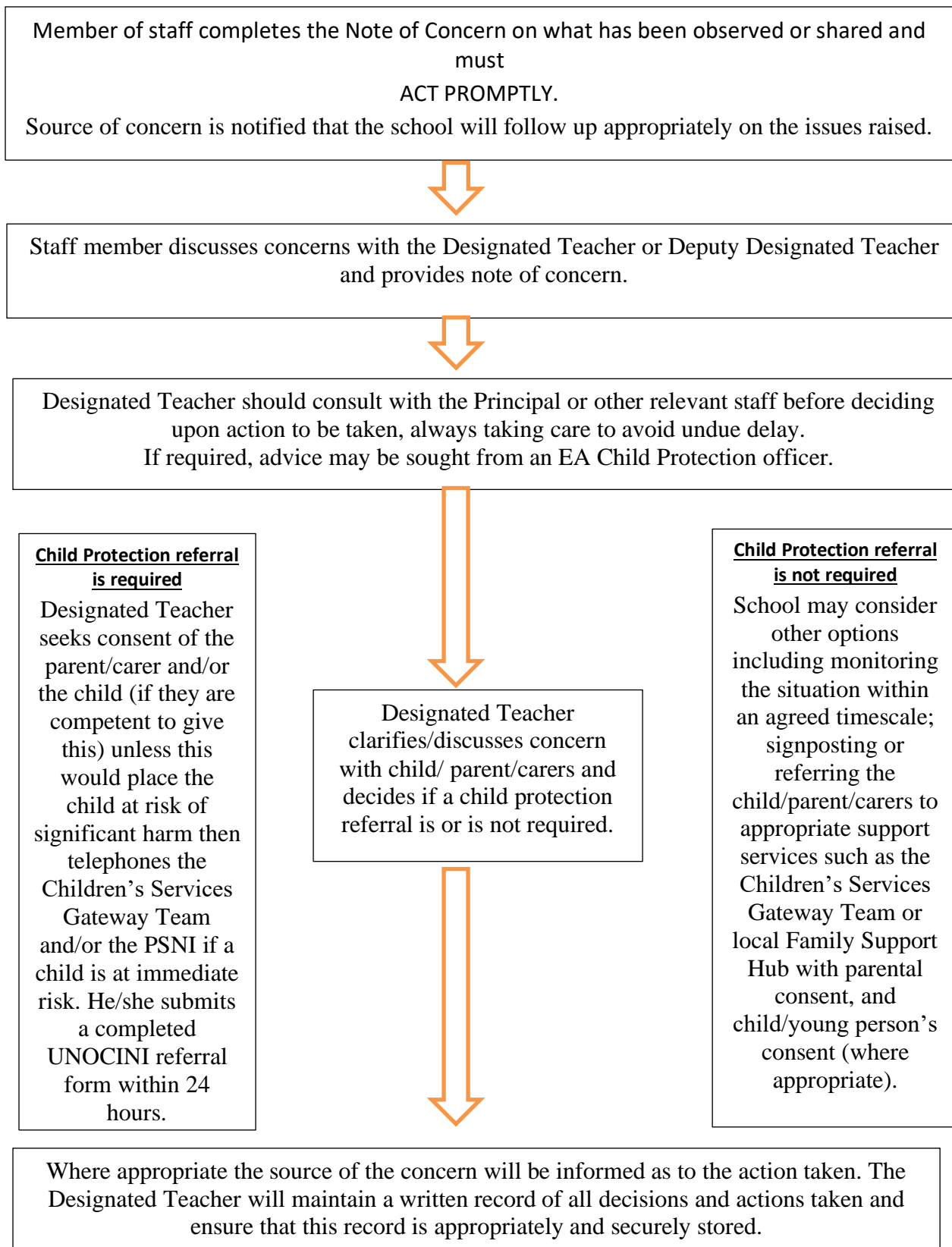
Appendix 2

Procedure for a parent who has a potential Safeguarding or Child Protection Concern



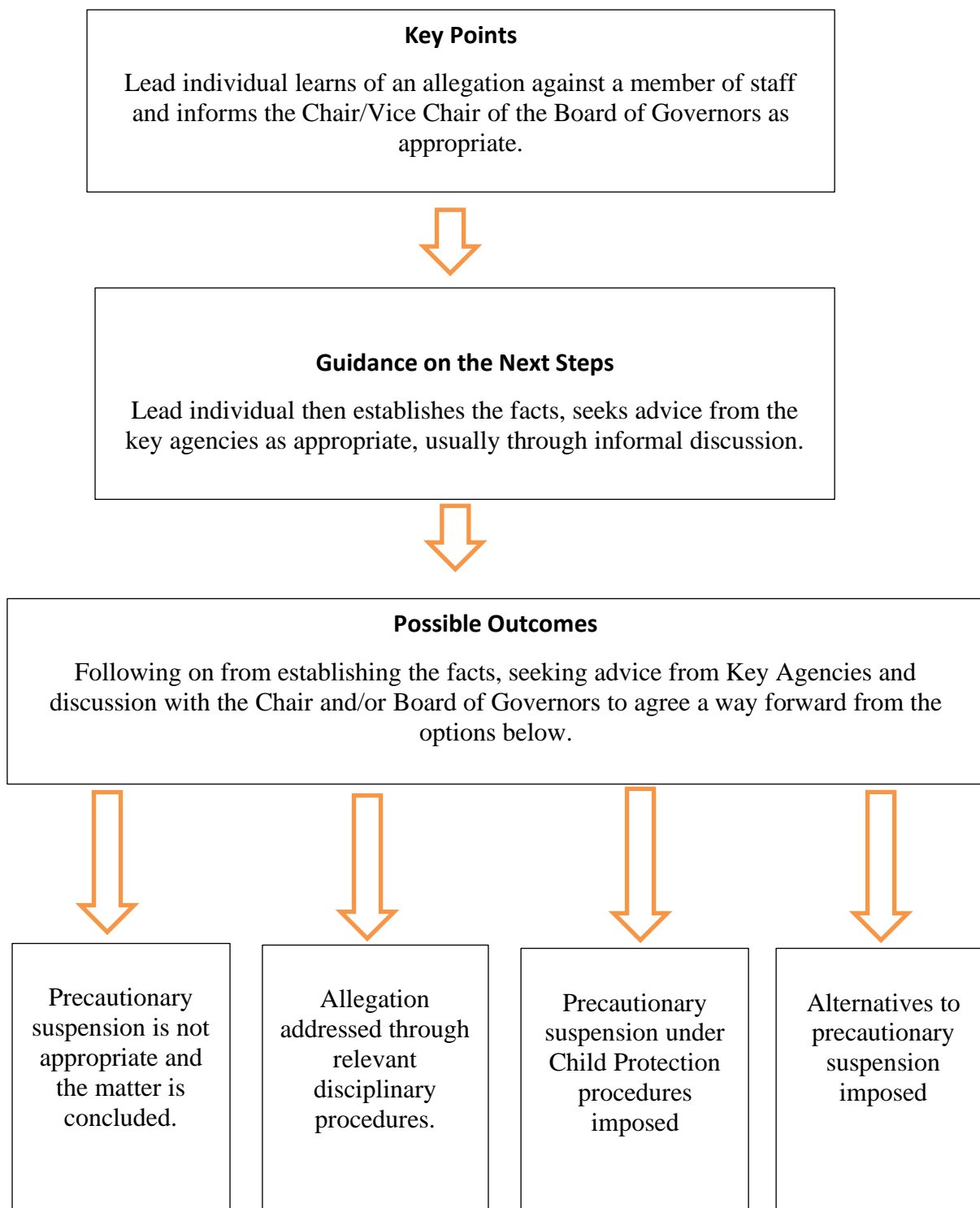
Appendix 3

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



Appendix 4

Dealing with Allegations of Abuse Against a Member of Staff



Addendum to Dromore Central Primary School Safeguarding & Child Protection Policy

Covid-19 Arrangements for Safeguarding and Child Protection

1. CONTEXT

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

2. PROCEDURES

Staff will continue to follow the procedures outlined in our school's Safeguarding & Child Protection Policy which is available on our school website.

In addition, the following arrangements have been put in place to support families and monitor pupil safety:

- The school email address: info@dromorecentral.dromore.ni.sch.uk
teachers' link through Seesaw / Google Classroom
main school phone number 028 92692134

have been made available to all parents. Parents have been informed that the DT is available at all times on this number.

- Teachers provide online learning via Seesaw / Google Classroom with procedures in place to minimise risk.
- The school website provides parents with a range of EA resources and links to additional online support and guidance in regard to child protection concerns.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the Safeguarding Team.

- In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These may be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding Team.
- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff

3. ONLINE SAFETY

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using platforms recommended by and/or available via C2K.

- Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.
- Students should not participate from a bedroom but rather from an open area where parents have full access
- The teacher arranges the session and password and shares this only with pupils.
- Pupils must agree not to share the password with anyone else.
- Parental consent will be sought before their child attends online sessions.
- A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers.

If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group, the teacher should immediately terminate the session and advise the Safeguarding Team.

4. HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN

We would welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of teaching staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the Safeguarding Team. In this case a decision can be made as to how best to provide help.

5. IF SCHOOL IS OPEN DURING COVID-19 CLOSURES

If school is open for vulnerable pupils and key workers' children the school should adhere to the current EA guidance.

If our school is part of a cluster of schools which are open, we will share relevant child protection information with the Designated Teacher and/or Principal. In accordance with our Safeguarding & Child Protection procedures **this information will be shared on a need to know basis.**

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

6. HOW A CHILD CAN RAISE A CONCERN

While many children will enjoy their time at home and remain almost unaffected by such unusual situations, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our pupils during Covid-19 related absences and school closures.

We will use the following means to connect with our children:

- Respond to emails via their c2k email addresses only.
- When contacting parents via phone we will always ask to speak to their child.
- All our children have been given a personal c2k email address as one way to connect with their teacher through the secure platforms of Google Classroom (from Year 5 upwards.)
- NSPCC Childline 0800 1111
- CEOP (link on c2k homepage)
- Safer Schools App (can be downloaded onto any device)

7. SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

- Dromore Central Primary School main office 028 92 692134 – ask to speak to a member of the Safeguarding Team
- Social Worker at the Gateway Team 0800 7837745
- PSNI Central Referral Unit 028 90259299
- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>

8. MONITORING AND REVIEW

The Safeguarding team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice.

SIGNED:	Designated Teacher
SIGNED:	Principal
SIGNED:	Chair of Board of Governors
DATE:	