



ST. JOHN'S PRIMARY SCHOOL

POLICY FOR SAFEGUARDING & CHILD PROTECTION



Review date: NOVEMBER 2023

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School Safeguarding Ethos

All children deserve the opportunity to achieve their full potential. This should be free of impediment, obstruction or discrimination. At St. John's we recognise that every child has the right to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

Every Child Matters (Government Green Paper 2003/cm5860)

Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in or visit our school. In St. John's Primary School, we recognise our 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 in which all our pupils can learn and develop to their full potential. We also aim to strengthen children's resilience by teaching them about welcome and unwelcome behaviours.

The Governors and staff, both paid and unpaid, of St. John's Primary School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

This Policy is informed by the guidance and procedures set out by DE Pastoral Care in Schools: Child Protection (1999), the Area Child Protection Committee (ACPC) Regional Policy and Procedures (2005) and the amendments to the ACPC Policy and Guidelines (2008). We have consulted on this Policy with pupils, parents, teachers and Governors.

The central thrust 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 UN Convention on the Rights of the Child: *the best interests of the child shall be of primary consideration*. This "paramountcy of the child" principle underpins our 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. The issue of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence. We also recognise that domestic violence may be a cause of a range of physical, emotional and behavioural difficulties for children.

Aims and Objectives

This Policy ensures that all staff in our school are clear about the actions necessary where a safeguarding Child Protection issue arises. In putting the Policy into practice, our aims are to:

- establish a safe environment in which children can learn and develop
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- to ensure effective communication among all staff when dealing with safeguarding issues
- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of Child Protection issues and equip children with the skills needed to keep them safe
- raise the awareness of all staff and identify responsibility in reporting possible cases of abuse
- support pupils who have been abused in accordance with his/her agreed Child Protection plan.

The purpose of the following procedures on Safeguarding is to protect our pupils by ensuring that everyone who works in St. John's Primary School

– teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration.

We believe that children cannot learn effectively unless they feel secure. This document lays out the procedures, roles and responsibilities relevant to addressing allegations of child abuse.

Safeguarding Team

Designated Teacher for Child Protection:	Mrs. Fiona Kearney
Deputy Designated Teacher for Child Protection:	Mrs. Sally Coyle
Chairman of Governors:	Mrs. Lorna McMullan
Designated Governor for Child Protection:	Mr. Paul Kearney

Whilst it is recognized that in best practice the Principal would not ordinarily be the Designated Teacher, here in St. John's this has been accepted by Colleen Ellison EANI (NE) due to the fact that a series of internal trawls have not produced any staff member willing to take on the role.

This will change as soon as any such trawl brings a replacement DT.

Roles and Responsibilities of Staff

If any teacher suspects that a child may be a victim of abuse, they immediately inform the Designated Teacher (DT) about their concerns. Abuse may be of a sexual, emotional or physical nature. It may also be the result of neglect, and we recognise that domestic violence has an impact on children.

The school's DT works closely with Social Services and any other relevant and authorised agency when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive and confidential manner, but the well-being of the child is of paramount importance. The following principles will apply:

- the Principal will liaise with Social Services or the EANI (NE)North to determine if a referral is necessary
- the complainant will be informed of the outcome, if appropriate
- if the parent is not the alleged abuser, then he/she will be informed
- if the parent is the alleged abuser, then discussions will follow with Social Services and PSNI to determine how the parent will be informed.

If a child alleges abuse in the form of a disclosure, then the DT will contact Social Services. **Social Services will investigate the disclosure – this is not within the remit of the school.**

Staff will work closely with statutory agencies and will attend case conferences as required. The case conference offers the opportunity to share information and formulate a plan of action to safeguard the child. Staff are expected to attend and participate in all case conferences and meetings held under statutory guidelines.

Our teaching of PDMU (Personal Development and Mutual Understanding) and our preventive curriculum helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations and how to respond to unhealthy and unsafe behaviours from others. School staff will continue to remind children regularly about their own personal safety.

All Adults

It is the responsibility of **ALL** adults working in the school to record and report possible/disclosed abuse to the DT. It is the responsibility of all adults to:

- adopt safeguarding guidelines, including the staff Code of Conduct
- act upon any concern, no matter how small it may seem, in accordance with the school's procedures
- promote safe practice and challenge poor and unsafe behaviour
- ensure all health and safety procedures are adhered to
- ensure they are aware of safeguarding procedures and are appropriately trained.

Chairman of the Board of Governors

The Chairman of the Board of Governors will:

- ensure that a safeguarding ethos is maintained within the school environment
- ensure that the school has a current Safeguarding and Child Protection Policy in place and that staff implement the Policy
- ensure that appropriate Governors undertake appropriate training in Child Protection and Recruitment & Selection
- assume lead responsibility for managing any complaint/allegation against the school Principal.

Designated Governor for Child Protection

The Designated Governor will provide the lead in keeping the Governors informed of:

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

Principal

The Principal takes the lead in managing safeguarding and Child Protection concerns relating to adults in the school. The role of the Principal is to ensure that:

- a Designated Teacher and Deputy Designated Teacher (DDT) are appointed
- this Policy is adopted and followed in the school
- the Chairman of the Board of Governors and the Governors are kept informed where appropriate
- the school's Safeguarding and Child Protection Policy is reviewed annually
- confidentiality is paramount.

Designated Teacher for Child Protection

The role of the Designated Teacher is:

- to provide Induction for all adults and to deliver training to all school staff, including support staff, on the Safeguarding and Child Protection Policy
- being available to discuss the Child Protection concerns of any member of staff
- responsibility for the management and keeping of all Child Protection concerns
- to make referrals to Social Services or PSNI Public Protection Units where appropriate
- to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at case conferences
- to liaise with NEELB Designated Officers for Child Protection
- responsibility for the development and updating of the school's Safeguarding and Child Protection Policy
- to ensure parents receive a copy of the Policy every two years
- to promote an ethos of safeguarding within the school
- to provide regular reports to the Board of Governors regarding Child Protection
- to maintain all records pertaining to Child Protection and to keep them in a secure location (accessed only by The Safeguarding Team as appropriate)

- when a child changes school, to ensure that the Designated Teacher in the receiving school is informed of the child's circumstances and the name of their Social Worker
- to ensure that when a child on the Child Protection Register has been absent from school for two consecutive days, that the child's Social Worker is informed of the situation (following regionally agreed protocols).

Deputy Designated Teacher

The role of the DDT is to support and undertake the duties of the Designated Teacher for Child Protection as required.

It should be noted that safeguarding takes precedence over collegiate loyalty or management structure.

Definitions

Child Abuse occurs when “a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely, by a stranger. There are many different types of abuse and a child may suffer from more than one of them.

(Area Child Protection Committee/ACPC, 2005).

Types of Abuse

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

Possible signs or symptoms of physical abuse include:

- unexplained bruises (in places difficult to mark)
- human bite marks, welts or bald spots
- unexplained lacerations, fractures or abrasions
- untreated injuries
- self-destructive tendencies
- chronic running away
- fear of going home.

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

Possible signs or symptoms of emotional abuse include:

- bullying of others or low self-esteem
- change in personality from outgoing to withdrawn
- difficulty in forming or maintaining relationships with others
- depression
- signs of mutilation
- attention-seeking behaviour
- chronic running away
- wetting and soiling
- sudden speech disorders.

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

Possible signs or symptoms of sexual abuse include:

- bruised or sore genitals
- genital infection
- difficulty in walking or sitting
- inappropriate sexualised language or behaviour
- low self-esteem
- chronic depression
- substance abuse
- personality changes
- fear of going home.

There are an increasing number of instances where children are abusing other children (CPSS trainer 22.5.15)

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. (See section 7)

- The practice definition of Child Sexual Exploitation is as follows
- **'Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.'** (SBNi 2014, adopted from CSE Knowledge Transfer Partnership NI)

FGM

As society becomes increasingly diverse we need to be aware of pupils we may come across who may be at risk of Female Genital Mutilation and particularly know the risks relate to....

- Being a girl aged 5 - 8 within a community where FGM is practised
- Prolonged return to country of origin for summer break – giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girls may disclose that she is to have a 'special procedure' or attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the child out of the country for a prolonged period

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

Possible signs or symptoms of neglect include:

- poor hygiene
- constant hunger/cramming food
- inadequate/inappropriate clothing
- constant tiredness
- exposed to danger/lack of adequate supervision
- untreated illness
- lack of peer relationships
- compulsive stealing/begging.

A child may suffer or be at risk of suffering from one or more types of abuse, and abuse may take place on a single occasion or may occur repeatedly over time.

Any combination of the above may be accompanied by marked deterioration in school performance and/or increased absenteeism.

Domestic Abuse is any incident of threatening behaviour, violence or abuse - psychological, physical, sexual, financial or emotional (between adults who are or have been partners) that has been seen or heard by a child.

*“threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation.”
(DHSSPS / NIO Tackling Violence at Home, 2005, p10)*

Possible signs or symptoms of witnessing domestic abuse include:

- anxiety and depression
- temper tantrums
- truanting
- aggression
- becoming withdrawn
- lowered sense of self worth
- self-harm
- eating disorders

If you become aware of domestic violence happening within a family it is your duty to pass on the information to Child Protection Services.

Forced Marriage:

Signs to note are...

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Change in behaviour, performance or punctuality
- Being withdrawn from school for ‘home schooling’ and not receiving suitable education at home
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement

Gender Identity

Transphobic bullying may affect both boys and girls and those who have a parent, relative or other significant figure displaying gender variance or is transgender.

Such bullying is similar to other forms but with the additional element of inappropriate or coercive sexual behaviours.

Staff at St. John's will challenge any such bullying using the strategies and steps outlined in the Anti-Bullying Policy.

Self-Harm

Self-harm is any behavior where the intent is to deliberately cause harm to one's own body, for example by

- Cutting, scratching or picking skin
- Swallowing inedible objects
- Taking an overdose of prescriptions or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Staff should always take warning signs of the above behaviours seriously and should seek further advice from the Designated Teacher. Confidentiality cannot be promised if a child is at risk of harming themselves.

Follow up action may include:

- Contacting parents/carers
- Arranging professional assistance (doctor/ nurse/social services/ counselor)

Confidentiality

Where a child confides in a member of staff or a volunteer and requests that the information is kept secret, it is important that the child is told sensitively that it may be necessary to share the information with those who need to know about it, in order to ensure the child's safekeeping.

All staff and volunteers who receive sensitive information about children or parents in the course of their professional duties should be aware that such information is confidential, and is not to be made the subject of general conversation or disclosed to others outside the school other than statutory officials, as required by this Policy.

All records of a safeguarding/Child Protection nature are held securely within the school. Access to such records is restricted to the Designated Teacher and Deputy Designated Teacher for Child Protection.

How to Respond to a Child who makes a Disclosure

Receive

- Stay calm.
- Listen to what the child is saying without displaying shock or disbelief.
- Accept what the child is saying.
- Be discreet.

Reassure

- Reassure the child that they have done the right thing by talking to you, but **do not make promises that you cannot keep** (such as, "Everything will be all right now").
- Do not promise confidentiality. Staff have a duty to refer the matter to the Designated Teacher. Explain that you will need to talk to Mrs. Kearney (DT) or Mrs. Coyle (DDT), who will know what to do next.
- Reassure and alleviate guilt if the child refers to it.

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the DT.
- Ask open questions (such as, "Can you tell me what happened?" "Is there anything else you wish to tell me?")
- Do not ask closed questions (those that will evoke a yes/no response, such as, "Did _____ do this to you?") Such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person.
- Explain what you will do next (talk with the DT, who will know how to get help).

Record

- Make notes as soon as possible after hearing what the child has said and write them up.
- Do not destroy these original notes.
- Record the date, time, place, people present and any noticeable non- verbal behaviour. Record the words the child used as much as possible (if the child uses 'pet' words, record those rather than translating them into 'proper' words). Any injuries or marks noticed can be depicted on a diagram showing position and extent.
- Record statements and observable things, rather than your interpretations and assumptions.
- Sign the record and hand it to the DT.

All written records of concerns about children, even where there is no need to refer the matter immediately, are securely maintained, separate from the main pupil file and in a locked location.

Refer

Concerns about possible abuse must be referred to the DT as soon as possible within the working day.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional Child Protection agencies, following a referral from the DT.

Procedures for Reporting Suspected or Disclosed Abuse

The Designated Teacher for Child Protection (DT) is Mrs. Kearney. In her absence, the Deputy Designated Teacher for Child Protection (DDT), Mrs. Coyle, will assume responsibility for Child Protection.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate** - this is a matter for Social Services – but should report these concerns immediately to the DT, discuss the matter with her, make full notes (signing and dating them) and hand the notes to the DT.

The DT will plan a course of action and ensure that a written record of decisions is made. He will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to Social Services. Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

Before a referral is made, the DT may seek clarification or advice and consult with the Designated Officer for Child Protection at EANI (NE)'s Child Protection Support Service for Schools or a senior Social Worker. No decisions to refer a child to Social Services will be made without full consideration and appropriate advice. The safety of the child is our first priority.

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

- EANI (NE)'s Designated Officer for Child Protection.
- Social Services - using the regional UNOCINI framework (Understanding the Needs of Children in Northern Ireland). The UNOCINI referral will be made within 24 hours of the initial telephone referral to Social Services' Gateway Team. This will be sent in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION' or sent electronically by encrypted email.

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 signs or symptoms of possible child abuse, he/she should talk to the DT. It should be noted that the information given to members of staff about possible child abuse cannot be held in confidence.

Record Keeping

We follow DE Circulars 2020/07, 2019/08, 2017/04, 2015/13 and the school will keep accurate records of concerns expressed and action taken. These records will be maintained in a secure location, separate from general records.

It will be the responsibility of the Designated Teacher to ensure that such records are kept up-to-date and forwarded when a child moves school (in compliance with DE guidance).

Only the DT/DDT will have access to Child Protection records. However, in the case of an emergency where neither the DT/DDT are onsite then the responsibility will fall to another named member of the Safeguarding Team

Child Protection Register

Where pupil names are known by the school to be on the Child Protection Register maintained by Social Services, they will also be entered in the Child Protection Register held by the school. All teaching staff will be informed of and will monitor pupils whose names are on the CPR.

The DT or DDT will attend case conferences where practical. If this is not possible, a written report will be provided to the relevant Social Worker. This written report will be provided by the DT/DDT (upon request) on a pastoral care recording sheet.

The procedures for the reporting suspected or disclosed abuse are made clear within the diagrams mentioned below:

FIGURE 1 - The procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff.

FIGURE 2 – The procedure where a complaint has been made about possible abuse by a member of the school's staff.

FIGURE 3 – How a parent can make a complaint.

Fig. 1 Procedures for staff raising a Safeguarding concern about someone outside of the school

Pastoral Care in Schools:
CHILD PROTECTION

Figure 1

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

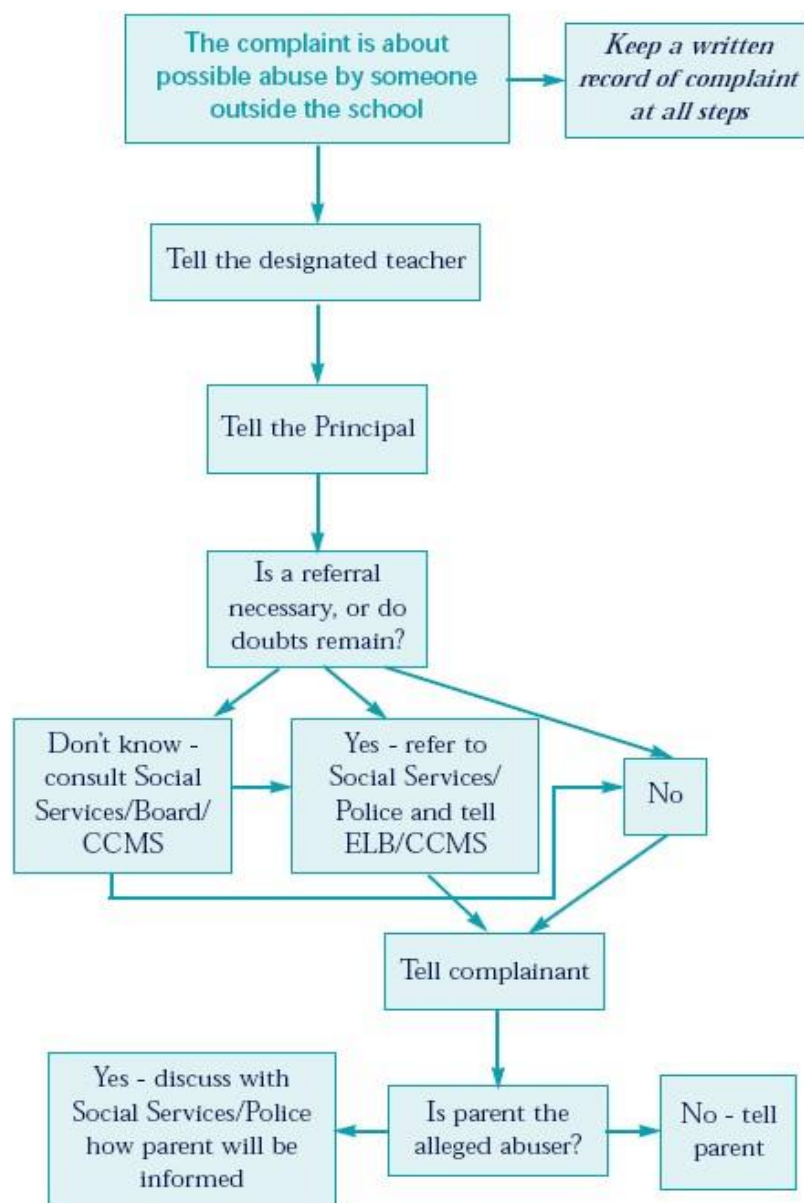


Fig. 2 Procedures for raising a Safeguarding concern about an employee of the school

Pastoral Care in Schools:
CHILD PROTECTION

Figure 2

Procedure where a complaint has been made about possible abuse by a member of the school's staff

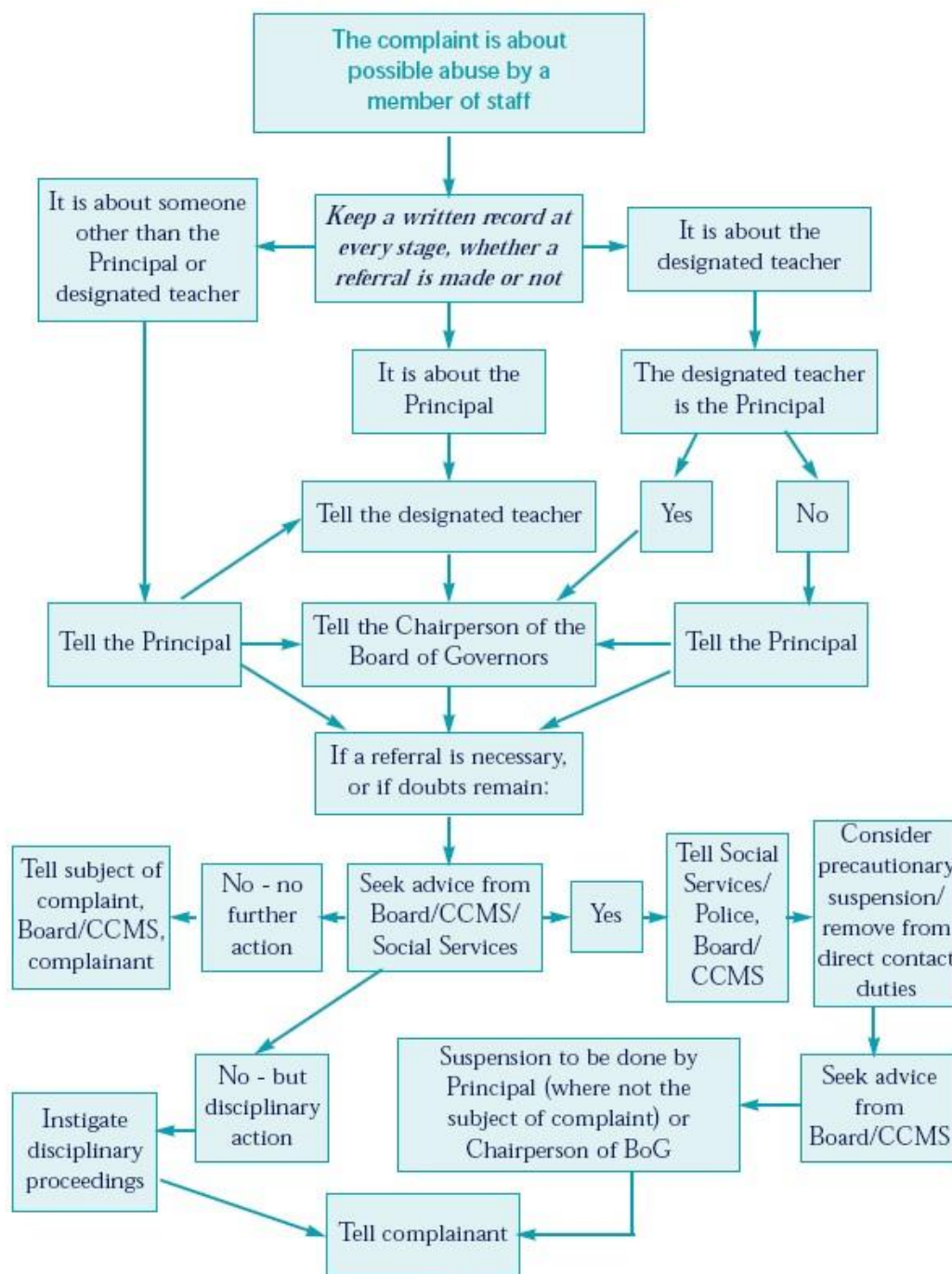
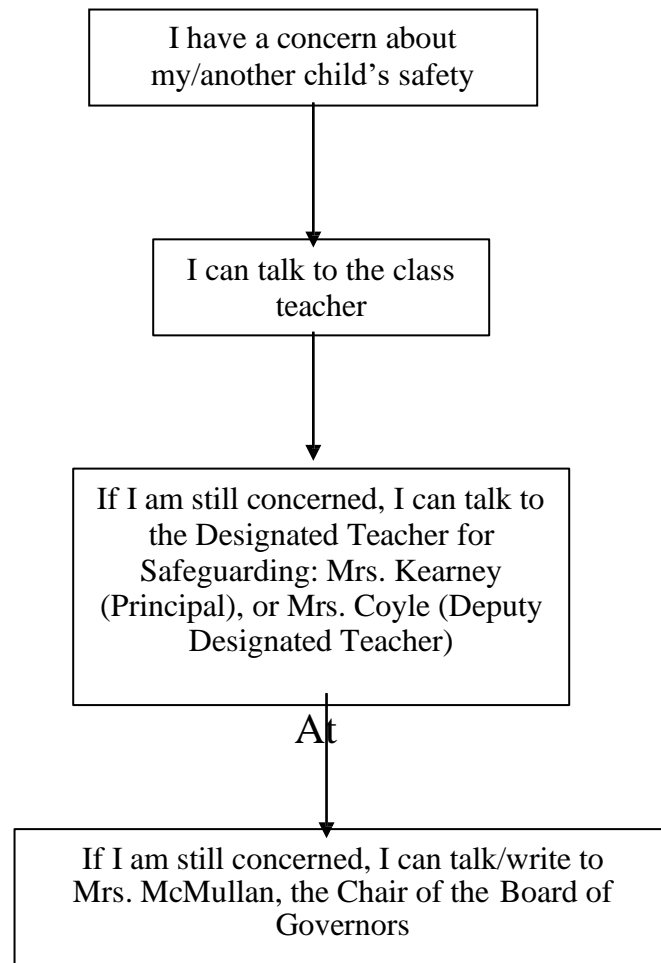


Fig. 3 How a Parent/Carer can raise a Safeguarding concern



At any time, I can talk to:

The social worker on 02879365097 or the Police Care Unit on 02870344122

Supporting Vulnerable Children

The staff of St. John's Primary School recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging or they may be withdrawn. We will endeavour to support pupils who are exposed to risk of harm in accordance with their agreed protection plan.

Support for all pupils in developing confidence and skills of self-protection will be provided through:

- lessons in Personal Development and Mutual Understanding
- promotion of the school's ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of value
- the school's Positive Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others
- liaison with other agencies that support the pupil, such as Social Services, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

Safeguarding Concerns about an Adult working in the School

Where a concern is raised about possible child abuse by an adult working in the school, the DT must be informed immediately. These procedures will apply, unless the complaint is about the Designated Teacher.

When 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 investigations by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a concern is raised about possible child abuse by the DT, the DDT must be informed immediately. He will inform the Chairman of the Board of Governors and together they will take appropriate advice from the Child Protection Support Service for Schools (EANI-NE) and ensure appropriate action is taken.

St. John's Primary School's Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity in our school.

In order for all reasonable steps to be taken to employ and engage suitable staff to work with the children in our care, we follow the following guidance on pre-employment checking and safe recruitment practices provided by the Department of Education for vetting and checking of staff prior to appointment or volunteering within the school:

- DE Circular 2006/06: Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings
- DE Circular 2006/07: Child Protection: Employment of Substitute Teachers
- DE Circular 2006/08: Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- DE Circular 2006/09: Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
- DE Circular 2006/25: Child Protection: Vetting of School Governors
- DE Circular 2008/03: Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- DE Circular 2008/10: Employment of Substitute Teachers.
- DE Circular 2012/19: Disclosure and Barring Arrangements.
- DE Circular 2013/01: Disclosure and Barring Arrangements.

Copies of these circulars are available on the DE website: www.deni.gov.uk and click on 'Circulars'.

All staff – whether paid or unpaid – are inducted in our Safeguarding and Child Protection Policy.

Links with other School Policies

Anti-Bullying

We have updated our Anti-Bullying Policy following guidance from the NIABF (Northern Ireland Anti-Bullying Forum) and we acknowledge that to allow or condone bullying may lead to consideration under Child Protection procedures.

Intimate Care Policy

Our Intimate Care Policy is in keeping with the guidelines in the Area Child Protection Committees' Regional Policies and Procedures.

E-Safety

Our E-Safety Policy has been drafted using guidance from the South West Grid for Learning and incorporates resources and approaches highlighted in c2k policies.

We have a separate agreement for the Acceptable Use of the Internet and is informed by DE guidance (DE Circular 2007/01). Such agreements are signed by every adult working in the school, by pupils in KS2 and by parents on behalf of their FS or KS1 child (ren). It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies. In school, we take the following precautions:

- all computer systems are protected by username and password
- access to the Internet is passed through a filtering system that blocks inappropriate websites
- E-safety education is provided to pupils across the curriculum to help them understand what safe and responsible online behaviour means and how to report any concerns they may have.
- We signed up to c2k's latest monitoring console SECURUS which is an additional tool to assist in identifying and recording potential breaches of our E-Safety policy and to protect pupils from possible harm like grooming etc.

Mobile Phone Policy

Cyber bullying can be defined as using IT, particularly mobile phones and the Internet, to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.

Health and Safety Policy

Our Health and Safety Policy is comprehensive and ensures that all consideration is given to the health and safety of our pupils and staff. Health and Safety is a regular item on the agenda for Board of Governor meetings and the premises is regularly inspected by the Building Supervisor and Governor reps who have Child Protection issues to the fore in any decision-making or actions.

Policy for RSE (Relationship and Sexuality Education)

This policy is due for review and will be updated using guidance from the Derry Diocesan Committee.

Policy in the use of Reasonable Force/ Safe Handling

Our Policy for Reasonable Force indicates that such force should be limited to emergency situations only, as a last resort and to prevent personal injury or other harm.

Visitors to the School

All visitors to the school are issued with a summary of our safe-guarding approaches and policies. When they sign the visitors' book they are issued with an identity badge if they don't already wear one and they are signing to acknowledge that they have received the Safeguarding Summary.

The Preventative Curriculum

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with clear lines of communication with trusted adults, supportive friends and an ethos of safeguarding and protection. The school community will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty
- follow the curriculum for Personal Development and Mutual Understanding, which equips children with the skills they need to stay safe from harm and teaches who they should turn to for help if the need arises.

E-safety

Our ICT Policy is set out in a separate document.

Grooming and images of child abuse

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts, the matter must be reported to the Designated Teacher immediately:

- a child enticed or coerced to engage in sexually explicit conduct on- line
- importing or transporting obscenity using telecommunications public networks
- knowingly receiving images of child abuse whether via the Internet or other digital device (such as mobile phone); these include images which appear to be photographs, whether made by computer graphics or otherwise.

Risks Assessments

We have devised a comprehensive bank of Risk Assessments to ensure that all situations related to school life have safeguarding at the fore of all decisions and activities involving our children.

Educational Visits

Our Policy on Educational Visits is informed by the Educational Visits Best Practice 2009 document which provides guidance in planning and carrying out educational visits in accordance with Health and Safety and Child Protection requirements.

Code of Conduct

Our Policy on Conduct of staff outlines the guidelines for employees in relation to child protection and their position as role models.

Emergency Numbers

Should any adult in the school find themselves in the rare position of being the only adult remaining in the school and in need of immediate safeguarding advice, they should use the contacts below (in the given order) to seek help:

Childline:	0800 1111
Child Sexual Exploitation Helpline NSPPC :	0800 3891701
PSNI:	0845 600 8000
24 Hour <u>Domestic</u> & Sexual Violence Helpline	08088021414
NSPPC Adult Helpline	08088005000 text 88858

Reviewing the Safeguarding & Child Protection Policy

The Safeguarding Team at St. John's Primary School will review this Policy every 2 years when it is issued to families, or in the event of a change of legislation or following an incident, when the Policy's effectiveness will be evaluated. Any necessary changes will be made in light of any lessons learnt.

Date Policy reviewed: _____

Signed:

_____ Chairman of Governors

_____ Designated Teacher

_____ Deputy Designated Teacher

Appendix

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in our school and in contributing, by their efforts and initiative, to the life of the school.

It is essential, however, that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

Who is a Volunteer?

A volunteer is an individual who, subject to the satisfactory procedures below, either:

- assumes unpaid duties in a school on a regular basis, *or*
- is engaged by the school to accompany or assist in school visits or trips, residential activities or to undertake coaching in sports activities.

Under the new DBA (Disclosure & Barring Arrangements) the law regarding the vetting of school volunteers has changed. There are now two types of volunteers working in schools:

- Those who work unsupervised; and
- Those who work under supervision

Volunteers that work unsupervised are defined as persons carrying out Regulated Activities and these activities include:

- teaching
- training
- instructing
- caring for or supervising children
- providing advice/guidance on well-being
- driving a vehicle only for children

In order to be regarded as Regulated Activities such activities must be performed on a regular basis. Regular means carried out by the same person frequently (once a week or more often), or on four or more days in a 30 day period (or in some cases, overnight).

ALL VOLUNTEERS CARRYING OUT REGULATED ACTIVITIES THAT ARE NOT SUPERVISED REQUIRE AN ENHANCED DISCOURSE CERTIFICATE (EDC) FROM ACCESSNI.

Activities that are not regarded as Regulated activities (under the new DBA) include:

- Activities performed by volunteers that are supervised at a reasonable day to day level, or
- Volunteers work occasionally or temporary by providing a service that assists with maintenance or repairs with the school setting

IF A VOLUNTEER IS SUPERVISED THEN UNDER THE NEW DBA THEY ARE NOT REGARDED AS WORKING IN REGULATED ACTIVITY AND THERE A SCHOOL IS NOT REQUIRED TO OBTAIN AN EDC FROM ACCESSNI.*

*Schools may still require an EDC if they wish but cannot seek a barred list check for volunteers working in unregulated activities that are supervised.

Use of Volunteers

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- during school hours involving direct contact with pupils
- outside school hours involving direct contact with pupils
- during school hours but not usually involving direct contact with pupils.

Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to offer assistance. In many cases, potential volunteers may already be known to the school. Others may come forward from the local community or universities for example.

These are the fundamental principles observed when using volunteers:

- the purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties
- volunteers only work under the supervision and guidance of paid staff; these arrangements should minimise the opportunities for direct, unsupervised access to children

- volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment
- volunteers should understand the tasks they are to undertake and should receive relevant training
- volunteers are allocated duties only after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not to be placed under any pressure to accept a volunteer in their classroom
- volunteers are not given access to records or other information relating to staff or pupils. An exception might be made where a child has a medical condition and where agreement of the parent has been provided.

Health and Safety Insurance

Volunteers are owed a duty of care under the requirements of Health and Safety legislation. Our school therefore ensures that volunteers are treated no less favourably than paid employees in terms of the school's obligations under the legislation.

Information and Training

The school ensures that the volunteer receives such information, guidance, preparation and, where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the school's Policies on Pastoral Care and Safeguarding/Child Protection
- the school's Health and Safety Policy, Evacuation procedures etc.

Addendum to **ST. JOHN'S P.S. Child Protection Policy**

Covid-19 Arrangements for Safeguarding and Child Protection

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.

PROCEDURES

Staff will continue to follow the procedures outlined in our school's 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, main school phone number and an emergency mobile number have been made available to all parents via the school newsletter/website. In addition parents can contact the class teacher a DOJO.
- Teachers provide online learning via the school website/ C2k platform with strict procedures in place to minimise risk.
- The DOJO platform provides parents with a range of resources and links to additional online learning, support and guidance.
- 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 will 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.

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 video conferencing or platforms recommended by and available via C2K.

Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.

Students cannot participate from a bedroom.

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 Principal.

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 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.

1. 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 EA guidance (link to guidance for school clusters to be added).

If our school is part of a cluster of schools which are open we will share relevant safeguarding information with the Designated Teacher and/or Principal. In accordance with our 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.

2. HOW A CHILD CAN RAISE A CONCERN

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, 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 children and young people as well as signpost them to other agencies.

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

- Respond to emails via the c2k email addresses only.
- Respond to any concerning comments our young people post on social media.
- Other Agencies
- NSPCC Childline
- CEOP
- Safer Schools App

SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

Designated Teacher: Mrs. Kearney 07967451192

Chair of Governors: Lorna McMullan 07917167622

EA Child Protection Services 02895985590

NHSCT Gateway Team 03001234333

- <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/>

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:	

Each school to decide if, due to social distancing measures, digital signatures can be used.

