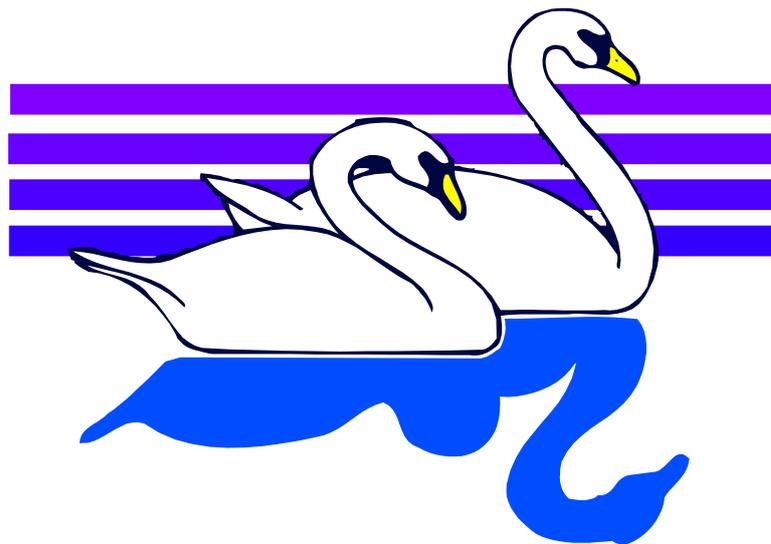


ST. MICHAEL'S PRIMARY SCHOOL,  
NEWTOWNHAMILTON



Safe Guarding &  
Child Protection Policy

## Safe Guarding and Child Protection Policy / Procedures

Our main concern is the care, welfare and safety of the children in our charge and the welfare of each child is our paramount consideration.

Article 19 of UN Convention on the Rights of the Child states that children have the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them. Article 3 provides that when organisations make decisions which affect children, the best interests of the child must be a primary consideration.

### Our Aims

- To sustain the Catholic Ethos of our school as defined in our Pastoral Care Policy.
- To uphold the rights of the children in our care.
- To protect our pupils through a range of personal safety programmes by:
  - (a) helping them to learn about the risks of possible abuse.
  - (b) helping them to recognise unwelcome behaviour and skills they need to keep themselves safe.
  - (c) helping them acquire the confidence and skills they need to keep themselves safe.
- To ensure all members of staff are aware of the signs and symptoms of all forms of abuse.
- To ensure all staff can identify children in need.
- To provide a code of conduct for staff to follow with regard to their behaviour towards pupils.
- To implement the policy whereby all staff know how to respond in instances for Child Protection awareness, follow procedures and are aware of the roles and responsibilities of others.
- To provide opportunities for the Principal, designated teacher and deputy to consolidate their knowledge, skills and competence in this area.
- To maintain records in relation to Child Protection concerns.

### 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:

- Pastoral Care Policy
- Positive Behaviour Policy
- Intimate Care Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- E Policy
- Use of Mobile Phones/Cameras
- Relationships and Sexuality Policy

These policies are available to parents either via the school website on [www.stmichaelsps.co.uk](http://www.stmichaelsps.co.uk) or from the school office.

## What Is Child Abuse?

### Definition of Abuse

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

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

### Types of Abuse

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

**Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying-including online bullying through social networks, online games or mobile phones-by a child's peers.

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

**Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing.

**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.

## **Sexual Exploitation of Children and Young People**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Domestic Violence and Abuse**

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Virtual

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

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

These symptoms can lead to a 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.**

**Signs and symptoms of abuse ~ Possible Indicators**

**Physical Abuse**

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<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**

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<p><b>Well below average in height and weight; “failing to thrive”;</b></p> <p>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,</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>

smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	
--	--

### Neglect

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

### Sexual Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<b>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</b>  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.	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.

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

<b>Do:</b>	<b>Do not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions.</li> <li>❖ Put words into the child's mouth.</li> <li>❖ Ignore the child's behaviour.</li> <li>❖ Remove any clothing.</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ <b>Do Nothing</b></li> </ul>

## Safe Guarding Team

The following are members of the schools Safeguarding Team

- Principal and Team Leader: Mr Cathal Murphy
- Designated Teacher : Ms Janette Quinn
- Deputy Designated Teacher: Mr Cathal Murphy
- Safeguarding Team: Ms Edel Carragher
- Designated Governor for Child Protection - Mrs Dawn Mackin
- Chair of the Board of Governors - Mr Peter Quinn

## Roles And Responsibilities

### **The Designated Teacher and Deputy Designated Teacher**

The designated teacher and deputy designated teacher must:

- 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 Southern Education & Library Board's 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 Principal**

The Principal must ensure that:-

- DENI 1999 / 10 is implemented within the school
- That a designated teacher and deputy are appointed
- Principal Safeguarding training is availed off
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner

- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years. (This will be in the form of a summary leaflet unless the policy has been modified in any way.)
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

### **The Designated Governor for Child Protection**

The Designated Governor will provide the child protection lead 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

The Designated Governor for Child Protection to avail of child protection awareness training delivered by CPSSS.

### **The Chair of the Board of Governors**

The Chair of the Board of Governors must:

- 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 SELB Child Protection Support Service for Schools, the SELB 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

### **Other Members of School Staff**

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. 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 and completes a 'Note of concern' (Appendix 7)
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (Appendix 6)
- 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, 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.

The Safe Guarding Team will keep themselves abreast of all detail addressed in DENI Circulars 1999/10 and 2003/13 and TRUST regulation (Social Services). These documents along with this policy and current guidance in relation to Safe Guarding and Child Protection will be referred to on all occasions where child protection concerns/procedures have to be followed.

## Parents

Where a parent has a concern about any aspect of their child's safety they should follow procedures as outlined in Appendix 1.

When a concern has been raised the Designated Teacher and/or the Deputy Designated Teacher and/or Principal will follow the procedure as detailed in Appendix 2, Appendix 3, or Appendix 4. This will depend on concern.

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or 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 Pastoral Care, Anti Bullying, Positive Behaviour, Internet 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.

## The Board of Governors

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

## Children - The Preventative Curriculum

The children are of paramount importance at all times. Through our Pastoral Care and Preventative Curriculum Programmes children will be made aware of whom they can talk to if they have any concerns. The preventative curriculum includes

- PDMU P1 - P7 (Circle Time)
- The NSPCC regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- PSNI Visits P1-P7
- Internet Safety P3 - P7
- Each year Primary 7 pupils participate in the "Bee Safe" Activity Day which is run jointly by health Promotion Agency and Social Services Trust and involves all the emergency services.
- Road Safety P1-P7
- Helping Hands Programme on Domestic Violence P3-4
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- REIM Transition Programme P7
- RSE workshop P7
- Heart Start- emergency life support skills, including CPR for P7
- RNLI whole school workshop
- EWO Transition workshops

This will address many other areas of Child Protection and how children keep themselves free from harm. This will be done in a friendly child centred way.

### Identified Safe Guarding Issues within School Grounds (Hot Spots)

Our boundary fence along the main playground has some holes in it and we have a side access gate that someone could easily enter/leave our grounds. Our safeguarding team have made our concerns to CCMS for immediate action.

In the meantime, we have in place the following measures to ensure child safety:

1. Key Stage 2 children in the main school building do not use outside toilets any more- they are to use Foundation Stage toilets in the main building. To prevent an issue with older/younger children using facilities at the same time KS2 children are to take note of the toilet register outside Primary 1/2 classroom. They are not to enter the bathroom until younger children have finished.

2. Primary 3/4 children use the outside toilets at specified times in the day and the toilets are checked before use and children are supervised by assistant/teacher.
3. Every morning, break and lunch time staff on duty are to survey outside/toilets to ensure no persons are within the school grounds.
4. Two members of staff are on duty at all times, one is monitor the play area opposite the side access gate and the other to monitor the corner of the playground beside the copse of trees.
5. Children are not allowed access to copse of trees.

### **Procedures to be followed when a concern or complaint has been made**

St Michael's Primary School recognises its five main responsibilities in the area of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of the school's responsibilities and procedures every two years and we hope they will support us in our practice.

1. All members of staff receive Child Protection Awareness Training.
2. Ms Quinn is the designated teacher for child protection and Mr Murphy is the deputy designated teacher who will assume responsibility for child protection matters in her absence.
3. If a child makes a disclosure to a teacher or other member of staff which gives rise for concern about possible abuse or if a member of staff has concerns about a child, the member of staff must act promptly. Each member of staff has been trained to follow the 5 R's in the event of a disclosure. (See Appendix 5)
4. He/she should not investigate but report concerns immediately to the designated teacher, discuss the concerns and make full notes.
5. After consultation with the Principal the designated teacher may seek advice from the Designated Officer for Child Protection SELB, The Duty Social Worker and/or the PSNI.
6. If there are concerns that a child may be at risk, the school is obliged to make a referral. Referral will be made using the UNOCINI Referral Form.

7. Copies of the UNOCINI will be sent to Social Services, copied to CPSSS (SELB) and a copy retained on a Child Protection confidential File. This is kept separate from all other school information.
8. The designated teacher/Principal will maintain contact with Social Services or other relevant agencies.
9. Where an allegation/complaint is made against someone not employed in the school procedures will be followed as detailed Appendix 2.
10. Where an allegation/complaint is made about a member of the school's staff including voluntary personnel procedures will be followed as detailed in Appendix 3.
11. Where an allegation/complaint is made against a child in the school procedures will be followed as detailed Appendix 4.

### **Confidentiality and Record Keeping.**

For reasons of confidentiality information will be shared on a need to know basis.

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.

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

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

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a record. This is in a hard backed book titled 'Record of Child Abuse Claims against staff'. This summary which will contain details of the complaint, will be available to the Chair of the Board of Governors

## **Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the School will be vetted in line with current guidance/legislation. However, a volunteer may be regulated in line with current guidance/legislation.

## **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. A Staff Code of Conduct Policy is available from the school principal.

## **Staff Training**

St Michael's PS is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

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

## **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.

## Additional Issues

### Photographic Images Taken By The School

During your child's life at St Michael's PS we may wish to take photographs of activities that involve your child. The photographs may be used for displays, publications (SELB, CCMS, Cumman na mBunscol or other school related publications), local newspapers and/or on our school website.

Photographs or filming will only take place with the permission of Mr Murphy, school principal, and under appropriate supervision. When filming or photography is carried out by the news media, children will only be named if there is a particular reason for doing so. Addresses will never be given out.

Parents consent will be sought in relation to photographs and filming. This permission will be given in line with your 'use of photography guidelines' as detailed in our 'E Policy.'

### Photographic Images Taken By You

Any photographs/video footage taken by you at any school event, which includes a child/ren from another family, ***must*** not be published on any social networking site e.g. Facebook.

The school will take formal action against any individual who has not followed the above rule.

### Mobile Phones

Children are discouraged from bringing mobile phones into school, but if they do they must be left in the school office (switched off) when entering the building and be collected on the way out. If you need to make contact with your child this should be done via the school contact number. Should your child need to contact you they will be permitted to use the school phone or an adult in the school will ring on their behalf.

### Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstance 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. If employees have any doubts about how they should act in particular circumstances, they should consult the Principal or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, children or their parents/guardians.

**Monitoring / Evaluation**

The Safeguarding Team in St Michael's 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.

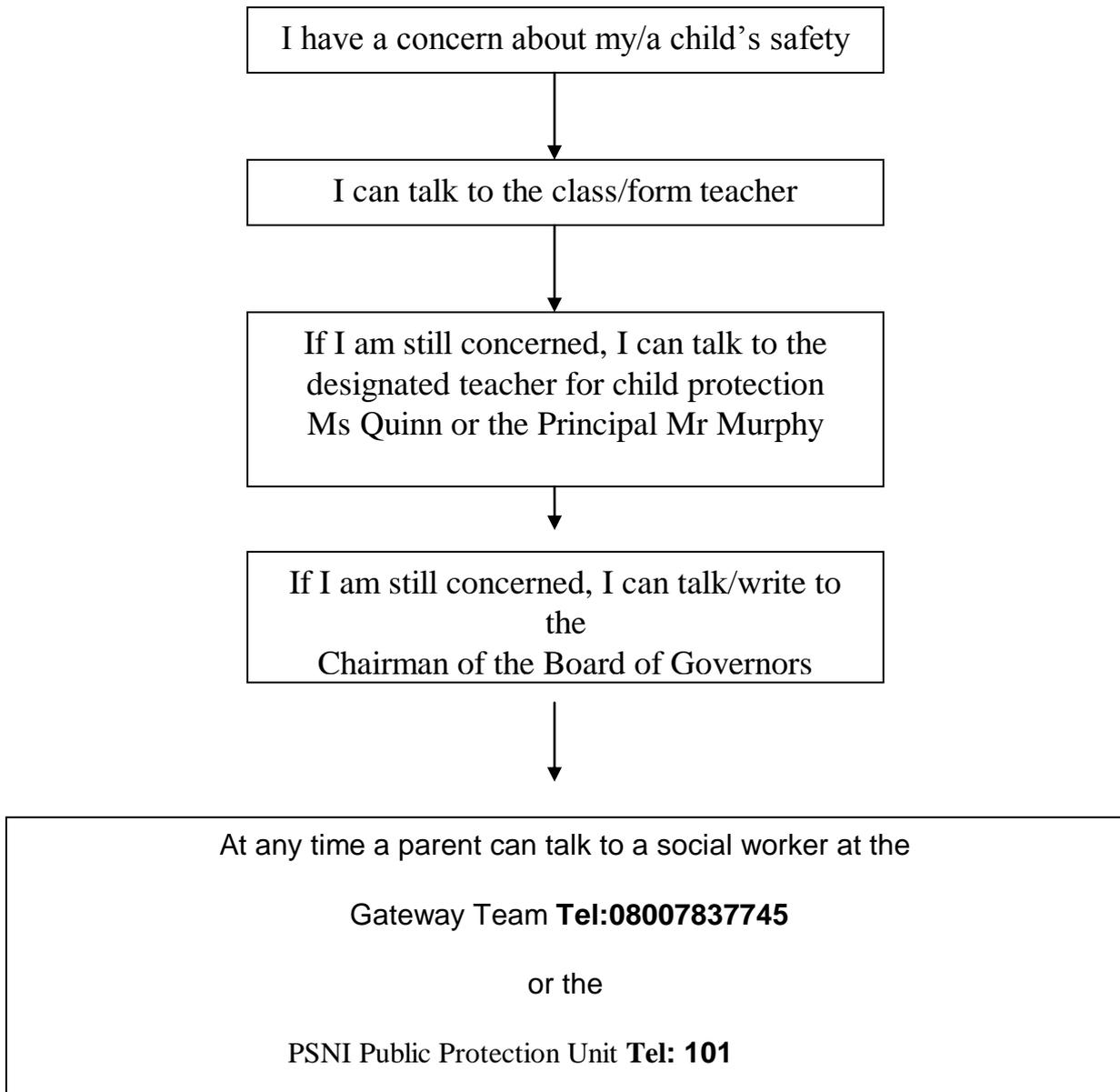
On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: April 2017

Signed:  
\_\_\_\_\_ (Designated Teacher)  
\_\_\_\_\_ (Principal)  
\_\_\_\_\_ (Chair of Board of Governors)

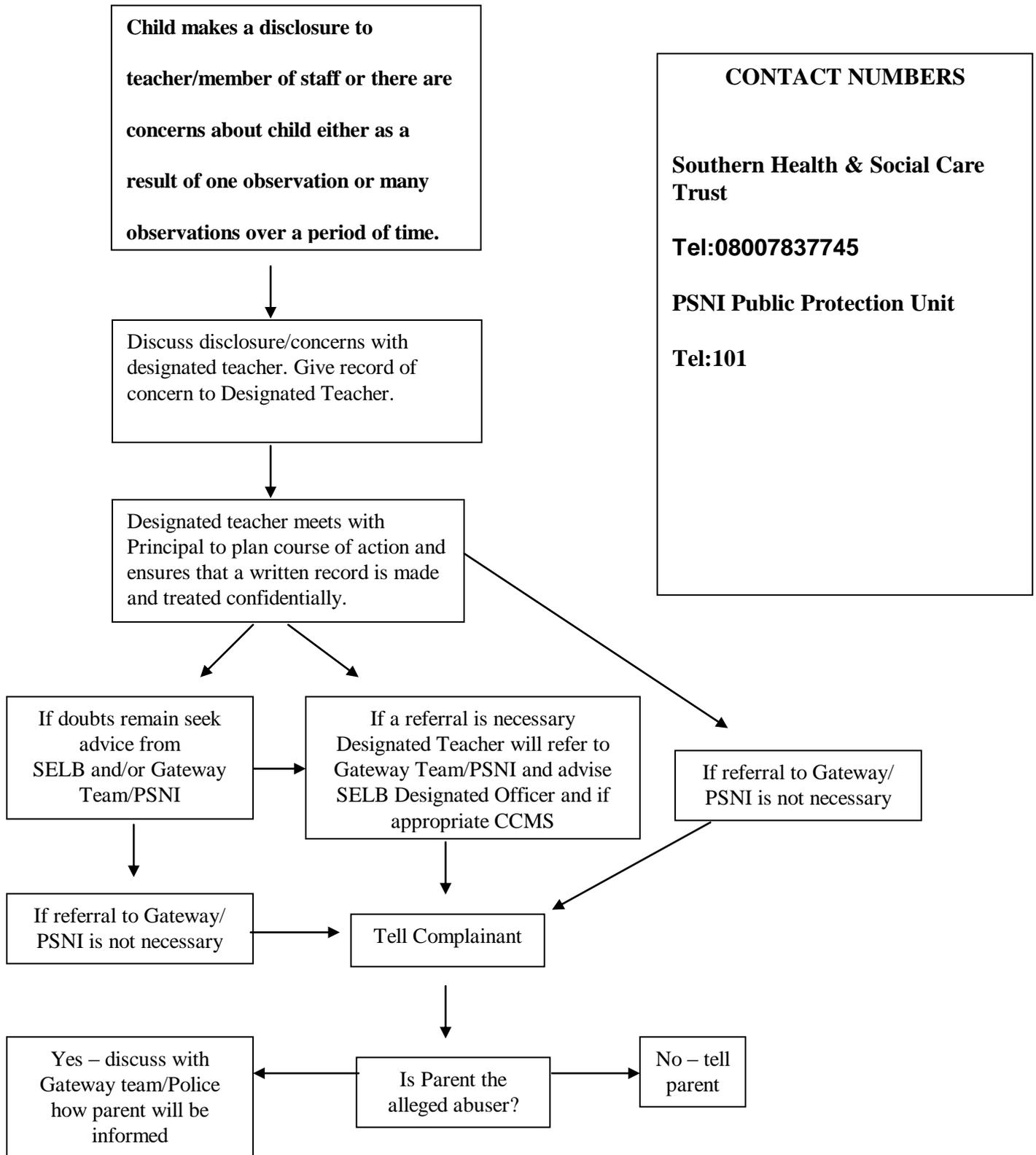
## Appendix 1

### How a Parent can make a Complaint



Appendix 2

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



Appendix 3

**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

## Appendix 4

**Where the concern is related to another child in the school the following process will be followed.**

I must make an appointment with a member of the School's Safe Guarding Team; Team Leader/Principal Mr Murphy or designated teacher for child protection Ms Quinn or in her absence, Ms Carragher. If the concern is of a child protection nature the procedures below will be followed. Otherwise, other school policy e.g. Anti Bullying or Positive Behaviour will be followed.



If I am still concerned, I can talk / write to the Chairman of the Board of Governors.

### What will happen

1. Any Child Protection information will be recorded/kept by the Safe Guarding Team.
2. Depending on the nature of the concern the school may take advice from the SELB Child Protection Team. Their advice will determine the nature of subsequent actions.
3. Depending on the nature of the concern the school may take further action. If it is a Child Protection Concern it must go to Social Services.

**Everyone has a legal responsibility to report a child protection concern.**

***At any time, I can talk to the social worker Southern Health & Social Care Trust Tel:08007837745 or PSNI Public Protection Unit Tel:101***

## Appendix 5

### The 5 R's

**Receive**- listen to what the pupil has to say. Do not ask leading questions. Accept what is said.

**Reassure**-ensure the child that he/she is safe, that they did the right thing to talk about it and that their interests comes first.

**Respond**- inform the child what you are going to do next. Ensure the child is safe and understands the situation.

**Report**: report to the designated teacher for Child Protection immediately. If not available, go to the deputy teacher.

**Record**- make a note of what was said straight away. Record facts and do so word for word. No opinion.

Appendix 6

**St Michael's PS Newtownhamilton**

**Child Protection Incident Report**

**Child's Name:** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Class** \_\_\_\_\_

Details of Incident/Disclosure\*

Name of Person completing the report: \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

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

**\* Record actual words used by the child/young person**

Appendix 7

**PROFORMA**

**CONFIDENTIAL**

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

Name of Pupil:	
Year Group:	
Date, time of incident / disclosure:	
Circumstances of incident / disclosure:	
Nature and description of concern:	
Parties involved, including any witnesses to an event and what was said or done and by whom:	
Action taken at the time:	
Details of any advice sought, from whom and when:	
Any further action taken:	
Written report passed to Designated Teacher: If 'No' state reason:	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Date and time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:	<input type="checkbox"/>

Name of staff member making the report: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

