



## Child Protection Policy

# ‘Safe Guarding Children’ 2020-21

Signed By Chair of Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

## Contents

- **Rationale**
- **Nurturing School**
- **Child Abuse Definitions**
- **Domestic Violence**
- **Indications of Abuse**
- **Bullying**
- **Risk Assessments**
- **Code of Conduct**
- **Procedures for Reporting Child Abuse**
- **Pastoral Care Team**
- **School Access**
- **Modern Technologies**
- **How a Parent Can Raise a Concern**

## **Related Documents**

- **St Clare's PS Child Protection Poster**
- **Useful Contacts List**

## **Rationale**

Child Protection – Safe Guarding policy and procedures are an integral part of our School Pastoral Care. This policy works hand in hand with our other school policies (these policies are available through the school office or school website):

- Pastoral Care
- Learning and Teaching
- Anti Bullying
- Positive Discipline
- Internet Usage
- Photographic Images
- Safe Handling
- Return to school following Covid.

Following consultation with the Education Authority Child Protection Officers and staff of St. Clare's Primary School and Nursery Unit, we have adapted the guidelines laid out in the DENI Document 'Safeguarding and Child Protection In Schools' the publication which replaced the 99/10 document previously used in schools.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

Our staff and volunteers have been subject to appropriate background checks through Access N.I. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. Our staff are trained annually in Child Protection Policy and Procedures to ensure the safety of our pupils. A copy of the training resources and attendance record of the staff are also submitted to the Board of Governors annually.

The school will have clear Risk Assessment Procedures to ensure the safety of pupils, staff and school property including: Fire, Educational Trips and Behaviour.

We are aware of the Children's Order (NI, 1995) that we are duty bound to comply with specific child protection requirements. Consequently, we may contact external agencies and / or make referral to external agencies without consulting with parents.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - have clear guidance on the action which is required where abuse or neglect of a child is suspected.

Our Child Protection - Safe Guarding Children Policy will be available for all staff, parents and governors. Board of Governors will have a Child Protection update at each meeting.

Presented to Board of Governors 11<sup>th</sup> February 2021  
Ratified by Board of Governors 11<sup>th</sup> February 2021

The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

## **Nurturing School**

As a nurturing school we feel that there may be occasions when it is necessary to comfort a pupil with appropriate physical contact. Indeed, as a school we follow the Nurturing Principles;

- Children's learning is understood developmentally
- The classroom offers a safe base
- We recognize the importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- We recognize the importance of transition in children's lives

## **Covid 19**

St Clare's PS and Nursery Unit has remained open since 13 March 2021. From this time, we have had to put in place all the measures asked of us by the department and PHA through EA. We ensured that all staff were trained in specific procedures and realigned class bubbles in terms of organisation and management to ensure that all guidelines are being adhered to.

During the course of March-September 2020, we had several positive cases amongst staff and pupils and at all times we took and continue to take advice from PHA. We have ensured that all staff have been fully informed on procedures and a dedicated folder for Corona has been placed in the teachers' section of the system in school. Additional material and policy statement has been agreed with staff in the Reopening Handbook of September 2020.

## **Child Abuse Definitions**

### **What is child abuse?**

We use the following definition:

**Physical** – is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

**Sexual** – occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. 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,  
Presented to Board of Governors 11<sup>th</sup> February 2021  
Ratified by Board of Governors 11<sup>th</sup> February 2021

encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children,

**Emotional** – is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

**Neglect** – is the failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected also suffer from other types of abuse.

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

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.

## **Domestic Violence**

Our school recognises the impact on children of an abusive family setting. We will respond in line with pastoral and child protection procedures as well as promoting within the curriculum an understanding for children of healthy relationships and personal safety.

## **Indications of Abuse**

- Unexpected changes in behaviour or performance
- Bruises, lacerations, burns
- Inadequate clothing. Poor growth, hunger
- Excessive dependence, attention seeking
- Withdrawal, sexual precocity.

No single indicator would in itself be confirmation of abuse.

It is not the responsibility of school staff to undertake investigations or to make inquiries of parents or guardians.

Presented to Board of Governors 11<sup>th</sup> February 2021

Ratified by Board of Governors 11<sup>th</sup> February 2021

Social services will investigate cases of suspected abuse and will determine what action, if any, is required.

Indicators of abuse

The following illustrations outline indicators of abuse and neglect. These signs are not a checklist, indeed many of them could have other explanations.

**Physical Abuse**

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Unexplained bruises or burns particularly if they are recurrent.	Self destructive tendencies.
Human bite marks, welts or bald spots.	Improbable excuses given to explain injuries.
Unexplained lacerations, fractures or abrasions.	Chronic runaway.
Untreated injuries.	Aggressive or withdrawn.
	Fear of returning home.
	Reluctant to have physical contact.
	Clothing inappropriate to weather – Worn to hide part of the body.

**Neglect**

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Constant hunger.	Tiredness, listlessness.
Poor state of clothing and/or personal hygiene.	Lack of social relationships.
Untreated medical problems.	Compulsive stealing, begging or scavenging.
	Frequently absent or late.
Constant tiredness.	Low self-esteem.
	Destructive tendencies
	Neurotic behaviour (eg. rocking hair-twisting, thumb-sucking).
	Chronic running away

## Emotional Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Sudden speech disorder. Signs of mutilation.  thumb sucking).	Neurotic behaviour (eg rocking, hair twisting,
Signs of solvent abuse, (eg mouth sores, smell of glue, drowsiness). Wetting and/or soiling.	Reluctance for parent liaison. Fear of new situations. Chronic runaway. Inappropriate emotional responses to painful situations. Attention seeking behaviour. Poor peer relationships.

## Sexual Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Soreness or bleeding in the genital or anal areas. Torn, stained or bloody underclothes. Chronic ailments such as stomach pains or headaches. Difficulty in walking or sitting. Frequent urinary or yeast infections.	Be chronically depressed or suicidal. Sexually explicit language. Low self-esteem, self-devaluation lack of confidence. Recurring nightmares, fear of the dark. Outbursts of hysteria/anger. Over protective to siblings.

N.B. If in doubt speak to someone NOW.

### School Responsibilities as defined by C.C.M.S.

The CCMS considers that whilst the statutory responsibility for the protection of children from abuse rests with the Social Services, it is consistent with the aims and objectives of a Catholic school that all teachers have the duty to help protect children from abuse or the risk of abuse. When teachers see signs which cause them concern they may have the opportunity to talk to the child with tact and sympathy. However, staff should not carry out any investigation or examination of the child. It is not the responsibility of school staff to undertake investigations or to make enquiries of parents or guardians and in some cases it could be counterproductive for them to do so. It is for the Social Services departments to investigate suspected abuse and determine what action to take, including notifying the police.

The staff's responsibility is to immediately make their concerns known to the designated teacher if they have reasonable grounds to suspect abuse.

## **Bullying**

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

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the designated teacher. A parent making a complaint about bullying will have a personal response within one week of making the complaint, indicating the investigation that has been carried out and the action being taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. This is a brief summary of our schools full Anti-Bullying Policy. Indeed, we work hard to ensure that our school has an ethos and culture where bullying is seen as completely unacceptable.

## **Risk Assessments**

The school will follow E.A. and CCMS guidance to ensure pupils, parents and staff safety. This will include;

- Health and Safety issues in relation to the school building/site.
- Individual pupil – risk from behaviour in themselves, others and property.
- Educational visits.

## ***Code of Conduct***

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 and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

### **Private Meetings with Pupils**

- a. Staff should be aware of the dangers that may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

Presented to Board of Governors 11<sup>th</sup> February 2021  
Ratified by Board of Governors 11<sup>th</sup> February 2021



c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this. Even for our upcoming sensory room, it is important that glass panels are available for viewing through at all times to protect the practitioners at work.

## **Physical Contact with Pupils**

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*).
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.
- f. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- g. Any physical contact that would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- i. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

## **Choice and Use of Teaching Materials**

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials for schools in connection with sex education programmes (please make reference to our RSE Policy Statement)
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

## **Relationships and Attitudes**

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that

their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

**Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.**

**Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.**

## **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

## **Parents Conduct**

Parents are at all times reminded that the school and staff are here to meet the needs of every pupil. This may lead to referrals made to outside agencies when deemed necessary in consultation with parents but may also be done without consultation, in cases of Child Protection. Making reference to other pupils or staff in a negative or insulting manner is totally unacceptable and will be dealt with severely. Parents are asked to conduct themselves appropriately when in the school grounds or dealing with school staff. Parents should follow all guidance made available from the school.

## **Procedures for reporting suspected (or disclosed) child abuse**

**The designated teacher for child protection is Mr Birt.** In his absence, Mrs Welsh will assume responsibility for child protection matters. Mrs Corrigan is the designated teacher in St. Clare's Nursery Unit. Mr O'Doherty will remain within the safeguarding team but will have a role not directly connected with the main offices of the team.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

**He/she should not investigate** - this is a matter for the Social Services – but should report these concerns immediately to the designated teacher, discuss the matter with him, and make full notes. From September 2021, these can be moved on to CPOMS where the administrator (DT) will pick it up. If a teacher has a concern, then they should fill in an expression of concern proforma (see appendix 1) which will be held in a locked cupboard. The safeguarding team will then investigate on the teacher's behalf. Feedback may be given to the teacher but not necessarily all the time depending on circumstance. Staff need to have the confidence that if an issue is raised then it will be dealt with.

Please refer to Chart below for clear guidelines.

Presented to Board of Governors 11<sup>th</sup> February 2021

Ratified by Board of Governors 11<sup>th</sup> February 2021

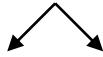
## PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN CATHOLIC MAINTAINED SCHOOLS

Child makes a disclosure to teacher or teacher has concerns about child either as a result of one observation or many observations over a period of time. Teacher does not investigate.

MUST ACT PROMPTLY.



Teacher refers matter to designated teacher, (Mr Birt or Nursery Mrs Corrigan) discusses with designated teacher, makes full notes. This from term 3 2021 also be recorded on CPOMS



Designated teacher meets with Principal (in case of principal's absence safeguarding team) to plan course of action and ensures that a written record is made

If there is any doubt about whether to take further action, advice is available from:  
CCMS Senior Management Officer (Schools):  
Education Authority Designated Officer  
Social Services;

For other sources of advice see Appendix 2.  
When seeking advice you do not have to give any names. You are making an enquiry.



Principal/Designated Teacher makes referral to:

- Social Services and Care Unit.

Copies of pro-forma to:

- CCMS Senior Management Officer (Schools).
- Education Authority Designated Officer.

Indicate that it is a Child Protection issue in an Envelope marked 'Confidential'.



Other Action:  
Record Advice given;  
Monitor  
Review

## **St. Clare's Pastoral Team**

The most important aspect within any school is to meet the needs of their pupils. In St. Clare's this role was highlighted and developed through the establishment of a school 'Pastoral Team.' To do this the relevant school staff, outside agencies and support services linked to the school were invited to join the team. The extended school programme in St. Clare's P.S, in partnership with the 'Greater Falls Cluster' provide the resources to allow this to happen (see Appendix 3 for a list of those who we regularly liaise with especially when meeting as an extended safeguarding review team (Multi-Disciplinary Team-MDT).

The aim of the team is to focus on the pupils/families in most need of support and devise the best actions to address their needs. The team meets every 2 months to discuss and update new and existing pupils/families of concern. Each case is discussed, reviewed and prioritised at these meetings. Strategies are agreed and planned with referrals made to appropriate services when deemed necessary.

Co-ordinated success is clearly seen through the many pupils, parents and families that have had needs addressed by a variety of support mechanisms or services, including MUMO. St. Clare's P.S is extremely proud of the many ways in which it highlights and supports those in need.

## **School Access**

Ensuring the safety of our pupils is paramount and to this end we have secure access to the school building. Visitors must gain access through the front door security system and then be signed into the building before access is allowed. Parents bring pupils to school and can gain entrance through the school breakfast club (8:15-8:45) or after the morning assembly at 8:55 where class teachers collect the pupils.

## **Modern Technologies**

### **Mobile Phones**

Pupils are asked not to bring mobile phones to school at any time unless in extreme circumstances where permission has been given. Pupils will give the phone to class teachers at the start of the day and get it back at the end of the day. Phone calls, text messaging and photographing should not be done on school grounds.

### **Internet – Games / Social Networking**

The school has a clear Internet Policy in place for school technology. However, pupils and parents are reminded about the dangers of using such sites.

We ask that no photos of school staff or pupils in uniform appear on these sites. This is for the protection of our whole school community.

Presented to Board of Governors 11<sup>th</sup> February 2021

Ratified by Board of Governors 11<sup>th</sup> February 2021

Making reference to other pupils or staff in a negative or insulting manner is totally unacceptable and will be dealt with severely.

## **How a Parent Can Raise a Concern:**

1. I have a concern about my/a child's safety
2. I can talk to the class/form teacher
3. If I am still concerned, I can talk to the designated teacher for child protection, Mr Birt.
4. If I am still concerned, I can talk to the Principal, Mr O'Doherty.
5. If I am still concerned, I can talk/write to the Chairman of the Board of Governors, Fr Tony Devlin.

*At any time, I can talk to a social worker, Gateway tel:02890507000 or the Police (local CARE Unit) <tel:02890650222>*

## **Mental health emergencies**

If you have an urgent concern about the mental health of yourself or someone you know, please contact:

- During office hours, Monday to Friday: **your own GP**
- Out of hours, weekends and public holidays: **GP Out of Hours Service –**
  - **028 9079 6220 (in South and East Belfast)**
  - **028 9074 4447 (in North and West Belfast)**

**Appendix 1- Expression of Concern Letter- to be replaced by CPOMS from Sept 2021**



**St. Clare's Primary School**

**Safeguarding Note of Concern**

**If you have any concerns about the general welfare or safety of any pupil in our care, please complete the form below; detailing your concerns and give a copy of this form to the Designated teacher.**

Pupil's Name: \_\_\_\_\_

Year group: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Received By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Designated Teacher)

**Action Taken:**

---

---

---

---

---

---

---

---

---

---

## Appendix 2- Useful Contacts

**ChildLine on 0800-1111**

**NSPCC on 0808-8005000**

These calls are free, and they will not show up on your phone bill. They will help you work out what to do next.

### USEFUL CONTACT NUMBERS AND WEBSITES

- Published on the Department of Education and Skills anti-bullying web pages <http://www.dfes.gov.uk/bullying> Tackling Syberbullying sets out simple sets that schools, parents and pupils can take to prevent cyberbullying and to deal firmly with incidents where they occur.
- [www.antibullying.net/cyberbullying1.htm](http://www.antibullying.net/cyberbullying1.htm)
- NSPCC: [www.There4me.com](http://www.There4me.com) (online support and guidance service for children and young people).
- [www.help4kids.co.uk](http://www.help4kids.co.uk) NSPCC on-line counselling for children and young people.
- [www.kidsmart.org.uk](http://www.kidsmart.org.uk) (internet safety guide for parents and young people. Also refers to mobile phone safety guide).
- [www.childguard.ie](http://www.childguard.ie) includes tips for safe surfing for kids and a parent's guide to online lingo. It also provides links to the Internet Advisory Board (Rep of Ireland). The site was developed after a survey in Rep of Ireland (2006) which found that one in ten Irish children who arranged to meet someone they met on the internet experienced physical threats and abuse.
- [www.childnet.com](http://www.childnet.com) (established by Nigel Williams to raise awareness of the benefits and risks to children posed by new technologies).
- [www.barnardos.org.uk/beyondtheshadows](http://www.barnardos.org.uk/beyondtheshadows) (child sexual exploitation project).
- Contact Youth 028 90457848 [www.info@contactyouth.org](mailto:www.info@contactyouth.org)  
One to one province wide therapeutic counselling for young people. Youthline telephone counselling service.
- Children's Law Centre 028 90245704 [www.childrenslawcentre.org](http://www.childrenslawcentre.org)  
Offers advice and guidance about law and policy affecting children and young people in Northern Ireland.
- Kidscape 0207 730 3300 [www.kidscape.org.uk](http://www.kidscape.org.uk)  
Offers free child protection leaflets with a SAE and a telephone helpline for parents of bullied children.
- Parent's Centre [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

Online information and support for parents on how to help with children's learning, including advice on subjects such as bullying, using computers and the internet, behaviour and discipline.

- Save the Children [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### **Appendix 3- Statutory Agencies and members of the MDT**

## **STATUTORY AGENCIES**

### **PSNI**

#### **Public Protection Units**

**Tel 02890 650222**

### **Child Abuse Investigation Units**

#### **N&W Belfast**

#### **Tennant Street Police Station**

#### **Detective Inspector Patricia Wallace**

**Tel 08456008000 x28968**

#### **Detective Sergeant Angela McKernin / Paula Gilmore**

**Tel 0845600800 x26797**



**SOCIAL SERVICES – EDUCATION AUTHORITY BELFAST REGION AREA**

**Belfast Health and Social Care Trust:**

**Gateway Team: 02890507000**

**OUT OF HOURS EMERGENCY DUTY TEAM  
02890565444 / 02890565707**