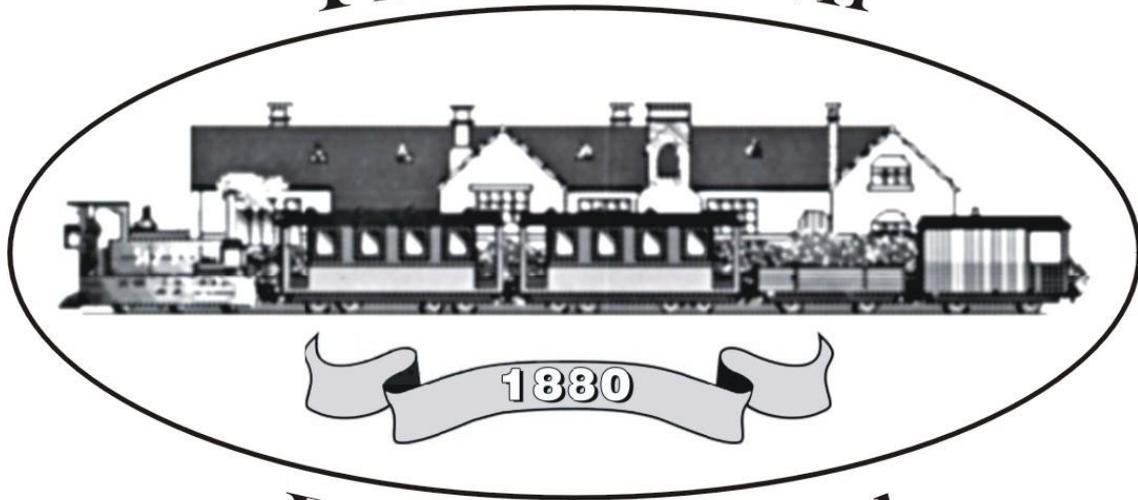


Fivemiletown



Primary School

SAFEGUARDING POLICY

Reviewed September 2016

Introduction

The staff and Board of Governors of Fivemiletown Primary School recognise the pastoral responsibility they have towards the pupils attending the school and will endeavour to take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved.

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, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

The following principles form the basis for effective child protection activity and underpin guidance that we follow:

- The child or young person's welfare must be paramount.
- 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.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict, the child or young person's interest must always come first.
- Children have a right to be heard, to be listened to and be taken seriously.

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

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 Policy which incorporates our anti-bullying policy
- Use of Reasonable Force/Safe Handling
- Inclusion incorporating Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality in Education Policy
- E Safety Policy
- Intimate Care Policy
- Staff Code of Conduct

Child Protection

Fivemiletown Primary School offers protection on two levels:

- Long term through the pastoral care which permeates through everything we do.
- Immediate through our Child Protection Procedures

LONG TERM PROTECTION THROUGH THE PASTORAL CARE WHICH PERMEATES THROUGH EVERYTHING WE DO.

Our primary aim is the education of the children in our care. We recognise that the process by which children learn is important not only for developing understanding of concepts but also for the personal, social and emotional development of the whole child.

A wise old Cherokee is telling his grandson about a fight that is going on inside himself. He said it is between two wolves.

One wolf is evil: anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego.

The other is good: joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith.

The grandson thought about it for a minute and then asked his grandfather. "Which wolf wins?" The old Cherokee simply replied, "The one I feed."

IMMEDIATE PROTECTION THROUGH OUR CHILD PROTECTION PROCEDURES

1. Vetting Procedures

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

2. Awareness and responsibilities

Parental/ Carer Awareness

The primary responsibility for safeguarding children rests with their parents who should ensure that they are always safe from danger in the home and risk from others. Parents / Carers have a right to respect and should be consulted and involved in matters which affect their family. A permission letter is sent home when children enrol in the school regarding a range of issues including photography and assistance to be given to children when changing. Parents will be made aware of our Child Protection Policy and Procedures through a summary leaflet issued annually. A copy of the full policy is published on the school website. A hardcopy is available from the school office.

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence and sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school 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 Positive Behaviour incorporating anti-bullying, e-safety and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

Governors Awareness and responsibilities

There is a duty of care on the Board of Governors to ensure that there are appropriate Child Protection / Safeguarding measures in place in the school.in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting / supervision of all staff and volunteers

All Governors have a copy of the Safeguarding Policy and the summary leaflet. Child protection will form a part of the principal's report, on at least a termly basis, when Governors will be informed about what the school is doing to protect children. Members of the Board of Governors will attend training in Child Protection for Governors.

The Board of Governors must ensure that the school fulfils its responsibilities

Chair of Board of Governors is Mrs C. Baxter.

Designated Governor for child protection is Mrs B Weir.

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment

- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

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 Teachers Report
- Recruitment, selection and vetting of staff

Staff Awareness and responsibilities

The school Safeguarding / Child Protection Team is made up of:

Principal: Miss M Houston

Designated teacher: Mrs H Graydon

Deputy Designated teacher: Mrs M Coulter

Child Protection Awareness training is organised for all staff (including school meals and crossing patrol staff) every two years by the school safeguarding team. Additional training sessions are organised when necessary. All staff, including temporary staff and placement students, are issued with a copy of the full child protection policy and procedures are explained and discussed. They are also provided with the related policies on Behaviour and E-Safety. All staff agree to follow the school Code of Conduct.

All paid staff are vetted through NISTR, Education Authority recruitment procedures or through completion of Access NI Disclosure Certificate Application Forms provided by the school.

Appropriate staff are informed about children in their care who are on the Child Protection register maintaining as much confidentiality as is possible at all times.

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

They should remember the 5 Rs: *Receive, Reassure, Respond, Record* and *Refer*

The member of staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

The Principal will ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided

- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

The designated teacher and deputy designated teacher will:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

The appointment of designated teachers is not seen as diminishing the role of all staff in being alert to signs of possible abuse. Everyone can help safeguard children if they are alert to children's needs and are willing and able to act if they have concerns about their welfare.

Pupils Awareness

The school is proactive through the curriculum and strategies used to help the children to feel secure, develop ways to keep themselves safe and to recognise that they have a right to be safe.

We recognise that educating children about risks and how to protect themselves from danger has a significant impact on their health and well-being and aim to do this through building up relationships between adults in school and the children, and through activities including:

- P.D.&M.U. curricular activities. Staff welcome and appreciate the role which the Area of Learning entitled Personal Development and Mutual Understanding can play through focusing '*attention on children's emotional development, health and safety, relationships with others and development of moral thinking, values and actions.*' (PD&MU Guidance Booklet). Circle time is used throughout the school as is the use of stories related to personal, social and emotional education

- Expertise from other agencies. Visitors are invited to school to speak on specific issues e.g. PSNI School liaison officer to speak on internet and mobile safety and cyber- bullying, Education Welfare officer on 'Transition to secondary School', Women's Aid on the 'Helping Hand' programme.
- Love for Life – this programme is completed by P.6/7
- Opportunities for self expression and development of understanding of feelings are used throughout the curriculum but particularly through PDMU, literacy, RE, Art and drama.
- A Playground helper system is organised by P.6 /7
- A Class and a School Council system is being introduced in 2013/14.
- E-safety skill development including educating pupils on the dangers of technologies, the impact of online bullying and what internet use is acceptable. E-Safety rules are displayed in all classrooms and resource rooms. Pupils, parents and staff must complete Acceptable Internet Use Agreements.
- School assemblies on specific issues including 'stranger danger' and anti-bullying.

The pupils are made aware of the members of the safeguarding team and that they can talk to any adult in school about any concerns.

Where appropriate referrals are made to the Pupil Personal Development team in the Education Authority (Southern Region)

What Is Child Abuse?

The following definitions of child abuse are taken from 'Cooperating to Safeguard Children and Young People in Northern Ireland', March 2016.

Child in Need of Protection

A child in need of protection is a child who is at risk of, or likely to suffer, significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm as defined in Article 50 of the Children Order

Categories of Abuse

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

- Physical abuse;
- Sexual abuse;
- Emotional abuse;

- Neglect; and
- Exploitation.

Physical Abuse 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 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.

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

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

Neglect is the 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 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.

SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

The following are specific forms of abuse requiring a child protection response. Details can be found in 'Cooperating to Safeguard Children and Young People in Northern Ireland', March 2016.

- **Grooming**
- **Complex Child Abuse**
- **Abuse within Communities**
- **FGM Female Genital Mutilation**
- **Forced Marriage**
- **Honour Based Violence**
- **FII Fabricated and Induced Illness**
- **Sexual Exploitation of Children and Young People**
- **Abusive Images of Children**
- **Risk of Misuse of Digital Technologies**
- **Abuse by a Person in a Position of Trust**

Grooming

Grooming¹ 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 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.

Sexual Exploitation of Children and Young People;

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.

¹ NSPCC definition - 'Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<p>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</p>	<p>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</p>

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>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).</p>	<p>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.</p>

Neglect

Physical Indicators	Behavioural Indicators
<p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems;</p>	<p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends;</p>

special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.
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Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>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 identify of the father is vague; anorexia/gross over-eating.</p>	<p>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; exposure to pornographic material.</p>

Children / Young People with Increased Vulnerabilities

- Looked After Children (LAC)
- Children / Young People Who Go Missing
- Young people in Supported Accommodation

- Young People who are Homeless
- Private Fostering
- Domestic Violence and Abuse
- Children of Parents with Additional Support Needs
- Separated, Unaccompanied and Trafficked Children and Young People
- Children/Young People with Disabilities
- Lesbian, Gay, Bi-sexual or Transgender Young People (LGBT)
- Pre-birth Risk

Domestic Violence

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display and which are indicators only include:

- | |
|---|
| <ul style="list-style-type: none"> • Nervousness • Low self-worth • Disturbed sleep patterns • Nightmares / flashbacks • Physiological – stress / nerves • Stomach pain • Bed wetting • Immature / needy behaviour • Temper tantrums • Aggression • Internalising distress or withdrawal • Truancy • Alcohol and drugs • Bullying |
|---|

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

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

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

Response To Disclosure / Concern

All staff follow the procedure below:

RECEIVE

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said;
- Take notes.

REASSURE

- Reassure the child, but only so far as is honest and reliable, for example, **do not** make promises you may not be able to keep, like *"I'll stay with you"* or *"Everything will be alright now"*.
- **Don't** promise confidentiality; you have a duty to refer. Explain to the child that you will need some help to deal with what he/she has told you.
- **Do** reassure and alleviate guilt, if the child refers to it. For example, you should say: *"You're not to blame"* or *"You're not alone, you're not the only one this sort of thing has happened to"* or *"You did the right thing to talk about this"*.

REACT

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- **Do not** ask leading questions, for example, *"What did he do next?"* (this assumes he did) or *"Did he touch your private parts?"* Such questions may invalidate your evidence and the child's in any later prosecution in court.
- **Do** ask open questions like: *"Anything else to tell me?"* *"Yes?"* *"And?"*
- **Do not** criticise the perpetrator; the child may love him/her and reconciliation may be possible.
- **Do** explain what you may have to do next and to whom you have to talk.

RECORD

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible.
- **Do not** destroy these original notes.
- See Appendices for exemplar formats for recording.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent.

- Record statements and observable things, rather than your 'interpretation' or assumptions.
- Note down when the suspicions were reported and to whom.

REFER TO DESIGNATED TEACHER: Mrs H Graydon

- Place all notes into child protection folder in filing cabinet.

In her absence the Deputy Designated teacher or Principal will assume responsibility.

Designated teacher's role

RECEIVE

- Listen to the class teacher or child.
- Remind class teacher to take notes.
- Take notes.
- Discuss informally with Social Services, the Board's Designated Officers – (Cathy & Jennifer McCann Tel: 028 38341975) etc if uncertain of whether to report or not.

REFERRAL

If a decision is taken after discussion with the Deputy Designated teacher and Principal, that there is a reason for concern, the school will immediately contact the local Social Services officer (Senior Social Worker) and later confirm the referral in writing on the appropriate form.

The designated teacher will then inform Ms Alex Barr, Chief Education Welfare Officer who is the Board's Designated Officer for dealing with concerns about a child's welfare, of the school's suspicions and the action that has been taken. The designated teacher will also forward her a copy of the form sent to Social Services. Where concerns are expressed by the Education Welfare Psychologist, he or she will inform the designated teacher and Ms Barr.

Note: In all cases of suspected child abuse, the action to be taken by the school is that of informing the Social Services and the Southern Education and Library Board. The school will not be involved in investigating the suspected abuse.

ALLEGATIONS ABOUT A MEMBER OF STAFF

If a complaint about possible child abuse is made against a member of staff, the Principal must be informed immediately.

If a complaint is made against the Principal the Chairman of Governors, will be informed immediately.

The matter should be treated in the strictest confidence in all incidences.

Procedures for raising concerns in relation to child abuse

How a Parent can raise a concern

We aim to work closely with parents/guardians in supporting all aspects of their 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, the Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 1**.

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

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. 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 Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

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

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

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

Where a concern has been raised about possible abuse by a member of the school's staff

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

If a concern is raised about the Principal the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. Procedures will be followed in keeping with current Department of Education guidance. (DE Circular 2013/15)

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.

Confidentiality And Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.

Vetting / supervision Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Code Of Conduct For all Staff Paid Or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.
The school's code of conduct is available on request.

Monitoring And Evaluation

The Safeguarding Team in Fivemiletown Primary School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually.

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.

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

Date Policy Reviewed: _____

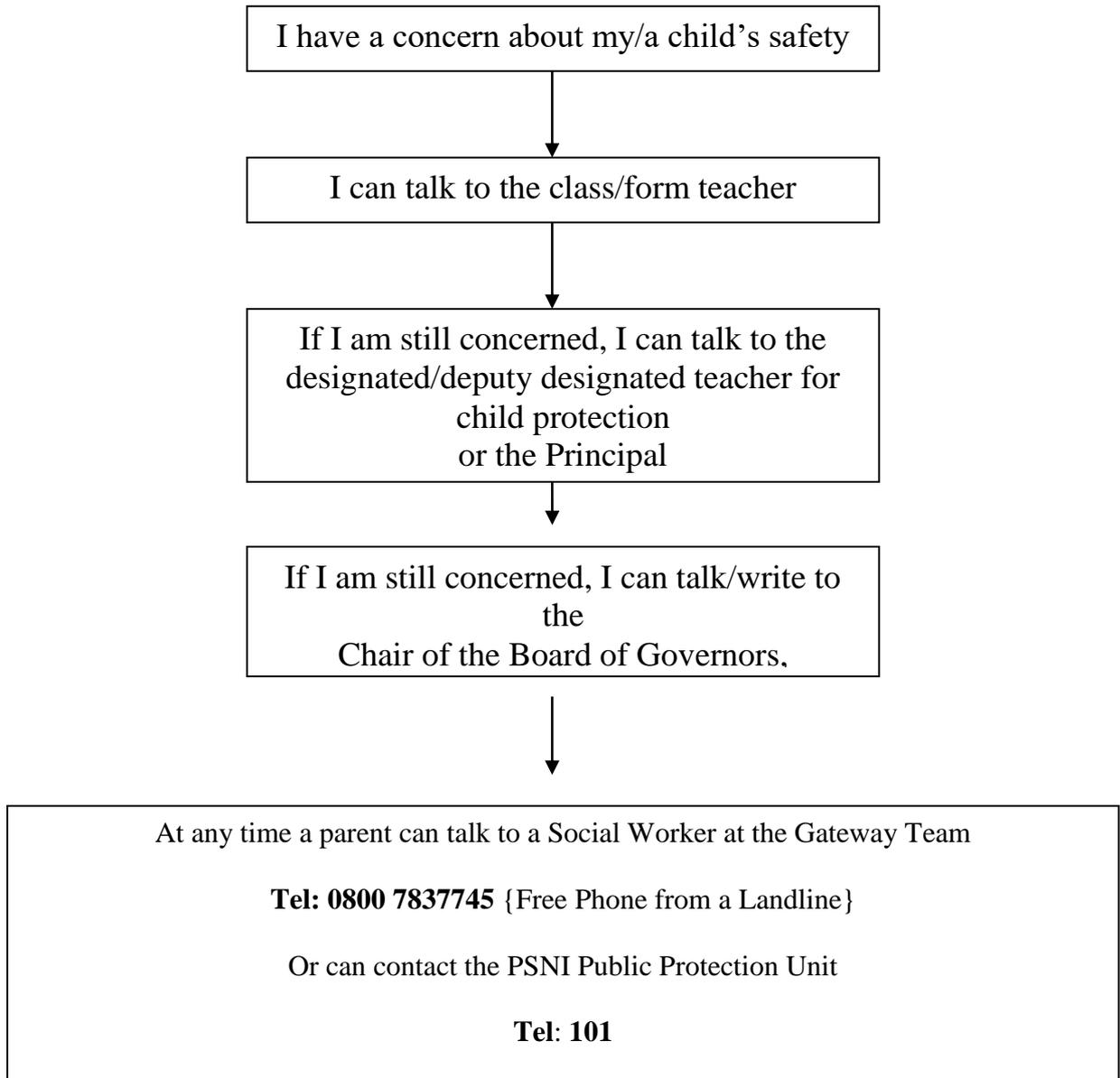
Signed:

_____ (Designated Teacher

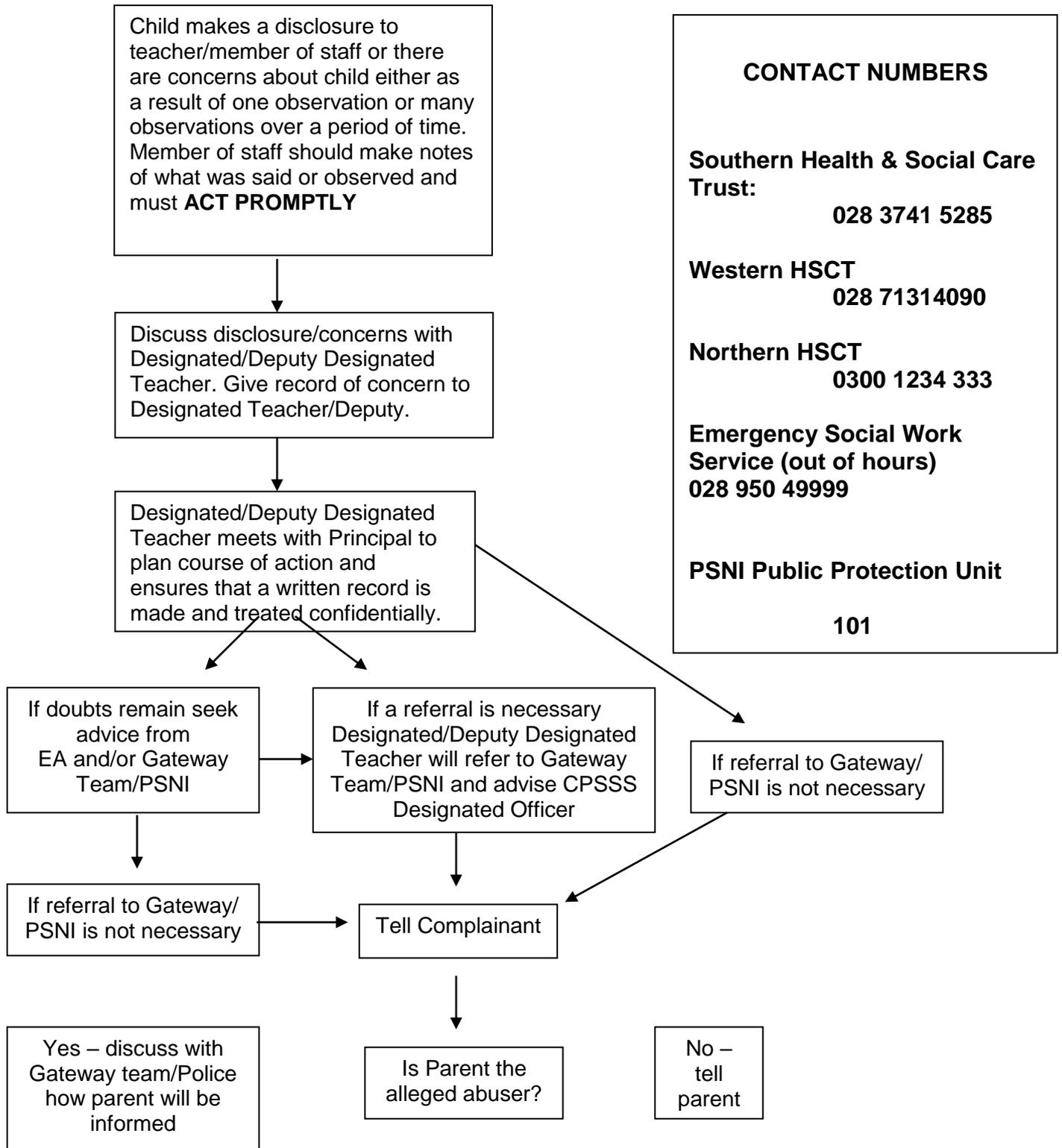
_____ (Principal)

_____ (Chair of Board of
Governors)

How a Parent can raise a concern



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



Dealing With Allegations of Abuse against a Member of Staff

Key Points

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

Guidance on next steps

Lead Individual then:
Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion

Possible Outcomes

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

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection Procedures imposed

Alternatives to Precautionary Suspension imposed