



**ST. PATRICK'S PRIMARY SCHOOL,
MULLANASKEA
CHILD PROTECTION POLICY**

ST. PATRICK'S PRIMARY SCHOOL CHILD PROTECTION POLICY

1. INTRODUCTION

1.1 Child Protection Ethos

We in St. Patrick's P.S have a responsibility for the Pastoral care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

All staff, should be alert to the signs of possible abuse and should be familiar with St. Patrick's P.S Child Protection Policy and EA Guidelines, including procedures of reporting concerns to the Principal, Vice-principal or Designated Team who immediately act on it in accordance with St.Patrick's P.S Procedures for reporting child abuse. All incidents to be reported to the principal immediately or as soon as possible, unless he/she is indicated as being involved. 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.

General Principles

The principles and philosophy which underpin our child protection service to children are those set out in the 'United Nations 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 the principle we support is that every child has the fundamental right to be safe from harm and with proper care by those looking after them given to their physical, emotional, spiritual well being.

The other principles we practise under are:

- The child's welfare must always be paramount; this overrides all other considerations. 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 that 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.

All agencies concerned with the protection of children must work together in the best interests of children and their families. Each agency must have an understanding of each other's functions, responsibilities and priorities in relation to children and commit to maintaining effective communication.

Other Relevant Policies

Pastoral Care, Positive Behaviour Policy, Anti Bullying, Reasonable Force/Safe Handling , Special Needs, Health and Safety, Intimate Care, Internet Safety, E- Safety, RSE, Alcohol, Drugs, Nutrition, Medicines, Staff Emotional Health and Well Being, Attendance, Photograph.

School Safeguarding Team

Chair of the Board of Governors - Fr. Halton
Principal / Deputy Designated Teacher - Ms L. O'Neill
Designated Teacher -Mrs C. O'Connor
Deputy Designated B.of G – Mrs A Ryan

Definitions and Symptoms of Abuse

There are four main categories of abuse –

Physical Abuse,
Neglect,
Sexual abuse and
Emotional abuse.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.

These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

(Ref: **Appendix 1**)

Roles and Responsibilities

The roles of the safeguarding team are summarised in **Appendix2**

Parents

Parents can play their part in safeguarding by:

- Telephoning the school about any absences so the school is reassured as to the well-being of the child.
- Informing school when anyone other than themselves are collecting the child after school.
- Familiarise themselves with the schools safeguarding policies sent home.
- Reporting to school office when visiting school.
- Sharing any concerns they may have in relation to their child.

2. CONTEXT

St. Patrick's Primary School is situated about 3 miles from Enniskillen.

At present there are:

208 pupils enrolled at this school.

8.5 members of teaching staff.

7 classroom assistants

1 secretary

1 cleaner

1 caretaker

3. Confidentiality and Record Keeping

3.1 Prevention

The following points are part of a guide for teachers with confidentiality concerns about child protection.

The school has developed and provides a 'Child Protection Ethos' and a Preventative Curriculum. 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 through the taught programme, good supervision and two way communication between pupils, staff, parents and the community.
- 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 the 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 covers all activities organised in and by the school, whether on school premises or elsewhere.

The Board of Governors adheres to safe recruitment practices in relation to the employment of people to work with the pupils of St. Patrick's P.S., Mullanaskea as outlined in the DE circulars 2006/06, 2006/07, 2006/08, 2006/09 & 2006/25:

- Recruitment Advertising contains prominent child protection statements
- Applicants are required to produce photographic ID & the names of 2 referees, including a referee from their last post (where they were working with children / young people) at the time of application
- Successful applicants are required to produce proof of claimed qualifications i.e. original qualifications or by confirmation of the accrediting authority if originals have been lost.
- Successful applicants must also have completed an Access N.I form (Application for a criminal background check & suitability to work with children) & they will only be employed when the pre-employment check has been completed & approved by the PSNI.
- Only substitute teachers on the NISTR will be employed as substitute cover as set out in the DE circular 2006/07
- The Principal & Board of Governors have been trained on recruitment processes that take in to account the importance of Child Protection. Additionally, one member of the staff recruitment & selection interview panel (Fr. Halton) has been trained by the Education Authority on the importance of Child Protection issues in relation to Selection & Recruitment (DE circular 2006/08).
- Access NI checks will be carried out prior to the appointment of any new governor from 1st January, 2007 through CCMS / Education Authority.

We also 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

(DE circulars 2006/06 / 2006/09).

(Ref - **Appendix 3**)

Emergencies / Exceptions

It is accepted that temporary replacements for non-teaching staff may have to be made in emergencies before a check can be carried out. Additionally, there will be circumstances where others will have to enter the school building to: make repairs, make deliveries, or visitors for a meeting who will not be checked. In such circumstances, staff will take all reasonable steps to ensure that;

- no visitors are left unsupervised with pupils,
- all visitors sign the visitor's book whilst on the school premises.

As a general principle, the presence of un-vetted people around the school is recognised as 'exceptional, short-term & controlled' (DE Circular 2006/06)

Visiting Teachers From Abroad

Guidelines on obtaining criminal record information on citizens from other members of the European Union and a number of other countries (DE circular 2006/06) is followed in order to establish the suitability of visiting teachers from abroad prior to their proposed start date in our school.

Collection of pupils

The Board of Governors and staff are aware of the guidance for schools on parental responsibility (as set out in circular 1999/17) and parental rights under current legislation. The Board of Governors and Principal follow the guidance set out in DE circular 1999/17 with regard to any approaches made about parental responsibility rights, how parental responsibility can be verified, how the position on exercise of rights can be established and approaches to be taken where those with parental responsibility disagree about an educational decision.

Staff are also aware of adults who have parental responsibility for the pupils in our school. Staff must ensure that pupils are collected only by those adults who have parental responsibility or those adults nominated by those who have parental responsibility on the 'Permission To Collect Pupils' form (Ref – **Appendix 4**)

3.2 Recognition

We use the following definition for Child Abuse:

Neglect – the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical – physical injury to a child, wither deliberately inflicted or knowingly not prevented.

Sexual – the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities or any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Emotional – persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are aware of the forms of bullying (including Cyber-bullying) and staff are vigilant at all times to the possibility of bullying occurring. All staff will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the person displaying bullying behaviours. (Ref: Anti-Bullying Policy / Safe Use of the Internet/ Photograph Policy)

3.3 Response

In the event of a disclosure of child abuse, staff will:

- Receive - Listen to the child without shock or disbelief.
- Reassure – Reassure child you believe what is said but do not promise confidentiality.
- Respond – Ask only open-ended questions eg. Is there anything else?
- Record – Make notes- date, times, places. Record key phrases/words used, note nonverbal behaviour and any physical injuries. No photographs to be taken.
- Refer information to the Designated Teacher / Principal. Do not contact parents initially. Designated Teacher/ Principal will do that as appropriate.

3.4 Referral - Co-operating to Support and Protect Children

Procedures for reporting suspected (or disclosed) child abuse

(Ref: Appendix 5)

The designated teacher for child protection is Mrs Ciara O'Connor. In her absence, Deputy Designated Teacher, Ms Louise O'Neill will assume responsibility for child protection matters.

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 the Social Services but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes.

The designated teacher / Principal will as a matter of urgency plan a course of action, and ensure that a written record is made.

The Principal / designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services via Gateway Team. 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 parents will be informed immediately.

Verbal referrals to Social Services should be followed up within 24 hours on a completed UNOCINI.

The Principal may seek clarification or advice and consult with the Designated Officer from the Education Board, 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.

Allegations against a member of staff

(Ref: Appendix 6)

If a complaint about possible child abuse is made against a member of staff, the Principal / designated teacher (deputy designated teacher, if she is not available) must be informed immediately. The above procedures will apply unless the complaint is about the designated teacher / principal or deputy designated teacher. The Chairman of the Board of Governors will be informed immediately.

Allegations against the Principal/Designated teacher

(Ref: **Appendix 6**)

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

3.4.3 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.

3.44 Allegations against someone other than a member of school's Staff

(Ref: **Appendix 7**)

The complaint is about possible abuse by someone outside the school

- Keep a written record of complaint at all steps
- Tell the designated teacher / principal
- If the designated teacher / principal is unavailable, inform the deputy designated teacher
- Is a referral necessary, or do doubts remain?
- Don't know – consult /Board/CCMS/Social Services
- Yes – refer to Social Services/Police and tell EA/CCMS
- No - Discuss with Complainant in an age appropriate manner why no further action is deemed necessary.

Is parent the alleged abuser?

No – tell parent

Yes – discuss with Social Services/Police how parent will be informed

3.5 Confidentiality and Record Keeping

3.5.1 Confidentiality

- Child Protection raises issues of confidentiality which should be clearly understood by all staff.
- Staff has a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- If a child confides in a member of staff and requests that the information is kept a secret, it is important that the member of staff tells the child sensitively that he or 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 within appropriate professional contexts. Child protection records are kept securely locked in the principal's office.

For reasons of confidentiality the only people who need to know about individual cases are:-

Designated teacher - Mrs Ciara O'Connor

Deputy Designated teacher - Ms Louise O'Neill

Child's class teacher may also be made aware of relevant information in order to safeguard the child
i.e. Child Protection Plan

3.5.2 Record Keeping

All records, information and confidential notes are kept securely locked in the principal's office. These 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.

(Ref: **Appendix 8**– Confidential Report by a member of staff)

(Ref: **Appendix 9** –Notification of Suspected / Admitted / Known Child (ren) Abuse to Social Services)

4. Code of Conduct

Staff are aware of and adhere to this Code of Conduct which has been drawn up and agreed.
(Ref - **Appendix 10**)

5. Staff In-Service

The school is committed to on-going in-service training for all staff. All staff have received general training on Child Protection and a record will be kept annually.

Designated Teacher has received up to date training.

The Deputy Designated Teacher has received up to date training.

The Chairman of the Board of Governors and the Board of Governors have received training (including training in child protection issues relating to Selection & Recruitment).

School Staff have received training in Child Protection

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.

PROCEDURES

At this school we recognise the four main responsibilities in the areas of Child Protection are Prevention, Recognition, Response, Referral and confidentiality/record keeping. Parents will be made aware of the schools responsibilities and procedures and we hope they will support us in our practice.

6.1 Prevention

The Board of Governors ensures that the school curriculum includes:-

Programme for pupils on personal protection.

At Foundation Stage and Key Stages 1 and 2, the children's welfare is paramount and child protection within the curriculum is an integral part of PDMU.

E.g. Road safety Say No to strangers Drugs Anti -Bullying

We offer a supportive environment to children who have been victims of abuse. We recognise that all children are vulnerable.

Responsibility of our School

- All staff should be aware of procedures.
- There should be no undue delay in reporting concerns.
- If in any doubt contact the Designated Teacher.
- The child **MUST** be listened to and taken seriously.
- The child should not be asked to repeat the disclosure unnecessarily. (this is to prevent a child's account to another professional' e.g. Social Worker, becoming a "rehearsed version" of their actual account.)
- The Board Child Protection Team should be informed, when and where necessary -Godfrey Young, Martin Mc Quade or Marion Mc Bride.
- Referrals go through to Gateway in Whitehall (Rosstown House).
- Where a child is already known to Social Services the Child Protection Teacher should make contact with the Families Named Social Worker. (These contact details should be kept updated on the child's record).
- It is essential to avoid delay in sharing concerns about a child.
- When considered appropriate, seek medical attention.
- Take care not to compromise or accidentally destroy any evidence that there may be.
- All these principles and actions also apply to all people who visit, but are not permanently based in, schools.
- To maintain the Child Protection Register
- To keep all relevant agencies updated on what is happening.

Sensitive issues

The curriculum programme provides the pupils with a general prevention and protection provision but sometimes this can not necessarily help an individual pupil deal with their own individual needs. All staff in our school has reactive strategies in place for individual needs e.g. Bereavement, either accidental or non-accidental; bullying 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.

Duty of the School

This school recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse. Child protection issues will be addressed through the curriculum as appropriate, especially through PDMU.

We ensure that bullying is identified and dealt with for the benefit and social development of all concerned. All pupils are encouraged to show respect for others and take responsibility for protecting themselves.

Supporting Vulnerable Children.

The school recognises that prevention of abuse or harm can also be addressed by the provision of supportive interventions with families. Many concerns regarding children may never reach the child protection threshold. Providing support, advice or (with the families consent) referral to supports has been clearly shown to reduce vulnerability, build family resources and support parenting capacity. The school will hold information on family support services and discuss these with parents when felt appropriate. Such services may also support parents to address children's behaviours in a more constructive manner and support the schools ethos.

(see **Appendix11** for list of available services in the local area)

Duty of Staff

All staff (teaching and non-teaching) seek to adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. Staff hope that parents and pupils feel free to talk about any concerns and see school as a safe place. Pupils' worries and fears will be taken seriously if they seek help from a member of staff.

However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a pupil, must report their concerns to Mrs Ciara O'Connor who is the Child Protection Designated Teacher.

If staff have significant concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect, they must discuss these with the Child Protection Designate, Mrs Ciara O'Connor, who will contact the agencies responsible for investigation and child protection. School staff do not carry out investigations themselves, nor do they decide whether children have been abused.

That is a matter for the specialist agencies.

All staff are aware of the procedures for keeping a confidential written record of any incidents.

Parents Role

Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other pupils. Parents will be informed if it was necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others.

Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, separation or divorce, that might lead to otherwise unexplained changes in behaviour or characteristics.

Parents can feel confident that procedures are in place to ensure that all staff appointed have undergone procedures to ensure that they are suitable to work with children. All voluntary helpers undergo similar procedures including a police check. If parents have any queries about the implementation of these procedures they should contact the Principal in the first instance. All those involved, both pupils and staff, are entitled to a fair hearing.

If parents feel they require further information they should contact the school's Educational Welfare Officer. The senior officer responsible for co-ordinating action on child protection in the Education Authority is Mr. Tony McGonigle (028 82 411477) or contact Ms. Diane Christie who is the Senior Management Officer / Child Protection Officer in the Council for Catholic Maintained Schools (028) 71 261931. Parents can also contact the Duty Social Worker in Social Services at Rosstown House (028) 71 314200.

A list of additional useful contact numbers are listed for parents' convenience **(Ref: Appendix 11)**.

Also if parents wish to make a complaint, procedures are outlined in our Complaints Policy **(Ref: Appendix 12) - How a parent can make a complaint)**.

RELATIONSHIPS AND SEXUALITY EDUCATION

In St. Patrick's, we seek to help our children grow and develop into healthy, mature adults, capable of realising their full potential as human beings. One aspect of that growth is the development of the children's ability to relate to others and have a positive understanding of their own sexuality.

Relationship and Sexuality Education is delivered throughout the curriculum, but most particularly through the programmes for Religious Education, 'Alive O' and Grow in Love.

A full R.S.E. Policy has been drawn up for the school.

Types of Abuse

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy. This includes excessive punishment.

Symptoms:

Bruises	Violent behaviour during role play
Broken bones	Unwillingness to change clothes
Cuts and grazes	Aggressive language and use of threats
Behaviour changes/wet bed/withdrawal/regression	Cowering
Frequent unexplained injuries	Bruising in unusual areas
Finger marks	Changing explanation of injuries
Cigarette burns	Not wanting to go home with parent or career
Afraid of physical contact	

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Dirty	Attention seeking
Lack of appropriate clothing	Lack of respect
Cold – complaining of	Often in trouble – police
Hunger – complaining of	Bullying
Body sores	Use of bad language
Urine smells	Always out at all hours
Unkempt hair	Stealing
No parental interest	Lack of confidence – low self-esteem / jealousy
Not wanting to communicate	
Behaviour problems	

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violates the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Relationships with other adults or children for example sexually inappropriate
Withdrawn	Sexualised knowledge beyond that which is age appropriate
Change of behaviour	Stained underwear
Sexually inappropriate role play	Bruising/marks in genital area
Rejecting physical contact or demanding attention	Drawing – inappropriate knowledge
Physical evidence – marks, bruising	
Pain going to toilet, strong urine	
Rocking	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying*	Self inflicted injury
Rocking	Lack of confidence
Withdrawn	Attention seeking
Not wanting to socialise	Isolation from peers – unable to communicate
Cringing	Clingy
Bad behaviour	Afraid of authoritative figures
Aggression	Treating others as you have been treated
Behaviour changes	
Bribery by parent	

* Many of these symptoms may also be indicative of other explanations, i.e. bereavement, underlying sickness or illness.

Vetting Speakers

Within this school we have clear Child Protection guidelines

The following information is required prior to speaking to pupils.

Personal details; -name, address, relationship with the school, professional identification where appropriate

Details of qualifications

Details of previous work with children - In what capacity? When? Where? And 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/ provide proof of a Access NI 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 Speakers

The visiting speaker should be provided with a copy of the school's Child protection policy

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 speaker must provide a copy of the detailed information, video etc... prior to talk for viewing (All resources reviewed)

Parents of the children involved will be informed of the 'talk and its content'

An evaluation of all talks are carried out after the event

Staff will be present at all times during the visit

Security and Health and Safety procedures must be adhered to at all times

OUT OF SCHOOL VISITS

All pupils visiting any venue needs 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

Details of supervisory staff

Copy of 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. problems -asthmatic and any special dietary

Needs – emergency medical consent forms?

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



Permission to collect pupils from school

Pupil's Name / s

Names of adults with Parental Responsibility

List of persons authorised to collect the above named pupils from school (at the end of the school day i.e. - 2.00p.m. for pupils in the Foundation Stage and P.3. and from pupils in P.4-P.7 or during the school day for urgent appointments). Please include persons who have parental responsibility if appropriate.

Signed _____

Date _____

Signed _____

Date _____

For those with Parental Responsibility

Please note that if for any reason, you wish to give someone (who is not listed above) permission to collect your child, you are required to put your request in writing to your child's class teacher - specifying the person's name and the date that your child will be collected by the said person. All written communications must be signed and dated by you.

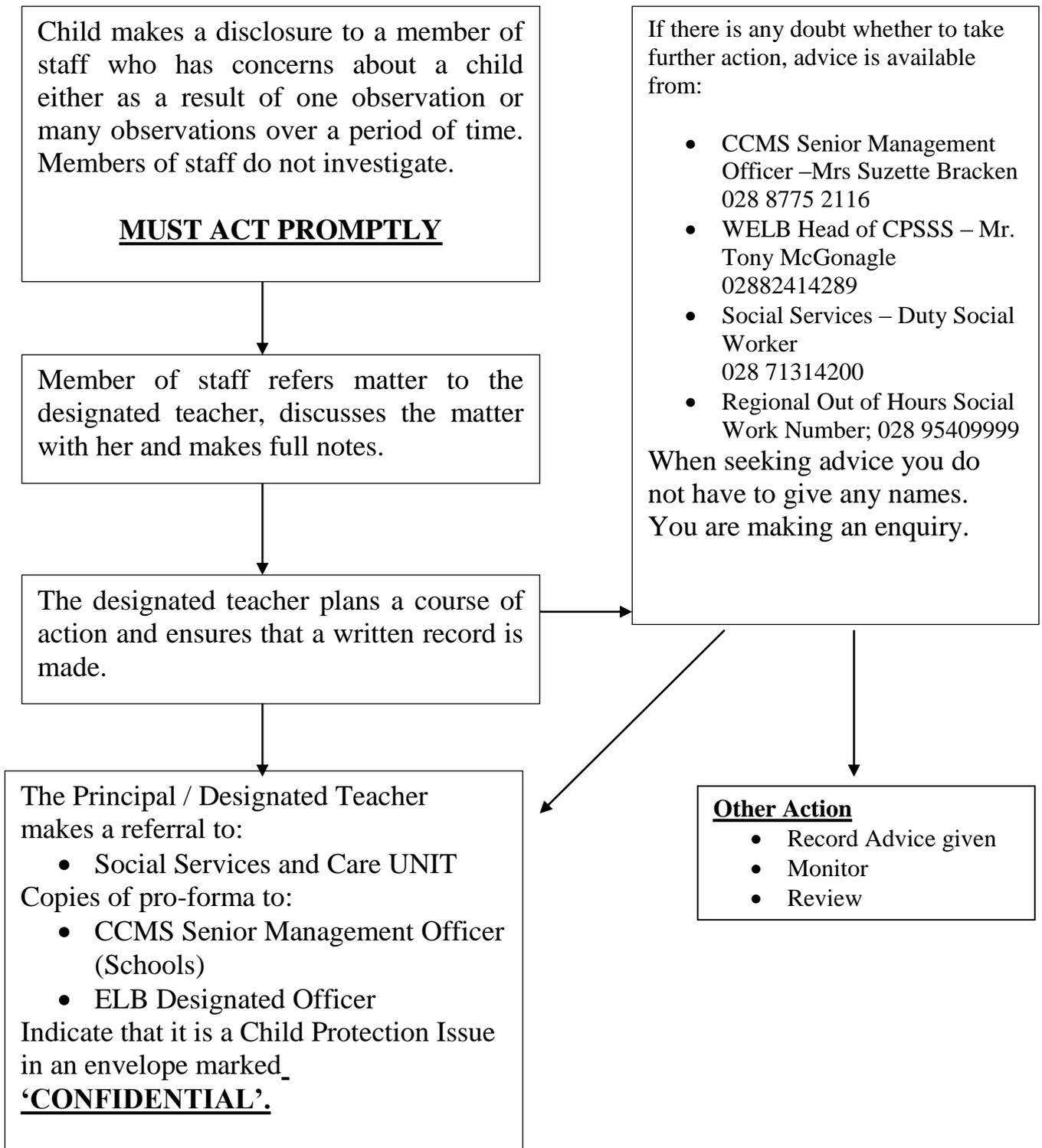
Please note that all persons collecting pupils from school / during school hours will be asked for I.D. if staff do not recognise them

Procedure for Reporting An Incident of Child Abuse

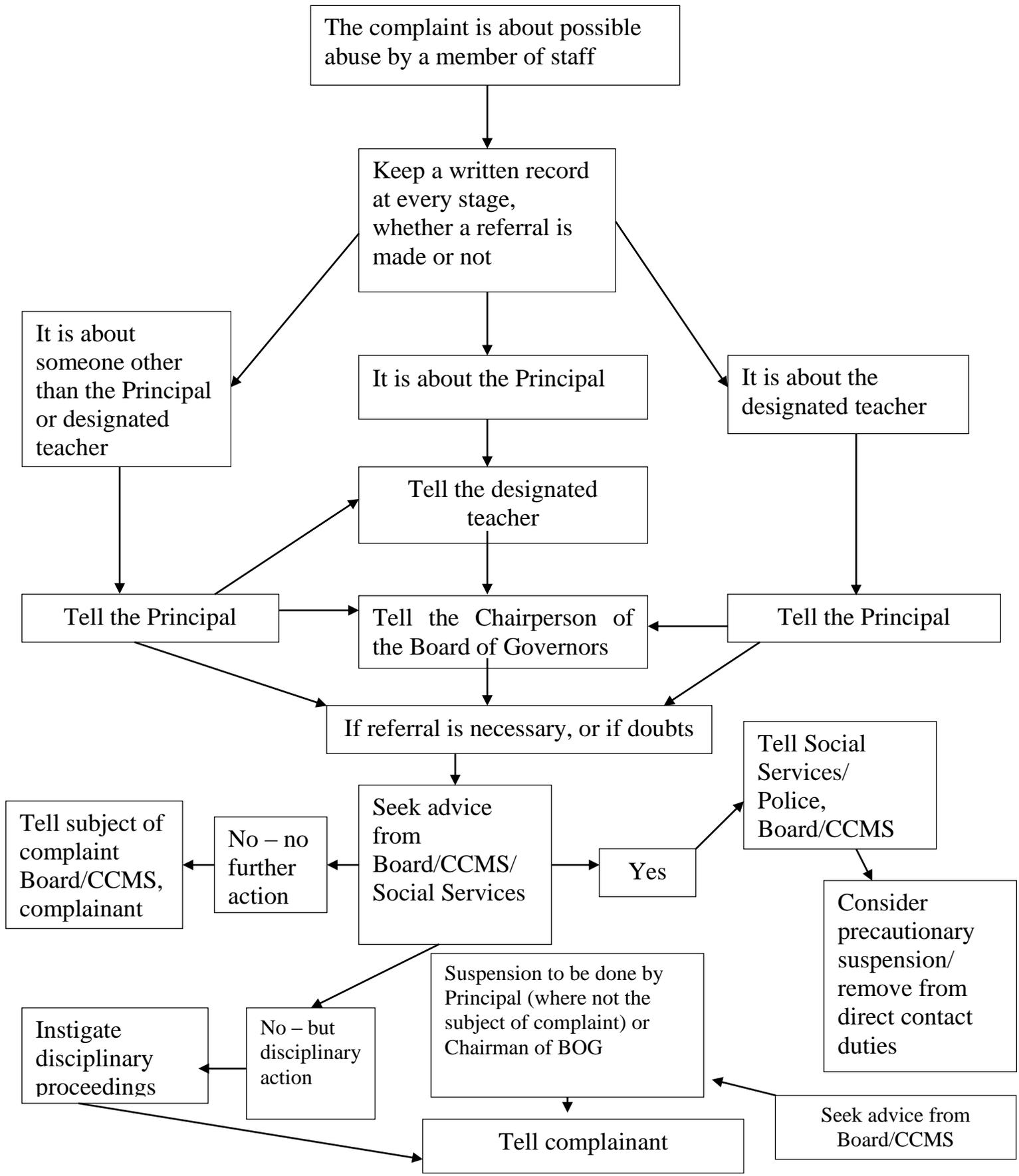
The designated teacher for child protection is:

Mrs. C.O'Connor

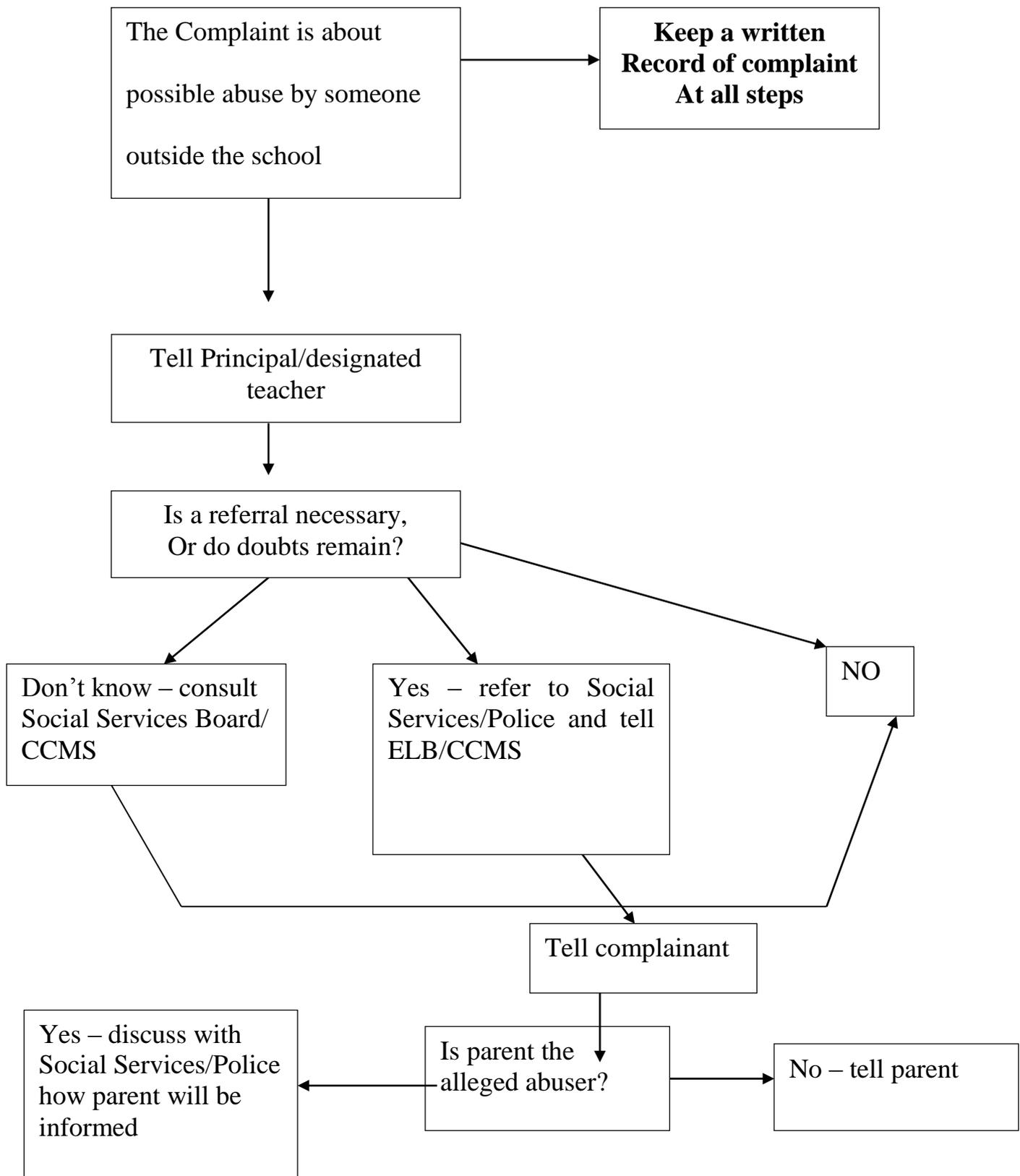
In her absence, **Ms. L. O'Neill** will assume responsibility for child protection matters.



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



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



The School Safeguarding Team Roles & Responsibilities

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and recruitment and selection
- Assuming lead responsibility in the management of a complaint/allegation against the School/Principal
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written report.

2. Designated Governor for Child Protection

The Designated Governor is responsible for advising the governors on the matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular “Pastoral Care in Schools – Child Protection” (1999) is implemented within the school
- Enabling the Board of Governors to fulfil their Child Protection duties by keeping the informed of any changes to guidance, procedures or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- The appointment of suitable staff posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedure every 2 years
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will support the Designated Teacher in carrying out their roles including undertaking key duties in their absence. The role of Designated Teacher includes:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school’s child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parent) in relation to child abuse concerns
- Liaison with the principal and EA-Western Region Designated Officers for child protection cases of suspected Child Abuse
- Making referrals to other agencies, with Principals knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protect activity

The Deputy Designated Teacher will deputise for them in their absence

**St. Patrick's P. S. Mullanaska
Confidential Report By Member of Staff
Child Protection**

Date of Incident / Observation _____

Name of child _____

Class _____

Details of Concern/ Observation/ Incident.

Date _____ **Signed** _____
(Position In School)

Notification of Suspected Abuse of Child to Social Services*

In line with the Regional Guidance issued by the Department of Health Social Services and Public Safety, All referrals to Social Services for either Family Support or Child Protection should be made on a completed UNOCINI form (Understanding the needs of Children in Northern Ireland)

The UNOCINI Form can be found here;

http://www.dhsspsni.gov.uk/microsoft_word_-_unocini_guidance_revised_june_2011_inc_mh_domain_elements.pdf

Further guidance can be found here;

http://www.dhsspsni.gov.uk/co-operating_to_safeguard_children_may_2003.pdf

This form should be completed by the designated person responsible for child protection on the basis of information readily available and should not be delayed on the basis of incomplete information*

Code of Conduct

A Code of Conduct for Employees within St. Patrick's P.S., Mullanaskea (the Education Sector) whose work brings them into contact with children/young people

Introduction

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. 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.

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 will be 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.

Physical Contact with Pupils

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

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

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. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

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

Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of another adult or other children. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present. Mrs Aine Toal (P.2. Teacher) or Ms. O'Neill would administer first-aid in the school.

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 may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.

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.

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. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.

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

Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, 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.

Miscellaneous

In the event of injury to a child, ensure that it is recorded and witnessed by another adult. Accident report forms should be filled in for every accident.

Keep records of any false allegations a child makes against you or other staff including – ‘you’re always picking on me’ to ‘you hit me’ or comments such as ‘don’t touch me’.

Be careful that persistent discipline of a child is not interpreted by some as harassment. If you have a child who fits into this category, it is important that the Principal is aware and that the parents are involved at an early stage in order that every attempt is made to modify the child’s attitude / behaviour.

When reprimanding a child, it is important that your actions are not seen to be making an example of / demoralising the individual.

Be careful in your language even in jest. Remarks which question the sanity of the child i.e. you are silly / stupid, an idiot, a pest etc or remarks which might be construed as being of a sexual nature i.e. queer, sissy etc should not be used under any circumstances.

Conclusion

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

In all circumstances, employees’ professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

From time to time, however, it is prudent for all staff to re-appraise 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.

CONTACT NUMBERS

Child Protection referrals.

Western Health and Social Care Trust.
Gateway Team
ROSSDOWNEY HOUSE
ROSSDOWNEY ROAD
WATERSIDE
DERRY
TEL: 028 71 314200

Regional Out of Hours Social Worker.
Tel: 028 9504 9999

Family Support/Family Support Hub.

Seana Connor.
Action for Children
Family Support Service
14 Darling Street
Enniskillen
BT74 7EW
028 66324181

OTHER USEFUL CONTACTS

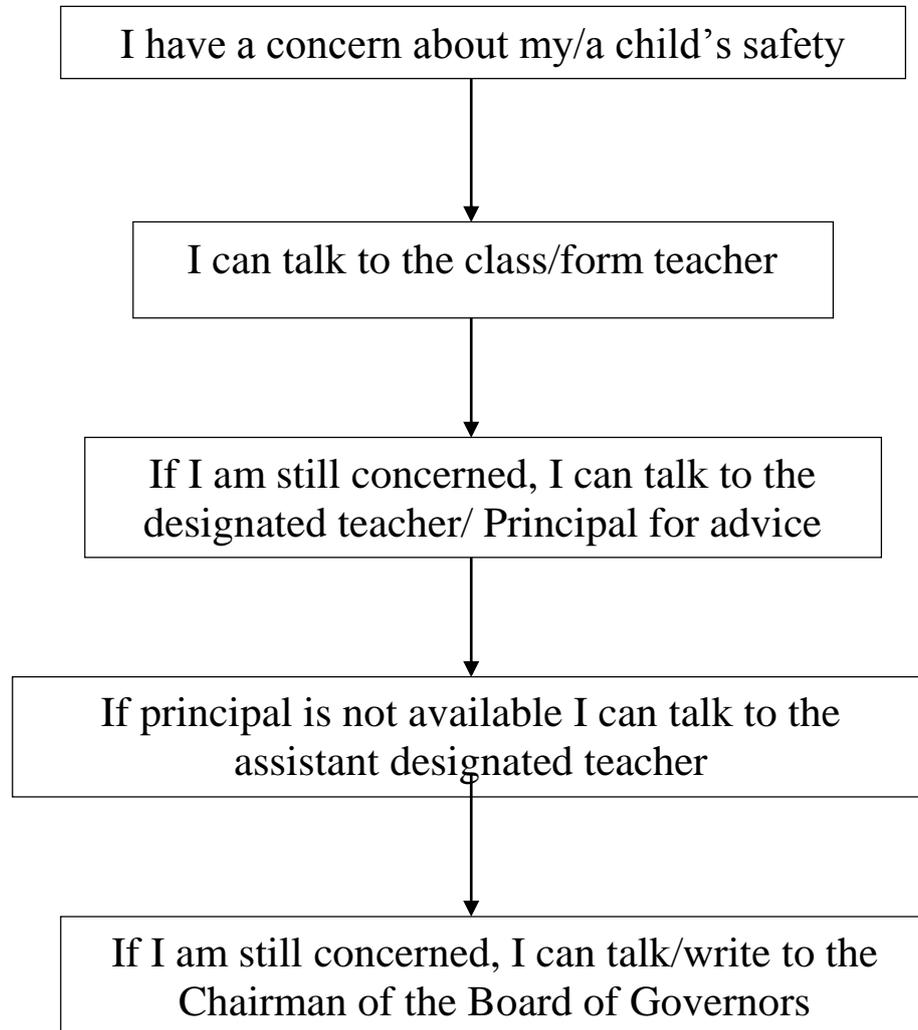
**NSPCC CHILD PROTECTION HELPLINE
24 HOURS CALL FREE
TEL: 0800 800500**

**NI CHILDLINE
PO BOX 1111
BELFAST BT1 7DZ**

TEL: 0800 1111 (FREE)

**CHILDREN'S LAW CENTRE
2ND FLOOR, PHILIP HOUSE
124-137 YORK STREET
BELFAST BT15 1AB
TEL: 028 9024 5704
ADVICE LINE: 028 9043 4242**

How a parent can make a complaint



At any time, I can talk to:

Mrs. O'Connor (Designated teacher)

Ms L.O'Neill (Deputy Designated Teacher)

Tel: 028 66326539

The Duty Social worker

Tel: 028 70314200

Or the Police

Tel: 028 66322823