



Policy for Safeguarding and Child Protection

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Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. In Nettlefield Primary School, we recognise our responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Pastoral Care Policy, which aims to provide a caring, supportive and safe environment in which all our pupils can learn and develop to their full potential. We also aim to strengthen children's resilience by teaching them about welcome and unwelcome behaviours.

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

This Policy is informed by the guidance and procedures set out by DE Safeguarding and Child Protection in Schools (2019), the Area Child Protection Committee (ACPC) Regional Policy and Procedures (2005) and the amendments to the ACPC Policy and Guidelines (2008). We have consulted on this Policy with pupils, parents, teachers and Governors.

The central thrust of The Children (Northern Ireland) Order (1995) is that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child: *the best interests of the child shall be of primary consideration*. This "paramourncy of the child" principle underpins our Child Protection Policy and procedures.

Our Policy applies to all staff, Governors and volunteers working in the school. The purpose of the procedures set out in this Policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence. We also recognise that domestic abuse and violence may be a cause of a range of physical, emotional and behavioural difficulties for children.

Aims and Objectives

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

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

The purpose of the following procedures on Safeguarding is to protect our pupils by ensuring that everyone who works in Nettlefield Primary School – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. We believe that children cannot learn effectively unless they feel secure. This document lays out the procedures, roles and responsibilities relevant to addressing allegations of child abuse.

Safeguarding Team

Designated teacher for Child Protection:
Designated teacher for Child Protection:
Designated teacher for Child Protection:
Chair of Governors:
Designated Governor for Child Protection:

Mrs C Fullerton
Mr S McLean (Deputy)
Mrs L Cardy (Deputy)
Mrs M McCartney
Mrs P Magowan

Roles and Responsibilities of Staff

If any member of staff suspects that a child in his/her class may be a victim of abuse, they immediately inform the Designated Teacher, Mrs Fullerton (DT) or Deputy Designated Teacher, Mr McLean (DDT) or Deputy Designated Teacher, Mrs Cardy (DDT) about their concerns. Abuse may be of a sexual, emotional or physical nature. It may also be the result of neglect, and we recognise that domestic violence has an impact on children.

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

- the Principal and DT will liaise with Social Services or EA to determine if a referral is necessary
- the complainant will be informed of the outcome, where appropriate
- if the parent is not the alleged abuser, then he/she will be informed as soon as possible
- if the parent is the alleged abuser, then discussions will follow with Social Services and PSNI to determine how the parent will be informed.

If a child discloses abuse, either directly or indirectly, then the DT will contact Social Services and take advice from EA.

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

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

All Adults

It is the responsibility of **ALL** adults working in the school to record and report any concerns or possible/disclosed abuse to the DT or to the DDT if he/she is not available. It is the responsibility of all adults to:

- adopt safeguarding guidelines, including the staff Code of Conduct

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

Chair of the Board of Governors (Mrs M McCartney)

The Chair of the Board of Governors will:

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

Designated Governor for Child Protection (Mrs P Magowan)

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

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

Principal (Mr S McLean)

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

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

Designated Teacher for Child Protection (Mrs C Fullerton)

The role of the Designated Teacher is:

- to provide Induction for all adults and to deliver training to all school staff, including support staff, on the Safeguarding and Child Protection Policy
- being available to discuss the Child Protection concerns of any member of staff
- responsibility for the management and keeping of all Child Protection concerns
- to make referrals to Social Services or PSNI Central Referrals Unit where appropriate
- to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at case conferences
- to liaise with EA Designated Officers for Child Protection
- responsibility for the development and updating of the school's Safeguarding and Child Protection Policy
- to ensure parents receive a copy of the Policy every two years
- to promote an ethos of safeguarding within the school
- to provide annual reports to the Board of Governors regarding Child Protection
- to maintain all records pertaining to Child Protection and to keep them in a secure location (accessed only by The Safeguarding Team as appropriate)
- when a child changes school, to ensure that the Designated Teacher in the receiving school is informed of the child's circumstances and the name of their Social Worker
- to ensure that when a child on the Child Protection Register has been absent from school for two consecutive days, that the child's Social Worker is informed of the situation (following regionally agreed protocols).

Deputy Designated Teacher (Mrs L Cardy)

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

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

Parents/Carers

- Parents play a vital role and share real responsibilities in ensuring the effectiveness of our Safeguarding programme
- Parents/carers will be made aware of the Safeguarding and Child Protection Policy Statement
- Parents/carers will be made aware that full paper copies of our Policy are available on pupil entry to school and a digital copy annually thereafter.
- Additional information will be circulated to parents through a range of home/school communications as appropriate.
- Parents will be informed and involved, as soon as possible, in the event of a Child Protection related incident involving their child.
- Parents/carers will be made aware that Child Protection arrangements may require cases to be referred to the investigating agencies in the interests of the child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need.
- if there are any Court Orders relating to the safety or wellbeing of a parent or child.
- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- if there are any changes to arrangements about who brings their child to and from school.
- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at:

www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.

Children

Children play an active role in our approach to our Safeguarding programme. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to take responsibility for the decisions they make and to develop an awareness of child protection and safeguarding issues. We consider the care and welfare provided by Nettlefield Primary as appropriate to ensure our children adopt a safe and healthy lifestyle in society.

Definitions

Types of Abuse

Child abuse may take a number of forms, including:

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, unloved or 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.

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.

** Although "exploitation" is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories, as children who have been exploited will have suffered from*

physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2017)

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-youngpeople-northern-ireland

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Grooming and images of child abuse

Grooming* of a child or young person is always abusive and/or exploitative. It often involves the perpetrator(s) gaining the trust of the 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 in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

Grooming is often associated with Child Sexual Exploitation, but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

* DoH publication Co-operating to Safeguard Children and Young People in Northern Ireland (Aug 2017) www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

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

Child sexual exploitation (CSE) is a form of child 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 involve

physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

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. CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as '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).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. 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 established procedures set out in our school policy.

Forced Marriage - A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in Nettlefield Primary we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children who display harmful sexualised behaviour - As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality in an age appropriate way. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

If the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, we will take advice from the EA Child Protection Support Service. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

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

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

Confidentiality

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

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

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

How to Respond to a Child who makes a Disclosure

Receive

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

Reassure

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

Respond

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

Record

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

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

Refer

Concerns about possible abuse must be referred to the DT as soon as possible within the same working day, before the child's "home time."

The DT and DDT are always contactable in person, by email or by phone.

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

Procedures for Reporting Suspected or Disclosed Abuse

The Designated Teacher for Child Protection (DT) is Mrs Fullerton Vice-Principal. In her absence, the Deputy Designated Teachers for Child Protection (DDT), Mr McLean or Mrs Cardy, will assume responsibility for Child Protection.

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

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

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

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

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

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk to the DT. It should be noted that the information given to members of staff about possible child abuse cannot be held in confidence.

Record Keeping

The school will keep accurate records of concerns expressed and action taken. These records will be maintained in a secure location, separate from general records.

It will be the responsibility of the Designated Teacher to ensure that such records are kept up-to-date and forwarded when a child moves school and maintained according to DE Circular 2016/20 (under review by DE in relation to GDPR)

Only the DT/DDT will have access to Child Protection records.

Child Protection Register

Where pupil names are known by the school to be on the Child Protection Register maintained by Social Services, they will also be entered in the school's confidential list of pupils on the Child Protection Register. Teaching staff will be informed of and will support pupils in their class whose names are on the CPR.

The DT or DDT will attend case conferences where practical, providing a written report on the child. If this is not possible, a written report will be provided to the relevant Chair of the Child Protection Conference.

Reports for Child Protection Case Conferences

Reports should focus on the child's educational progress and achievements, attendance, appearance, behaviour, participation, relationships with other children and adults within the school, and where appropriate any other concerns.

- Reports should be objective and based on evidence.
- They should therefore contain only fact, observations and reasons for concerns.

All reports should be checked and signed by the DT/DDT

E-Safety

We understand that the Internet is a vast resource that can support teachers and pupils alike. However, there are dangers attached to unsupervised and unguided use of the Internet. E-Safety (or "electronic safety") covers use of the Internet through PC access and other electronic communications, through mobile phones, games consoles and wireless technology.

The school abides by its e-Safety and Acceptable Use of the Internet Policy, which is available from the school office. This document is based on the advice given by the Department of Education in Safeguarding and Child Protection in Schools (2019).

The policy sets out what Nettlefield Primary School will do in order to protect pupils and staff and how the staff will guide and educate pupils in the wise and safe use of the Internet.

e-Safety within Nettlefield Primary School:

- is concerned with safeguarding children in the digital world;
- emphasises learning to understand and use new technologies in a positive way;
- focuses on education about the risks as well as the benefits so that users feel confident online;
- is concerned with supporting pupils to develop safer online behaviours both in and out of school;
- is concerned with helping pupils recognise unsafe situations and how to respond to risks appropriately
- ensures that all adults in the school act in compliance.

Supporting Vulnerable Children

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

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

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

Safeguarding Concerns about an Adult working in the School

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

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by Social Services and/or PSNI. The Chair of the Board of Governors will be informed immediately.

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

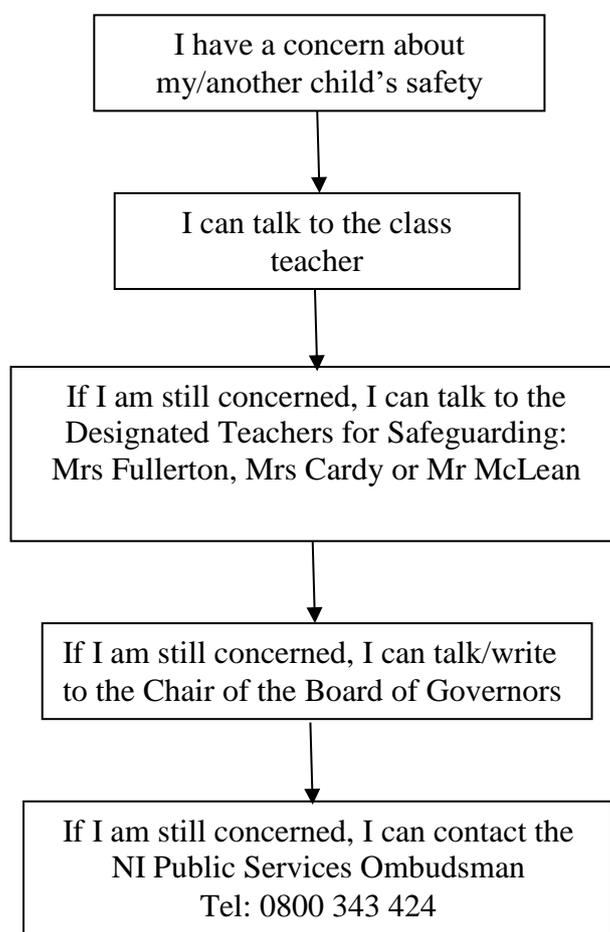
How a Parent/Carer can Raise a Safeguarding Concern



There are designated members of staff in our school who are part of the safeguarding team.

Designated Teacher	Mrs Fullerton
Deputy Designated Teacher Primary School	Mr McLean
Deputy Designated Teacher Nursery Unit	Mrs Cardy

Any parent may use the following procedure to raise a concern about the safety of their (or another) child at the school:



**At any time, I can talk to a
Gateway Duty Social Worker (028 9050 7000)
or
PSNI Central Referral Unit (028 9025 9299)**

Out of hours, all areas, Gateway Duty Social Worker (028 9504 9999)

Nettlefield Primary School's Vetting Procedures

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

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

- DE Circular 2013/01(Updated Sept 2015): Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or providing a Service to Schools
- DE Circular 2012/19: Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers working in Schools

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

All staff, whether paid or unpaid, are inducted in our Safeguarding and Child Protection Policy before they meet pupils.

Links with other School Policies

Anti-Bullying

Bullying is not tolerated in Nettlefield Primary School. The DE publication Safeguarding and Child Protection in Schools (2019) defines bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself".

Our Anti-Bullying Policy is set out as a separate Policy and we acknowledge 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 group of 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, outlining the investigation 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 consider instigation of the Child Protection procedures.

The Preventative Curriculum

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

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

Safe Handling

Staff guidelines on Safe Handling are set out in a separate Policy, in accordance with guidelines from EA. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child, to another person or to school property.

E-safety

E-safety forms an integral part of our Safeguarding procedures and can be viewed in full in our ICT Policy. It includes acceptable use of the Internet and is informed by DE guidance (DE Circular 2007/01). It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies. In school, we take the following precautions:

- all computer systems are protected by username and password
- access to the Internet is passed through a filtering system that blocks inappropriate websites

- e-safety education is provided to pupils across the curriculum to help them understand what safe and responsible online behaviour means and how to report any concerns they may have.

Cyberbullying

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

Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff, will be dealt with through appropriate disciplinary and, where appropriate, external agency action.

Educational Visits

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

Intimate Care

Our Policy on Intimate Care is adapted from the regional Intimate Care Policy and Guidelines Regarding Children (ACPC).

Emergency Numbers

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

Social Services Gateway Team, Belfast Trust: 9050 7000

Out of hours/all areas Gateway Duty Social Worker: 9504 9999

Child Protection Support Service for Schools: 9598 5590
Mon - Fri 9 am – 5 pm

PSNI: 9025 9299
Mon-Fri 8am-9pm
Weekends and public holidays 9 am - 5 pm

Useful Numbers

Woman's Aid 90249041

Men's Advisory Project 90241929

Parent's Helpline 0808 08010722

Childline 0800 1111

NSPCC 0808 8005000

24hr Domestic and sexual Violence Helpline 0808 8021414

Appendices

Appendix 1 Record of Concern

Appendix 2 Social Services Pro Forma

Appendix 1

CONFIDENTIAL



RECORD OF CONCERN

CHILD PROTECTION RECORD – REPORT TO DESIGNATED TEACHER

Name of pupil:
Class:
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:

<p>Details of any advice sought, from whom and when:</p>
<p>Any further action taken:</p>
<p>Written report passed to Designated Teacher: Yes/No If "No", state reason:</p>
<p>Date and time of report to Designated Teacher:</p>
<p>Written note from staff member placed in pupil's Child Protection file: Yes/No If "No", state reason:</p>

Name of staff member making the report: _____

Signature of staff member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____



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CHILD PROTECTION RECORD – REPORT TO DESIGNATED TEACHER

CHILD'S NAME:	
CLASS	
DATE	
Report from Teacher	

Parental involvement

Academic progress

Settling at school

Personal presentation/hygiene

Behaviour

Reviewing the Safeguarding & Child Protection Policy

The Safeguarding Team at Nettlefield Primary School will review this Policy annually, or in the event of a change of legislation or following an incident, when the Policy's effectiveness will be evaluated. Any necessary changes will be made in light of any lessons learnt.

Date Policy reviewed: _____

Signed:

_____ Chair of Governors

_____ Designated Teacher

_____ Deputy Designated Teacher

_____ Deputy Designated Teacher
(Nursery)