**HAZELBANKPRIMARY SCHOOL**



**CHILD PROTECTION/**

**SAFEGUARDING POLICY**

# 2022/2023

**INTRODUCTION:**

The most important role of the school lies in the protection and safety of the children in its care. This ethos is reflected in all actions and decisions taken by the staff of Hazelbank Primary School as we follow the detailed guidance set out in the Department of Education’s *‘Safeguarding and Child Protection in Schools – A Guide for Schools’* (2017) and the *Children (NI) Order*, 1995. This guidance has been adopted by the Board of Governors, is reviewed annually, and outlines procedures for the general safety and welfare of pupils on a day-to-day basis. The moral responsibility for the protection of children, however, extends beyond this, and is the duty of every adult in the school. Childhood is an incredible yet vulnerable part of life and children deserve the full protection of society, its institutions and their personnel, particularly of those who comprise the caring professions and are regularly in contact with them. All children should be protected from violence and kept safe from harm in an environment where they are properly cared for, without fear, and secure. The school will endeavour to uphold these standards and to ensure that decisions made by the governors, Principal, and members of staff have the welfare of the child as their paramount consideration.

## 1. GENERAL PRINCIPLES

The principles and philosophy which underpin our work with children are those set out in the *‘UN Convention on the Rights of the Child’* (UK Agreement in 1991) and enshrined in the *Children (NI) Order 1995* (effective from November 1996). In particular, we support the principle that every child has the fundamental right to be safe from harm, and that proper care is given to their physical, emotional and spiritual well-being by those looking after them.

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

* The child’s welfare must always be paramount; such considerations over-ride all others. Where a child is disabled or has special needs these must be taken into consideration.

* A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is a conflict, the child’s interests must always come first.

* Children have a right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child has a disability, specialist assistance should be sought to achieve this.

* Parents/carers have a right to respect and should be consulted and involved in matters which affect their family.

* Actions taken to protect the child (including investigation) should not in themselves be abusive by causing the child unnecessary distress or further harm.

* Intervention should not deal with the child in isolation, the child’s needs should be considered in the context of the family. Agencies’ actions must be considered and well informed so that they are sensitive to, and take account of, the child’s gender, age, stage of development, religion, culture and race, and any special needs.

* Where it is necessary to protect the child from further abuse, alternatives, which do not involve moving the child and which minimise disruption of the family, should be explored.

## 2. CONTEXT

Hazelbank Primary School is a state controlled, rural school consisting of Principal, 8 teachers, including those for targeted intervention and special needs, and about 160 children. It draws pupils from a largely rural catchment area and just over 10% of the children are on free school meals. The school actively encourages parental involvement in the education of its children.

### School Mission Statement

Hazelbank Primary School seeks to nurture, educate and inspire the individual in a safe, stimulating and disciplined environment where good relationships are fostered and respect for one another is valued

In Hazelbank PS, all staff are highly committed to the care and well-being of each child, have a deep sense of pride in our school and community, and work together to create a happy, collegiate and supportive team. The professionalism, hard work and unique talents of each member of staff help contribute to the holistic development of all the children entrusted to our care. We seek to celebrate and reward the successes of every child and instil in them a love for learning. We are a welcoming and inclusive school and our identity is demonstrated through the promotion of the Christian values of respect, tolerance, kindness, truthfulness, forgiveness, friendship, responsibility, trust and perseverance. With the aim of inspiring everyone to become a lifelong learner, pupils and teachers are encouraged to embrace all the positive opportunities and challenges that the school and local community provide.

### Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children’s exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will contact the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 ‘Child Protection Record Keeping in Schools’ and a note will be made in the child’s child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

## 3. PROCEDURES

Hazelbank Primary School recognises its four main responsibilities in the areas of Child Protection: prevention, recognition, response and referral, as well as confidentiality and record keeping. Parents are made aware of the school’s responsibilities and procedures and are asked to fully support us in our practice.

### 3.1 Prevention

We offer a supportive environment to children and recognise that all can be vulnerable. The school has developed and provides a ‘safeguarding ethos’ through the delivery of a preventative curriculum, and in how we respond to concerns. We offer children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a ‘listening school.’

The school offers protection on two levels:

* Immediate protection - creating a listening environment that makes it easier for children to share their concerns.

* Long term protection - enhancing self-esteem and encouraging pro-social skills, breaking the cycle of abusive behaviour.

The Board of Governors ensures that the school has and follows a Code of Practice for the conduct of all members of staff, teaching and non-teaching, towards the pupils attending the school. The Code of Practice (see appendix 8) covers all activities organised in and by the school, whether on school premises or elsewhere. The school also has policies for ‘Safe Handling and the Use of Reasonable Force’ and ‘Intimate Care.’

We ensure that the guidance in DENI circular 2012/19 in relation to vetting checks for volunteers is adhered to, and persons beyond the school staff who are invited to be involved as helpers/leaders on trips, residential visits, or other out of school activities, and who may be unsupervised, are subject to vetting procedures. (See Appendix 1 and 1a and the school’s ‘Policy for Volunteers’).

#### The Preventative Curriculum

The school promotes child protection and safeguarding through many areas of learning, both formally and informally. Our PDMU topics offer many opportunities to promote child safety and protection, and through E-safety we further promote safeguarding messages to our pupils and parents. Our school assemblies also often reinforce key safety messages. A supportive, caring, respectful and listening community is essential, and our school rules are very important in creating such a climate both in and out of the classroom. Children are encouraged and expected to take responsibility (at an age appropriate level) for their safety and welfare. Children know when to ask for help.

In Hazelbank PS, there is a designated notice board with clear signage detailing who the safeguarding team are, and the Designated and Deputy Designated Teachers. This is in a prominent location in the main corridor. Safety messages are displayed around the school (e.g., Childline and E-safety information) and all pastoral policies are available for parents to view on the school’s website.

#### Sensitive issues

The curriculum programme provides the pupils with a general prevention and protection provision but sometimes this cannot necessarily help an individual pupil deal with their own individual needs. Reactive strategies will be put in place for individual needs, e.g., bereavement, either accidental or non-accidental, and other sensitive issues where individual and specialised help is needed. These cases are handled on a need to know basis within the school and are monitored very closely to help the pupil integrate back into the school. (See Bereavement Policy , Critical Incident Policy)

The DENI references of *‘Protecting Life in School – Helping Protect Against Suicide by Supporting Pupils’ Emotional Health and Wellbeing’* and *‘When Tragedy Strikes’* are used. Other information resource materials and support agencies are used when necessary (See Appendix 2).

### 3.2 Definitions 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, a stranger. There are different types of abuse, and a child may suffer more than one of them.

**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.

**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 opportunity 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.

**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.

#### Recognition of Child Abuse – Possible Indicators

##### Neglect

* Personal hygiene issues
* Care concerns about hunger, clothing, supervision
* Failure/delay in seeking medical attention
* Constant tiredness
* Poor school attendance

**Physical Abuse:**

* Implausible or no explanation for injuries – significant bruising and marking
* Fear of physical contact, shrinking back
* Self-destructive tendencies
* Risky behaviours
* Reluctance to go home

##### Sexual Abuse

* Isolation, overly protective of siblings
* Inappropriate sexualised behaviour and language
* Physical injuries
* Reluctance to go home
* Promiscuity, risky behaviours

**Emotional Abuse:**

* Over reaction to mistakes, unable to accept praise
* Fear of new situations, isolated
* Self-destructive tendencies
* Risky behaviours
* Developmental delay

##### Exploitation

* Truancy / regularly missing from home
* Relationships with older people
* Secretive behaviour
* Being picked up by a stranger after school
* Unexplained gifts / money

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are always vigilant 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 child presenting with bullying behaviour. Parents of both the child experiencing bullying behaviour, and the pupil presenting with bullying behaviour, will be contacted immediately after an incident. Full details are contained within the school’s Anti-Bullying Policy.

#### Specific Types of Abuse

##### Grooming

Grooming involves perpetrator(s) gaining the trust of a child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim to facilitate abuse before the abuse begins. Grooming is often associated with Child Sexual Exploitation.

##### Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always include physical contact; it can also occur using technology. CSE can be very difficult to identify, and a young person may not see themselves as a victim. Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends, or family or by proactive investigation by authorities. The school should be alert to the likelihood of CSE and plan to protect children and young people accordingly. Potential indicators of CSE are:

* Acquisition of money, clothes, mobile phones etc. without plausible explanation
* Truanting/leaving school without permission
* Persistently going missing or returning late
* Change in mood - agitated/stressed
* Appearing distraught/dishevelled or under the influence of substances
* Inappropriate sexualised behaviour for age

Physical symptoms e.g., Bruising, bite marks

* Collected from school by unknown adults or 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 abuse

##### Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy (2016) defines domestic and sexual violence and abuse as follows:

Domestic Violence and Abuse:

*‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’*

Sexual Violence and Abuse:

*‘any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’*

Please note that coercive, exploitative, and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

##### Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and

‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

##### Harmful Sexualised Behaviour

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

* there is no informed consent by the victim; and/or
* the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.

Harmful sexualised behaviour can include:

* Using age inappropriate sexually explicit words and phrases.
* Inappropriate touching.
* Using sexual violence or threats.
* Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years’ difference in age or if one of the children is prepubescent and the other is not.
* However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

### 3.3 Response

In the event of an allegation of child abuse the teacher will:

**R**eceive

Listen actively, open body language, accept, no judgement

**R**eassure

The right thing, help is coming, don’t promise a rosy garden

**R**espond

Tell what you are going to do and do it. Ensure child is ok before leaving

**R**eport

As soon as possible to the DT

**R**ecord

Vital – facts, no opinions – When? Where? Who? What?

 **R**espect

The child and his/her family and their right to a non-judgemental confidential response

### 3.4 Referral - Co-operating to Support and Protect Children

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

The designated teacher for child protection is, Mrs. J. Scott. The deputy designated teacher is Mrs B Gray

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly** (See Appendix 3 and 4). At this stage a ‘Note of Concern’ may be completed by the member of staff to record information / concerns (see appendix 5)

**He/she should not investigate** – this is a matter for the Social Services, however he/she should report these concerns immediately to the designated teacher, discuss the matter with him/her and, if necessary, complete more comprehensive notes using the form in Appendix 6.

The designated teacher (Mrs Scott) will, as a matter of urgency, plan a course of action, and ensure that a thorough written record is completed.

The DT will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral using a UNOCINI** (Appendix 7). Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The DT may seek clarification or advice and consult with a Designated Officer from the EA CPSS or the Senior Social Worker before a referral is made. 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 first priority**.

#### 3.4.1 Allegations against a member of staff

If a complaint about possible child abuse is made against a member of staff, the Principal and DT must be informed immediately. The Chairman of the Board of Governors will be informed immediately.

#### 3.4.2 Allegations against the Principal

If a complaint is made against the principal, the designated teacher must be informed immediately. He will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

**3.4.3 Allegations against the designated teacher**

Any complaints must be referred to the Chair of Governors/Deputy Designate.

#### 3.4.4 Suspension from duties

Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services.

### 3.5 Confidentiality and Record Keeping

**3.5.1**  If a child confides information to a member of staff which gives cause for concern about possible abuse, and requests that the information is kept secret, it is important that the member of staff should tell the child, in a developmentally appropriate and sensitive way, that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child’s own sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information **only** with appropriate professional contexts. These include:

* Designated Teacher – Mrs J Scott
* Deputy Designated Teachers – Mrs B Gray
* Chairman of Board of Governors – Mr D Bradley
* Class Teacher

Each will be informed only on a need-to-know basis.

**No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.**

#### 3.5.2 Record Keeping

All records, information and confidential notes are kept in separate files in a locked cabinet. Only the DT, DDTs and Principal have access to this cabinet. The files only identify the child by their initials and date of birth. These records are kept separate from the pupil’s individual report.

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 of Abuse Complaints. This entry, which will contain details of the complaint, will be made available to the Board of Governors at least annually.

## 4. CODE OF CONDUCT

Staff are aware of and adhere to the Code of Conduct which has been drawn up and agreed (see Appendix 8.)

## 5. STAFF IN-SERVICE

The school is committed to on-going in-service training for all staff. All staff will receive general training on Policy and Procedures. The Designated Teacher, Deputy Designated Teachers and Principal will receive appropriate training (see Appendix 9).

## 6. MONITORING AND EVALUATION

The school will update this Policy and Procedure in the light of any further guidance and legislation as necessary and review it annually. Participation and consultation with children and parents will be undertaken. On-going evaluation will ensure the effectiveness of the Policy. All safeguarding policies are kept up to date and reviewed regularly (see appendix 10.)

## 7. REFERENCES

1. The United Nations convention on the Rights of the Child (U.K. Agreement 1991)

1. Child (N.I.) Order 1995 - An Introductory Guide for Schools 1996

1. DENI ‘Safeguarding and Child Protection in Schools – A Guide for Schools’ (updated Sept 19)

1. Wallace Report July 1998

1. Educational Trips - A Good Practice Guide

1. When Tragedy Strikes: Guidelines for Effective Critical Incident Management in Schools.

1. DENI ‘Protecting Life in School – Helping Protect Against Suicide by Supporting Pupils’ Emotional Health and Wellbeing’

1. [The Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022.](https://www.legislation.gov.uk/nisr/2022/146/contents/made)

## APPENDIX 1

### Vetting of Persons Beyond School Staff

Within this school we have clear Child Protection guidelines. We ensure that the guidance in DENI circular 2012/19 in relation to vetting checks for volunteers is adhered to. The following information may be required prior to speaking to pupils.

* Personal details - name, address, date of birth, relationship with the school
* Details of qualifications
* Details of previous work with children - In what capacity? When? Where? What age group of children?
* Declaration of previous convictions, cautions or Bound-over Order
* Declaration of previous investigations by the social services and the outcome or had a child removed from their care
* Agree to a criminal record check being carried out
* Provide the names of two referees who are not family members or a member of staff
* Attend an interview with the principal or his/her nominee

### Guidelines for Outside Facilitators

* Visiting facilitators should be provided with a copy of the school's Child Protection summary
* The presentation must have empathy with the ethos of the school and the appropriate context provided by the member of staff inviting the speaker
* The facilitator must provide a copy of the detailed information, video etc. prior to the talk for viewing (all resources reviewed)
* Parents of the children involved will be informed of the lesson/activity and its content'
* An evaluation of all presentations is carried out after the event
* Staff will be always present during the visit
* Security and Health and Safety procedures must be always adhered to

### OUT OF SCHOOL VISITS (see full Policy on Educational Trips / Outings)

All pupils visiting any venue need prior permission from their parents to participate. This must be issued by the school to the parent outlining the following:

* Date/s leaving and returning
* Time/s leaving and returning and from where
* Venue - name and address and telephone number and other relevant detail
* Details of the purpose of the visitation- itinerary with dates, times and what's happening
* Cost incurred for parents
* Who the supervisory staff are
* Guidelines for trip e.g. At no time will any child be left unsupervised, no mobile phones, amount of pocket money and other provisions required e.g. clothes
* Medical details required from parent e.g., asthmatic/diabetic and any special dietary needs.

Any venue used by a school must be vetted prior to its use to ensure the safety of all pupils. An evaluation form will be filled in by the pupils and staff individually after the trip to ensure quality control.

**APPENDIX 1a**

 **HAZELBANK PRIMARY SCHOOL**

# CHILD PROTECTION

**VOLUNTEER CHECKLIST**

**VOLUNTEER’S NAME:\_\_\_\_**

**Date of Volunteering : from \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**and/or**

**Assisting with trips/visits to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Detail the nature of the work the volunteer will be carrying out,including year groups assisting with:**

➢ Will the volunteer be supervised regularly by a member of staff who has been vetted?

##  YES / NO

* Who will supervise the volunteer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Has the volunteer been given details of the school’s procedures in relation to Child Protection?

 **YES / NO**

* Is the volunteer aware that he/she should never be alone with a child/children?

##  YES / NO

**SIGNED: (Principal) DATE:**

**SIGNED: (Volunteer) DATE:**

**SIGNED: (Teacher in Charge) DATE:**

## APPENDIX 2

**CONTACT ADDRESSES AND TELEPHONE NUMBERS**

|  |  |  |
| --- | --- | --- |
| **AGENCY**  | **CONTACT NAME**  | **TELEPHONE / WEBSITE**  |
|  Police Service for N. Ireland  |  Central Referral Unit  |  028 9025 9299  |
|  Education Authority CPSS  |  Designated Officers for Child Protection   |  028 9598 5590   |
|  Slemish Children’s Services, Ballymena  Central Gateway Team, Toomebridge (If the child is already known to Social Services)  Referral Gateway Team SPOE (Single Point of Entry) Antrim  Regional Emergency Social Work service (Evenings & Weekends)   |   |  028 25 635640  028 79 651020     028 9442 4459 0300 1234 333   028 9504 9999  |
|  Child Line  |   |  0800 1111 www.childline.org.uk  |
|  N.S.P.C.C.  |   |  028 25 647999 www.nspcc.org.uk  |
|  Barnardo’s   |   |  028 9067 2399 www.barnardos.org.uk  |
|  Educational Welfare   |   |  028 25 645687  |
|  Psychology Service   |    |  028 2566 1298  |

## APPENDIX 3



**APPENDIX 4**

##  HAZELBANK PRIMARY SCHOOL

**CHILD PROTECTION**

###  HOW A PARENT CAN MAKE A COMPLAINT

**I have a concern about my/a child’s safety**



**I can talk to the class teacher**



**If I am still concerned, I can talk to the**

### Designated Teacher for Child Protection (Mrs. J Scott) or the Principal



**If not available, I can talk to the Deputy Designated Teacher (Mrs B Gray)**



**If I am still concerned, I can talk/write to the**

### Chairman of the Board of Governors (Mr.D Bradley)



### If I am still concerned I can contact the NI Public Services Ombudsman

**Tel: 0800 343 424**



**At any time, I can talk to the local Children’s Services Gateway Team or the PSNI Central Referral Unit at 028 9025 9299**

## APPENDIX 5

###  HAZELBANK PRIMARY SCHOOL

**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:* YES: *If ‘NO’ state reason:*  |   |  NO:  |  |  |
|  |  |
| *Date and Time of report of the Designated Teacher:*  |
|

|  |
| --- |
|  |

*Written note from staff member placed on pupil’s Child Protection file:* YES: NO: *If ‘NO’ state reason:*  |  |  |
|  |

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

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

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

## APPENDIX 6

###  HAZELBANK PRIMARY SCHOOL

**CHILD PROTECTION RECORD FORM**

N.B. It is imperative that only factual and neutral information is recorded.

**1. Details of the incident/concerns /disclosure: (Day , Date, Time,Place ;who dealt with it; observations or circumstances; description of physical/behavioural indicators; child’s statements.**

**2. Details of anyone else involved; conversations held with anyone else; witnesses e.g. parent, teaching or non-teaching staff, school principal/designated teacher (Day, Date, Time, Place, factual description)**

**3. Referral to Designated Teacher/ Principal in school.( who by,date,time, how, place) and advice given by the Designated Teacher/Principal to referrer/complainant.**

 **Signed and dated by School Staff Member/Referrer**

#### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX 6 (Cont’d)**

**HAZELBANK PRIMARY SCHOOL**

 **CHILD PROTECTION RECORD FORM**

#### To be completed by Designated/Deputy Designated Teacher or Principal

**1.Advice sought/conversation with - Social Services, Police CARE Unit, Education Authority or CCMS Designated Officer, or other; date, time, place, content of the advice.**

**2.Interim action taken and why; anyone else spoken to; day, time, time and place and content of conversation.**

**3.Decision not to refer and why. Other action taken. Type of feedback to all those involved - how, when.**

**4.Decision to refer and why. Other action taken. Type of feedback to all those involved - how, when.**

**Signed and dated by Designated Teacher or Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **In the case of a complaint against a member of staff, signed and dated by both Designated Teacher and Principal.**

**APPENDIX 7**  **This is the UNOCINI form, copies of which are kept by the DT and DDT.**

|  |
| --- |
| **Section 1: Child or Young Person’s Details** |
| **Surname:**  | **ID No.** |  |
| **Forename:**  |
| **Known As:**  | **HCN:**  |
| **Address:**  | **Previous Address:**  |
| **Postcode:**  |  |
| **Telephone No:**  | **Previous Postcode:** |  |
| **Mobile No:**  | **Locality:**  |  |
| **Date of Birth:** | **Gender**  |  |
| **GP Name:**  | **GP Tel No:**  |
| **GP Address:**  | **GP Email Address:**  |
| **GP Postcode:**  |  |
| **School Name:**  | **School Tel No:**  |
| **School Address:**  | **School Postcode:**  |
| **Does the Child have a Disability?** **Yes [ ]  No [ ]**  | **If Yes, What Disability:****(& source of diagnosis)** | **Other Special Needs:**  |
| **Nationality:**  |  | **Ethnic Origin:**  |  |
| **Religion:** |  | **Country of Origin:** |  |
| **Language Spoken:** |  | **Communication Support:** | **Yes [ ]  No [ ]**  |
| **Interpreter [ ]  Signer [ ]  Document Translator [ ]**  |

|  |
| --- |
| **Section 2a: Referrer’s Details** |
| **Name of Referrer:**  | **Designation:**  |
| **Address:**  | **Date of Referral: Click here to enter a date.** |
| **Postcode:**  | **Contact Details:**  |
| **Section 2b: Reason for Referral** |
|  |
| **Section 2c: Immediate Actions** |
| **Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)?** | **Yes [ ]  No [ ]**  |

|  |
| --- |
| **Section 3a: Primary Carers & Other Household Members (Incl. non-family members)** |
|  | **Member 1** | **Member 2** | **Member 3** | **Member 4** |
| **Last Name:** |  |  |  |  |
| **Alternative Last Name:** |  |  |  |  |
| **First Name:** |  |  |  |  |
| **Telephone No:** |  |  |  |  |
| **Mobile No:** |  |  |  |  |
| **Date of Birth:** |  |  |  |  |
| **Relationship to Child/ YP:** |  |  |  |  |
| **Language Spoken:** |  |  |  |  |
| **Nationality:**  |  |  |  |  |
| **Communication Support:** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** |
| **Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)** |
|  | **Other 1** | **Other 2** | **Other 3** | **Other 4** |
| **Last Name:** |  |  |  |  |
| **Alternative Last Name:** |  |  |  |  |
| **First Name:** |  |  |  |  |
| **Address:** |  |  |  |  |
| **Postcode:** |  |  |  |  |
| **Mobile No:** |  |  |  |  |
| **Date of Birth:** |  |  |  |  |
| **Relationship to Child/ YP:** |  |  |  |  |
| **Language Spoken:** |  |  |  |  |
| **Nationality:**  |  |  |  |  |
| **Communication Support:** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** | **[ ]  Interpreter****[ ]  Signer****[ ]  Doc. Trans****Details** |

|  |
| --- |
| **Section 4a: Summary of Referrer’s Previous Involvement** |
|  |
| **Section 4b: Referral Consent**  |
| **Child(ren) / Young Person(s)** |
| **Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?** | **Yes [ ]  No [ ]**  |
| **Does the Child(ren) / Young Person(s) consent to the Referral?** | **Yes [ ]  No [ ]**  |
| **If NO, please explain**  |
| **Parent/ Carer** |
| **Is the Parents/ Carers aware that Referral has been made?** | **Yes [ ]  No [ ]**  |
| **Do they consent to the Referral?** | **Yes [ ]  No [ ]**  |
| **If NO, please explain**  |

|  |
| --- |
| **Section 5: Additional Information: Agencies Currently Working with Child or Young Person** |
| **Agency and Contact Details**  |
| **Name:**  |
| **Role:**  |
| **Tel No:**  |
| **Email:**  |
| **Name:**  |
| **Role:**  |
| **Tel No:**  |
| **Email:**  |
| **Name:**  |
| **Role:**  |
| **Tel No:**  |
| **Email:**  |
| **Name:**  |
| **Role:**  |
| **Tel No:**  |
| **Email:**  |

## APPENDIX 8

**CODE OF CONDUCT**

Hazelbank Primary School



Code of Conduct for Staff Members

Updated September 2022

**Appendix to Safeguarding Policy**

**CODE OF CONDUCT FOR STAFF MEMBERS OF HAZELBANK PRIMARY SCHOOL.**

Staff at Hazelbank Primary School are mindful that they hold a position of trust and that their behaviour towards the pupils in their charge must be above reproach. The interests of our pupils are of prime consideration.

**PRIVATE MEETINGS WITH PUPILS**

* You will conduct private interviews with pupils as far as possible with visual access or with the door open.
* Where such conditions cannot apply you will ensure that another adult is aware of the interview.
* If possible another adult will be present or nearby during the interview.

**PHYSICAL CONTACT WITH PUPILS**

* You will not make unnecessary physical contact with pupils but it is unrealistic and unnecessary to suggest that you are not allowed ever to touch a child. There are cases where this is necessary – e.g. a distressed child, especially a younger child, may need reassurance involving physical comforting. You act as a caring parent would.
* Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
* You will not touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact – unless of course to protect the child from harm.
* First aid treatment should be administered in the presence of other children or another adult. However, emergency first aid will be administered if required – the child’s needs will come first.
* Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided
* If you feel that you actions may be or have been misconstrued, you will make a written report and give it to the Principal.

**CHOICE AND USE OF TEACHING MATERIALS**

* If you are uncertain about using materials with your class please consult with the Principal.

**RELATIONSHIPS**

Take care that your conduct does not give rise to speculation. Staff should ensure that their relationships with pupils are appropriate to the age, maturity, and sex of the pupils. Attitudes, demeanour, and language require care and thought. In other words:

* BE CAREFUL WHAT YOU SAY
* BE CAREFUL WHAT YOU DO

Any suspicions about abuse by a colleague should be brought to the principal’s attention immediately.

**CONFIDENTIALITY**

Staff should ensure that information regarding pupils is only shared with the appropriate person. You should be aware of the confidential nature of personal information about a child 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.

**RESIDENTIAL TRIPS**

Before trip

* Teachers going on the trip familiarise themselves with regulations for residential trip
* Both parents and pupils will be made aware of the following:

WHO are the members of staff involved with the trip

WHAT happens on each day

WHERE the children are staying

HOW the pupils will be transported and conducted around the various activities

WHEN they will leave and arrangements for their collection when trip is over

* The trip leader is responsible for the establishment of safe procedures in relation to supervision and discipline
* Children will be made aware of expected behaviour; potential dangers; what to do if they get separated from the group
* The trip leader will allocate responsibilities in respect of first aid, administration, and storage of medication

During trip

* Children will be aware of who to go to in the case of an emergency or if they have a problem
* Staff will be always readily accessible
* Staff should enter rooms in twos or where this is not possible the door MUST be left open
* If staff are alerted during the night, they should ensure that another adult is present or that other children in the room are awake
* Staff should avoid being alone with a child, however, in an emergency, common sense should prevail. This also applies to the administration of first aid or medication
* A contingency plan will be in place in the event of a child needing hospital attention

**SCHOOL DAY TRIPS AND SWIMMING**

**Behaviour** Children are expected to behave in an acceptable way and always show good manners. Accompanying parents are asked to reinforce this. Discipline should be verbal only and the teacher in charge informed

**Numbers** Staff should avoid being alone with one pupil during the trip. Always keep the children together in the interests of safety and your protection

**Toileting** Children go to the toilet before leaving school

On the trip take two children to toilet at a time

 Adults should wait outside toilets

 Have specific and regular toilet stops

**Bus** Staff can sit beside children if necessary

Assist with seatbelts if necessary – all children must wear a seatbelt

**First aid** One person should be pre appointed to administer first aid and should be aware of any allergies etc.

**Supervision** Count group regularly

Ensure correct adult: pupil ratio is adhered to

**Changing** Where possible, staff should stay outside changing cubicles and verbally encourage children to change quickly. Teachers should only enter changing cubicles in the case of an emergency. Our KS2 pupils go weekly to Ballymena Leisure Centre. Staff will escort pupils through the changing room and wait at the entrance/exit to the pool at the other side. Teachers will explain that at least two pupils always remain in the changing room

**Parents** Parents who volunteer are vetted according to regulations

Parents can supervise a group independently under guidance from teacher in charge

 Parents are given clear guidelines before a trip

**TOILETING, CHANGING AND INTIMATE CARE**

Children coming into Reception or P1 should be toilet trained. If not specific arrangements may be made with parents. (September Permissions Form))

As part of our on-going routine children will be reminded to wash their hands, flush the toilet etc.

In the event of an accident:

* Younger children are assisted to change in the presence of two adults
* Older children are given the necessary dry clothes and will change in an appropriate private room. The supervising adult will remain outside in the corridor and only assist if necessary
* Wet items are sent home and any borrowed clothes should be returned to school promptly, freshly laundered and ready for re-use

**ICT**

In line with the school’s ICT policy, the following Code of Safe Practice has been highlighted and agreed by all staff:

* No social networking site should ever be used in school without permission from the Principal.
* Staff should never accept a ‘friend request’ from a primary school aged child on a social networking site. It is strongly advised that staff consider very carefully accepting such a request from a past pupil or parents of pupils currently in school
* As is normal practice, staff should not use their mobile phones during teaching time.
* 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.
* Staff should ensure that all pupils using the Internet have written permission from their parents.
* Websites used by pupils should be checked beforehand by teachers, as far as 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 and teacher in charge of ICT.
* In the interests of security, staff passwords should only be shared with the network manager.
* Members of Staff 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 of the materials which are in breach of these.
* Photographs of pupils should only be taken with a school device and images stored on a centralised area of the school network. Consequently, staff and any visitors should never take a photograph of a child with their mobile phone or store any images or data regarding any child on a personal laptop.
* School systems may not be used for any unauthorised commercial transactions. Permission must be sought from the Principal.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**IMPORTANT CONTACT NUMBERS**

* **EA Child Protection Support Service for Schools (CPSS)**

**Tel. No. 02895 985590**

* **Gateway Services for Children’s Social Work (Social Services)**

**Tel. No. 02879651020**

**Out of hours: 02894468833**

* **PSNI Non-Emergency Contact Number**

**Tel. No. 101**

**CPSS Designated Officers**

**Yury Fleming Designated Child Protection Officer EA Ballee Office**

**Yury.Fleming@eani.org.uk**

**CPSS Senior Clerical Officer**

**Pamela Collins Senior Clerical Officer EA Antrim Board Centre**

Pamela.Collins@eani.org.uk

**Support for Staff**

**Inspire 08088000002**

## APPENDIX 9

**PASTORAL CARE/CHILD PROTECTION STAFF TRAINING**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AUTUMN TERM**  | **SPRING TERM**  | **SUMMER** **TERM**  |
| **2023/24** **Year 1**  | **Whole school staff CP** **training**  **EA Refresher CP training for DT & DDT** **and Principal** **Summary of CP** **Procedures to parents**  |  | **Annual Child** **Protection Report to** **the Board of Governors**  |
| **2024/25** **Year 2**  | **CP training for new** **staff**  |  | **Annual Child** **Protection Report to** **the Board of Governors**  |
| **2025/25** **Year 3**  | **Whole school staff CP** **Training** **EA Refresher CP training for DT & DDT** **and Principal** **Summary of CP** **Procedures to parents** |  | **Annual Child** **Protection Report to** **the Board of Governors**  |

## APPENDIX 10

**SAFEGUARDING POLICIES**

|  |  |  |
| --- | --- | --- |
| NAME OF POLICY  | LAST UPDATE  | NEXT UPDATE  |
| Child Protection Policy  | January 2023 | January 2023 |
| Attendance Policy  | June 2023 |  |
| Positive Behaviour Policy  | May 2023 | May 2023 |
| Pastoral Care  | June 2023 | June 2023 |
| Anti-Bullying Policy  | May 2023 |  |
| Safe Handling and Use of Reasonable Force  | September 2023 |  |
| Special Educational Needs  |  |  |
| First Aid and Administration of Medicines  | October 2023 |  |
| Health and Safety Policy  | May 2023 |  |
| Relationships and Sexuality Education  | Oct 2023 | Oct 2023 |
| Intimate Care  | Sept 2023 | Sept 2023 |
| Social Media Policy | October 2023 |  |
| E-Safety Policy  |  |  |
| Educational Visits  |  |  |
| Staff Code of Conduct (Currently being negotiated by teaching unions)  | Sept 2022 | Sept 2022 |
| Drugs and Alcohol  | October 2023 |  |
| Critical Incident  | May 2023 | May 2023 |
| Policy for Volunteers in School  | January 2023 | January 2023 |