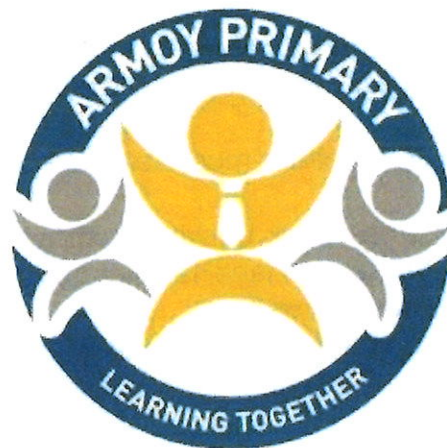


ARMOY PRIMARY SCHOOL

Safeguarding/Child Protection Policy



Designated Teacher for Child Protection: Mrs Leeke
Deputy Designated Teacher for Child Protection: Mrs A Kane
Approved by Board of Governors: November 2023
Date for Review: November 2024

A. B. Kane

28-11-23

1. Child Protection Ethos

We in Armoy Primary School have a primary responsibility for the care, general welfare and safety of the children in our care. We will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, 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 of our Child Protection Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- 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.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- 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's interest must always come first.
- Actions taken to protect the child (including investigations) should not in themselves be abusive by causing the child unnecessary distress or further harm.

3. Objectives

This policy ensures that everyone who works in our school – teaching or non-teaching and anyone who has regular contact with our children, is aware of the procedures to follow in the event of suspected child abuse or neglect of a child.

Child Protection awareness by the school involves all pupils and adults. The school can contribute by:

1. Ensuring all pupils have sufficient knowledge about themselves to be able to understand what contributes as appropriate and inappropriate contact.
2. Ensuring children become aware of the strategies they may use to protect themselves from possible abusive situations.
3. Developing an ongoing programme of Personal and social development e.g. Circle Time, PDMU programme. Children know what they can do if they are worried, etc. posters of 'If I am unhappy, I can talk to...'. This includes which staff to talk to, telephone numbers to ring e.g. Childline.
4. Ensuring that all new staff are made aware of Child Protection Procedures on appointment.

5. Making sure that all staff and regular voluntary helpers have undergone security clearance by the police. **(see Appendix 7)**
6. Ensuring that the designated teachers avail themselves to update their knowledge of Child Protection procedures.
7. Assisting with regular in-service training to maintain a working awareness among staff of Child protection issues and Child Protection procedures.
8. If a child on a Child Protection Register changes school, this information is carefully disposed of.
9. If a child on Social Services Child Protection Register changes school, this information is carefully disposed of.
10. If a child on a Child Protection Register changes school and the issue is an alive issue then we will pass this information on to the next school. (Confirmed by EA)

4. 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:

- Behaviour 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
- Relationships and Sexuality Education
- E Safety
- Intimate Care

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at www.armoyps.com

5. Prevention

The Board of Governors ensure that our school follows the Code of Practice for the conduct of all members of staff, teaching, permanent and temporary, non-teaching, towards the pupils attending our school. The Code of Practice covers all activities organised in and by our school, whether on school premises or elsewhere.

We ensure that persons beyond the school staff who are invited to be involved as helpers/leaders on trips, residential visits or other out of school activities are subject to vetting procedures in keeping with current arrangements for the care and protection of young people. This includes students who attend our school for work experience from second and third level colleges and universities.

6. School Safeguarding Team

Chair of Governors: Mr M O' Donnell

Designated Governor for Child Protection Governance: Mrs R Mc Neill

Principal: Mrs C Steele

Designated Teacher for Child Protection: Mrs C Leeke

Deputy Designated Teacher for Child Protection: Mrs A Kane

7. Roles And Responsibilities

7.1 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
- Provide child protection training for all staff (whole school training)
- Take lead responsibility in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents in relation to child abuse concerns
- 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, with the Principal's knowledge
- Liaise with the Education Authority's Designated Officers for Child Protection
- Maintain and securely storing records of all child protection records
- Attend child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Provide annual report to the Board of Governors regarding child protection activity

7.2 The Principal

The Principal must ensure that:-

- All relevant DENI guidance in relation to Child Protection and safeguarding e.g. 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.

7.3 The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will advise the Governors on matters related to child protection including the Child Protection Policy, reports to Governors, the content of a code of conduct for adults within the school, the recruitment, selection and vetting of staff and the role of the Designated teacher.

7.4 The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he 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 receive relevant training in Child Protection and recruitment and selection.
- 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

7.5 Other Members of School Staff

Staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them 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 (**Appendix 1**)
- 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.

7.6 Parents

Parents can play their part in safeguarding 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;
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child;
- 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.

7.7 The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- approving the schools 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 of all staff and volunteers

8. What Is Child Abuse?

8.1 Definition of Abuse

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

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

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 main types of abuse as well as their physical and behavioural indicators are included in **Appendix 2**.

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

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

9. Procedures for making complaints in relation to child abuse

9.1 How a Parent can make a Complaint

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 3**.

9.2 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's 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 EA'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 EA 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.

This procedure with names and contact numbers is shown in **Appendix 4**.

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

If a complaint about possible child abuse is made 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 complaint is made against 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. The Chair of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 5**

10. 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.

11. 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.

12. 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. The School's own child protection records will be stored for 30 years.

13. Vetting 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.

14. 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.

All members of staff are expected to comply with the School's Code of Conduct for Employees which is included in **Appendix 6**.

15. Staff Training

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. 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 EA Child Protection Support Service for Schools.

16. The Internet and Digital Technologies

Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically it addresses safeguarding issues that may arise in the use of the internet and digital technologies.

17. Photography and images of children

During the course of a school year your child may be photographed participating in school activities either in school or on school visits, or representing the school in events outside. They may also be photographed as part of our record-keeping which would show some of the work in which they have been involved. These photographs may be used for display purposes in school or in the local press, for promotional purposes on school documents or EA newsletters.

We are also sensitive to certain situations in which pupils and parents/carers may not wish photographs taken in school to be used for display or publicity purposes. Therefore it is important that the permission of parents in this regard and that our records are kept up-to-date on an annual basis.

18. Intimate Care Policy

Armoys Primary School has adopted the EA's policy and guidelines on Intimate Care. Intimate care may be defined as any activity, required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate

care needs of their child, and staff have a responsibility to work in partnership with children and parents.


19. Monitoring and Evaluation

The Safeguarding Team in Armoy 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.

Date Policy Reviewed: _____

Signed:

 _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

Appendix 1

ARMOY Primary School
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 2

Types of Abuse

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

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

Emotional Abuse 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.

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

Neglect 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.

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

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.

| Physical Indicators | Behavioural Indicators |
|--|--|
| Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the 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. |

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.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving home;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truancy from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem
- Change in personal hygiene(greater attention or less);
- Self-harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

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

Bullying

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Armoy Primary School. Our anti-bullying policy is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

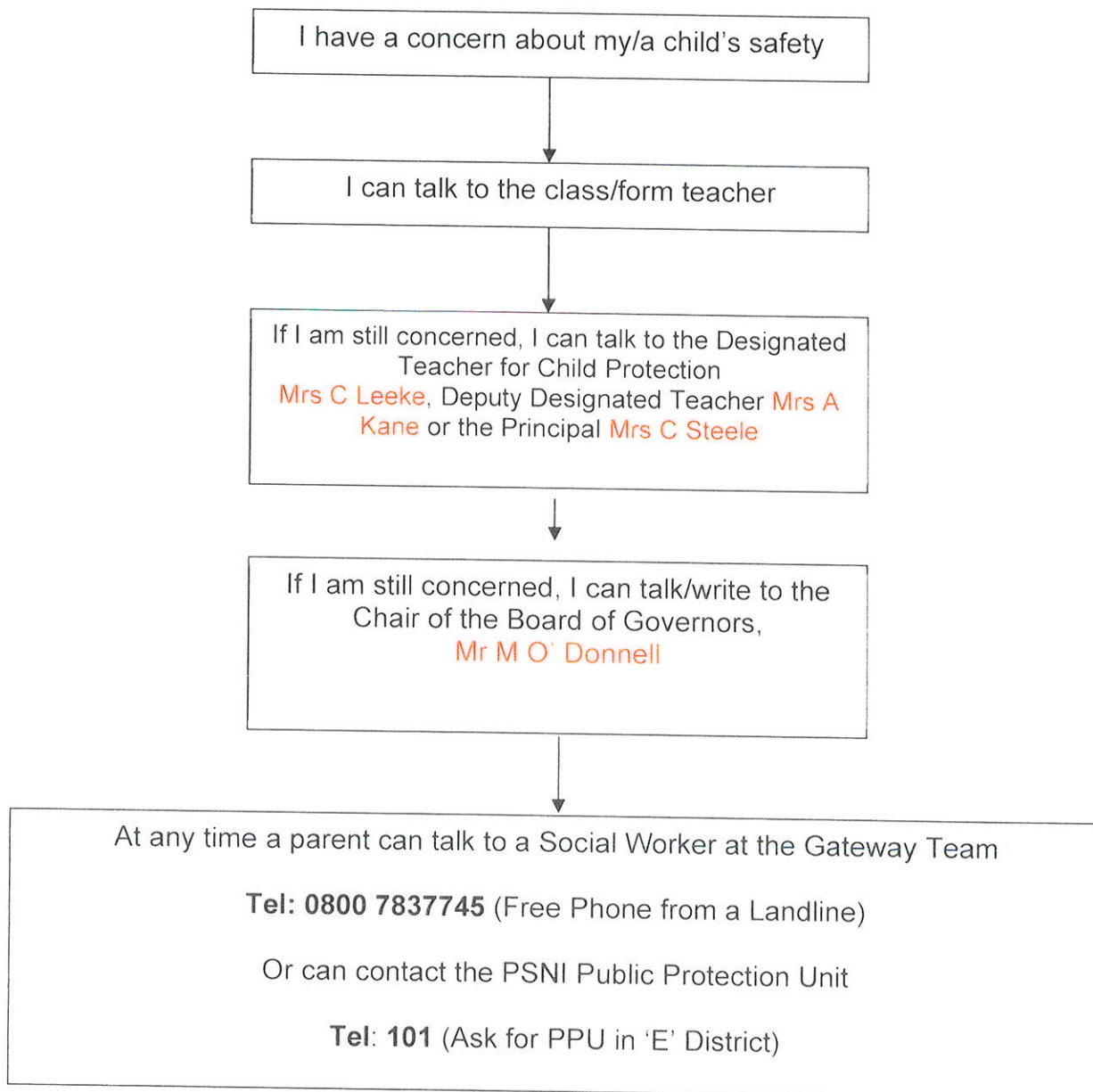
Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or a group of small children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the DT within one week of making the complaint, indicating the investigation which has been carried out and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures.

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.

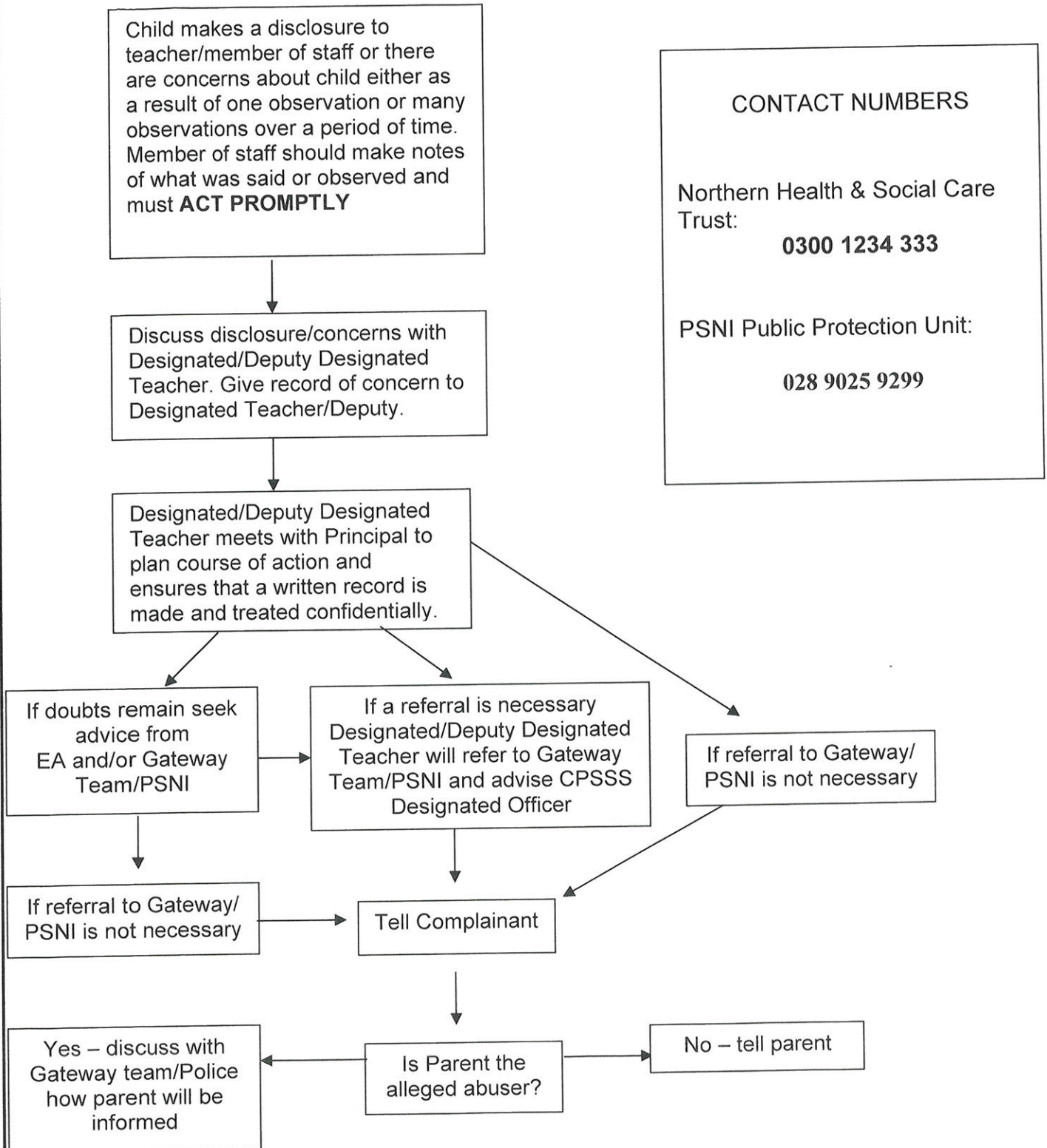
Appendix 3

How a Parent can make a Complaint



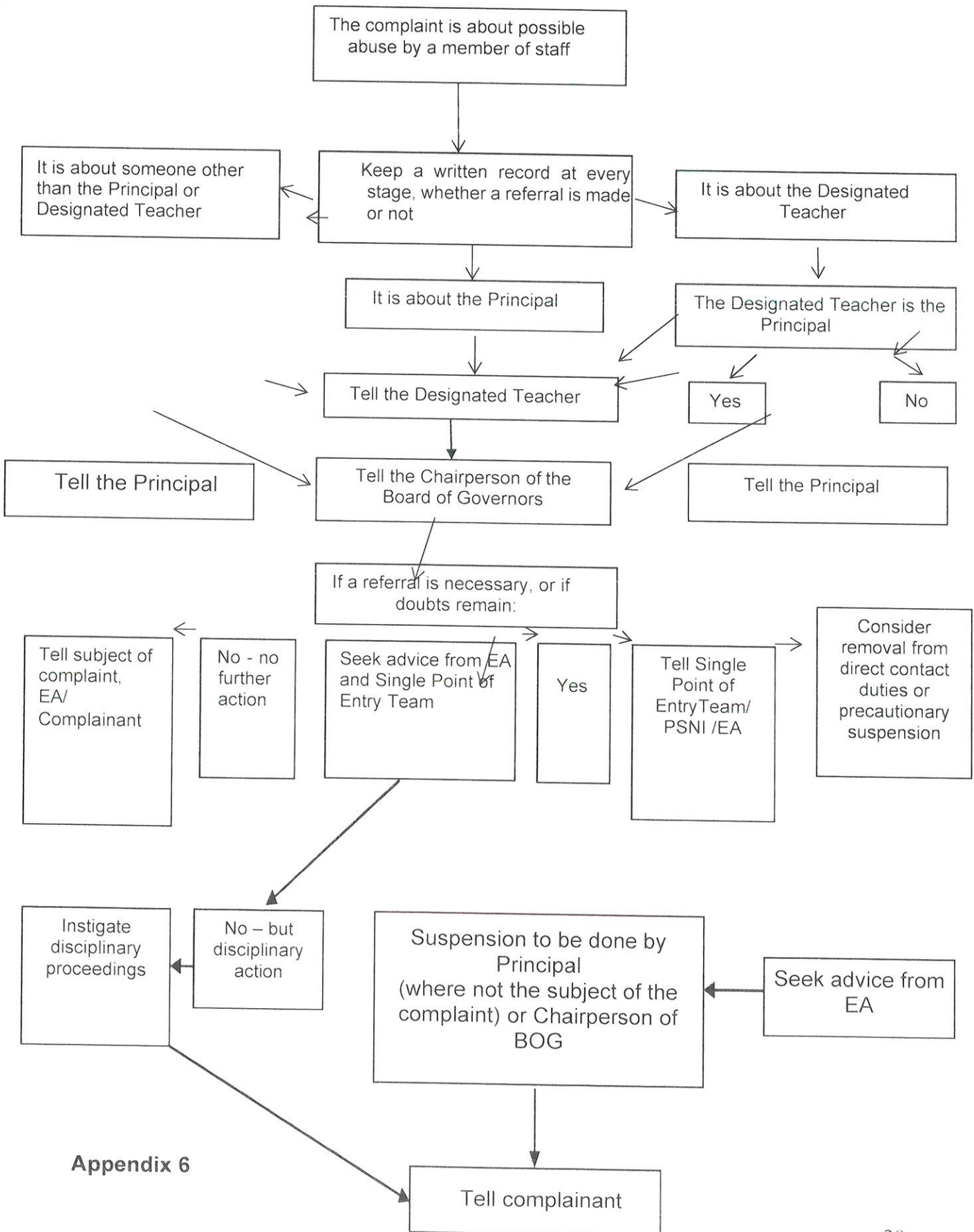
Appendix 4

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



Appendix 5

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



Appendix 6

A CODE OF CONDUCT FOR ALL STAFF

(Pastoral Care in Schools CHILD PROTECTION 1999)

All staff and volunteers are aware of and have received a copy of our code of conduct. The Code is informed by guidance from DE.

This Code of Conduct is not intended to detract from the enriching experiences pupils at Armoy Primary School gain from positive interaction with staff. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

1. Private Meetings with Pupils

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there are occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. Physical Contact with Pupils

As a general principle, staff are advised not to make unnecessary physical contact with pupils.

It is unrealistic and unnecessary, however to, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comforting. Staff should not feel inhibited from providing this in an age appropriate way.

Staff should never touch a child who has clearly indicated that he/she is or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. Staff would follow guidelines given in the TEAM-TEACH course given by EA.

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who administer first-aid to a pupil should ensure whenever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or maybe, misconstrued, a written report of the incident should be submitted immediately to the Principal or Vice Principal.

Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. Staff are aware that they are in a position of trust in relation to the children and young people at the school.

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

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

5. Confidentiality

Staff should ensure that information regarding pupils is only shared with the appropriate person.

All staff should be aware of the confidential nature of personal information about a child or young person and maintain that confidentiality.

Child Protection information regarding a pupil must be treated on a 'need to know' basis only and information should only be shared with the relevant personnel.

Staff cannot promise confidentiality regarding information which causes concern that a child had been or may be at risk of harm.

6 I.C.T.

In line with the school's I.C.T. policy, the following Code of Safe Practice has been highlighted and agreed to by all staff -

No social networking site, outside of Learning NI, should ever be used in school without permission from the Principal.

Staff should never accept a 'friend request' from a pupil on any social networking site.

As is normal good practice, staff should not use their mobile phones during teaching time, unless in an emergency and with permission from the Principal.

Pupils accessing the Internet should be supervised by an adult at all times.

Staff should ensure that all pupils are aware of the rules for the safe and effective use of the Internet. These are displayed in classrooms and discussed with pupils.

Staff should ensure that all pupils using the Internet have written permission from their parents.

Recommended websites for each year group are available under Favourites. Any additional websites used by pupils should be checked beforehand by teachers, as far as is possible, to ensure that there is no unsuitable content and that material is age-appropriate.

Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the Principal/U.I.C.T. Co-ordinator.

In the interests of system security, staff passwords should only be shared with the network manager.

Teachers are aware that the C2K system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.

Teachers should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these.

Photographs of pupils should only be taken with a school camera and images stored on a centralised area on the school network. An external Hard Drive is used as a 'back up' of all folders. Consequently, staff should never take a photograph of a child with their mobile phone or store any images or data regarding any child on any personal laptop etc.

School systems may not be used for any unauthorised commercial transactions i.e. permission must be sought from the Principal

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

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

Appendix 7

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in Armoy Primary 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

1. Assumes unpaid duties in a school on a regular basis on more than two occasions or
2. Is engaged by the school to accompany or assist in school visits or trips; residential activities or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with pupils. These would include fund raisers, people using school premises for meetings etc.

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 at their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

Initial Appraisal

As a minimum requirement all potential volunteers are asked to provide the following information:

- Personal details.
- Qualifications and previous work with children.
- A declaration that they have never been convicted of a criminal offence or been the subject of a Caution or of a Bound-over Order.
- A declaration as to whether they have been investigated by Social Services for child protection.
- Agree to a criminal record being carried out.

- Provide the name of two referees who are not family members or members of staff in the school.
- Attend an interview with the school Principal with proof of identity.
- Undergo an annual criminal record check through Access NI (via EA).

No individual will be admitted to the school as a volunteer until these steps have been completed and the results assessed.

Accepting Volunteers

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity;
- well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them;

The school will notify the individual that he/she has been accepted for voluntary duties in the school.

The use of Volunteers

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 and these arrangements should be such as to 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 receive appropriate training to enable them to perform these;
- Volunteers are only allocated duties 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 afforded access to records or other information relating to staff or pupils. An exception might be made where a child has a medical or other condition of which all those working with the pupil should be made aware, and where agreement of the parent has been sought.

Health and Safety Insurance

Volunteers are owed a duty of care under the requirements of Health and Safety Legislation. ARMOY Primary School therefore ensures that volunteers are treated no less favourably than paid employees in terms of ARMOY Primary Schools' obligations under the legislation.

Duration

Armoy Primary School places a time limit on the period of the volunteer's service. This is done where the work earmarked for the volunteer is likely to be completed within a specific period. Where a volunteer's involvement is likely to be long term, the school advises the volunteer that he/she will be subject to a trial period, during which the Principal monitors the volunteer's effectiveness in contributing to the life and work of the school.

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 policy of the school and the management authority in relation to pastoral care and child protection, including its behaviour/discipline policy, including rewards and sanctions, and the extent of the volunteer's authority within it; its child protection procedures
- Armoy Primary School's Health and Safety Policy

Arrangements are made for the volunteer to have a formal line of communication to the Class teacher, Vice Principal or Principal reporting issues of concern or the welfare of the children in the school.

School Security

Armoy Primary School has drawn on the advice from the guidance Document "Security and Personal Safety in Schools" 1997 to establish arrangements for the admission and supervision of volunteers on school premises. Particular attention is drawn to:

- The volunteer registering at the beginning of each visit.
- Providing the volunteer with a pass giving his/her name and status.

The school ensures passes are surrendered at the end of each day and when the volunteers' involvement with the school comes to an end.

