SAFEGUARDING & CHILD PROTECTION POLICY

Date Approved by the Board of Governors: September 2026

Date to be reviewed by: September 2027

SAFEGUARDING AND CHILD PROTECTION POLICY

Introduction

Every child in Bangor Central Integrated Primary School has the right to feel safe and secure in a caring and disciplined pastoral system, with protection from physical, mental and sexual abuse irrespective of ability, race, religion and culture. At Bangor Central integration and empowerment are values central to our Child Protection policy and procedures.

The Core Safeguarding Team includes:

Mr Richard Lawther	Principal and Chair
Mrs Laura Walker	Designated Teacher
Mrs Kirsty Arbuthnot	Deputy Designated Teacher
Mrs Jenni Elliott	Deputy Designated Teacher
Mrs Beth Holland	Chair of Board of Governors
Mrs Lee Thomson	Designated Governor for Child Protection
Mrs Judith Stewart	Health & Safety coordinator

Contextual Information

Our school policy on Safeguarding and Child Protection has been written in the context of current legislation and guidance which relates to the care, welfare, and safety of pupils.

The general principles which underpin our work are those set out in legislation and in guidance from the Department of Health, Social Services and Public Safety (DHSSPS) and the Department of Education. The following legislation and documents are relevant:

- The Children (Northern Ireland) Order 1995
- The UNCRC (United Nations Convention on the Rights of the Child), 1990
- Department of Health, Social Services and Public Safety (DHSSPS): Co-operating to Safeguard Children and Young People in Northern Ireland, March 2016
- Department of Education, NI: Pastoral Care in Schools – Child Protection, 1999
- Area Child Protection Committees' – Regional Policy and Procedures, 2005
- Circular 2020/07: Child Protection: Record Keeping in Schools

Policy & Procedures on Child Protection

We in Bangor Central Integrated Primary School have a primary 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, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. As defined in the Department of Health, Social Services and Public Safety (DHSSPS) policy on *'Co-operating to Safeguard Children and Young People in Northern Ireland' (March 2016)*

"Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection."

Through our preventative curriculum we aim to help our children develop the confidence, knowledge, and skills they need to keep themselves safe. A structured programme for Personal Development and Mutual Understanding (PDMU) is taught in each year group. This is supported by visits from agencies such as: PSNI, RNLI, Action Mental Health, Childline, Love for Life & Extern.

"Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm."

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. The staff of our school have also adopted a Code of Conduct for our behaviour towards pupils. This is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. Staff, at all times are directed to the guidelines for self-protection (both documents are included in the Appendixes). All our staff and volunteers have been subject to Access NI checks. The responsibilities and processes to be followed are set out in:

DE Circular 2013/01 'Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or Providing a Service in Schools'.

DE Circular 2012/19 'Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - have clear guidance on the action which is required where abuse or neglect of a child is suspected or disclosed. 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.

Roles & Responsibilities

The Education Authority considers that the ultimate responsibility lies with the Board of Governors and the Principal to ensure that all staff are aware of the Education Authority's procedures.

Role of the Principal

- To ensure Child Protection is on the agenda of Board of Governor meetings annually.
- To inform Governors of any new DE guidance related to child protection & safeguarding.
- To take the lead in the Safeguarding Team in school.
- To ensure the school's Safeguarding & Child Protection policy is reviewed every 2 years.

Role of the Designated & Deputy Designated Teachers

A teacher shall be designated in each school with responsibility for:

- To raise awareness in child protection with all school staff including new staff and volunteers.
- Responsible for discussing the child protection concerns of any member of any teaching or non-teaching staff and keeping all records.
- Responsible for Operation Encompass in BCIPS – Training staff and governors, informing parents, taking calls, and completing all relevant paperwork associated with this new initiative.
- Responsible for making the referrals to social services or PSNI Central referral unit.
- Responsible for notifying the Education Authority's designated officer as appropriate.
- Responsible for keeping the school Principal informed.
- Responsible for notifying the Chair of Board of Governors of the school if there is a complaint against the Principal.
- Taking lead in the development of the school's Child Protection Policy and ensure that the parents receive a copy every two years.
- Ensure that the safeguarding team has identified key safeguarding lessons from the curriculum to be delivered at each key stage.
- Responsible for promoting a child protection/safeguarding ethos within the school.
- Responsible for providing an annual written report to Governors.

Types of abuse

-Emotional Abuse
-Physical Abuse
-Sexual Abuse
-Neglect
-Exploitation

Emotional Abuse

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.

Possible signs of emotional abuse

- physical, mental, and emotional development, delay or disturbance
- admission of punishment which seems excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to stressful situations
- neurotic behaviour - rocking, hair-twisting, thumb sucking
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug / solvent abuse
- compulsive stealing
- scavenging for food
- enuresis / encopresis - wetting, soiling
- very low self-esteem
- lack on any sense of pleasure in achievement

Physical 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.

Possible signs of physical abuse

- unexplained injuries or burns
- improbable excuses given to injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appear excessive
- fear of parents being contacted
- withdrawal of physical contact
- flinching at sudden movements
- arm and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

Sexual Abuse

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

Possible signs of sexual abuse

- heightened genital awareness
- inappropriate sexualised play
- fear of being alone with adults of a specific sex
- self-mutilation
- social isolation
- inappropriate displays of affections between parent and child
- fear of going to bed
- child takes over 'the mothering role' in the family
- poor peer group relationships and inability to make friends

- inability to concentrate, learning difficulties or a sudden drop in school performance
- reluctance to participate in physical activity or to change clothes for physical education, games or swimming
- unusual or bizarre sexual themes in child's artwork or stories
- frequent absences from school that are justified by one parent only, apparently without regard for its implications for the child's school performance
- unusual reluctance or fear of going home after school.

Neglect

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. It may also include neglect of, or unresponsiveness to a child's basic emotional, social, and educational needs.

There are several types of neglect that can occur separately or together, for example:

- medical neglect
- educational neglect
- stimulative neglect
- environmental neglect
- failure to provide adequate supervision and a safe environment

Possible signs of neglect

- constant hunger
- poor personal hygiene
- constant tiredness
- poor clothing
- emaciation
- frequent lateness or non-attendance
- untreated medical conditions
- destructive tendencies
- low self-esteem
- neurotic behaviour - rocking, hair twisting, thumb sucking
- poor social relationships
- chronic running away
- compulsive stealing
- scavenging for food or clothes

N.B. THE ABOVE INDICATORS SHOULD NOT BE TAKEN IN ISOLATION.

Exploitation

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. As stated in Article 34 (sexual exploitation) of the UNCRC 'Governments must protect children from all forms of sexual abuse and exploitation.'

Specific types of abuse

-Grooming
-Child Sexual exploitation
-Domestic and sexual violence and abuse
-Female Genital Mutilation
-Forced Marriage
-Children who display harmful sexualised behaviours
-E-Safety/Internet abuse

Child Sexual Exploitation

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.

Domestic Violence and Abuse

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, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Where there is evidence or reasonable suspicion of domestic violence and abuse in a household where children or young people reside, the school must make a referral to the HSCT Gateway Service.

Domestic 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 directly witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children. Children can witness domestic violence and abuse directly and indirectly between their carers and/or the effects of it; this frequently constitutes emotional abuse and can have profoundly damaging effects on a child's or

young person's well-being. Young people may experience domestic violence and abuse in their own relationships.

As of September 2022, BCIPS is 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.

Further information see The Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022.

Female Genital Mutilation (FGM)

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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 criminal offence in Northern Ireland. If any member of teaching or non-teaching staff has a concern relating to possible FGM, they should report it to the Designated or Deputy Designated Teacher immediately in the same way as other child protection concerns would be reported and dealt with.

Responding to a Disclosure

Receive

- Listen actively,
- Calm manner
- Open body language
- Accept and be non-judgmental

Reassure

- 'You've done the right thing by coming to me'
- Reassure the child that you have listened and hear what they are saying
- Don't promise what can't be delivered

Respond

- Do not ask leading questions.
- Ask open question – 'Is there anything else you need to tell me?'
- Tell the pupil what you are going to do and do it
- Ensure they are ok before leaving

Report

- Without delay to the DT/DDT/Principal.

Record

- Record as soon after a session as possible or during if all parties are comfortable with that
- Record on the school's Safeguarding Concern proforma
- Record date, time
- State facts not opinions - when? where? who? what? Use the pupil's language
- Do not include your personal feelings
- If there are injuries give a description of them
- Give immediately to the DT/DDT/Principal

Respect

- The child and their family and their right to a nonjudgmental confidential response

Reporting a Disclosure

If a child makes a disclosure to a member of staff or a staff member has a concern about possible abuse or risk of abuse, they should report this immediately to the school's Designated Teacher for Child Protection or one of the Deputy Designated Teachers.

He/she should not investigate – this is a matter for relevant authorities such as Social Services.

Disclosures made to a member of staff about possible child abuse cannot be kept confidential. **No promise of confidentiality can or should ever be given where abuse is alleged.** In the interests of the child, staff may need to share this information with other professionals on a need-to-know basis.

The staff member will record on the school's Safeguarding Concern proforma and give immediately to the DDT/DT/Principal.

The safeguarding team will decide what action needs to be taken. The Designated Teacher may seek clarification or advice and consult with the Child Protection Support Service (CPSS) /senior social worker before a formal referral is made. This can be discussed with complete confidentiality.

Please note: Even when a disclosure has not occurred, staff must be alert to the signs and symptoms of abuse and can document these on the Record of Concern.

NO DECISION WILL BE MADE ALONE

Maintaining Records

Following on from above, it is important that we as a school are diligent in keeping records of concerns and incidents. Guidelines on this can be found in the DE Circular 2007 'Child Protection-Record Keeping in Schools.'

If a school receives a complaint about possible child abuse which is not referred to Social Services - or if it is referred, and the Social Services do not place the child's name on the Child Protection Register - the school should maintain the record on the child's file and send a confidential copy to any school to which the child subsequently transfers.

If the Social Services inform the school that the child's name has been placed on the Child Protection Register, the school should maintain a record of this fact, and associated documentation from Social Services, on the child's file while he/she continues to attend.

When a child whose name is on the Child Protection Register changes school, the school which the child is leaving should inform the receiving school immediately that his/her name is on the Register. The school to which the child is transferring should contact social Services for relevant information.

All records relating to child protection matters should be retained until the child has reached the age of 30. All child protection records, including case conference records are stored in a secure filing cabinet along with information on staff training records and a record of children on the child protection register.

Data Protection

As outlined in the Department of Education Circular 2020/07:

The Data Protection Act 1998 establishes a framework of rights and duties which are designed to safeguard personal data. In all cases the information should be adequate, relevant, and not excessive. Child Protection information is confidential and often highly sensitive and decisions to share, or not to share, must always be made in the interest of protecting the child if at risk of significant harm. Staff must always consider the safety and welfare of the child when making decisions about whether to share confidential information. Subject to the provisions of the Data Protection Act 1998 the disclosure of confidential information is allowed when necessary to protect or safeguard a child.

Record of Child Abuse Complaints against Staff

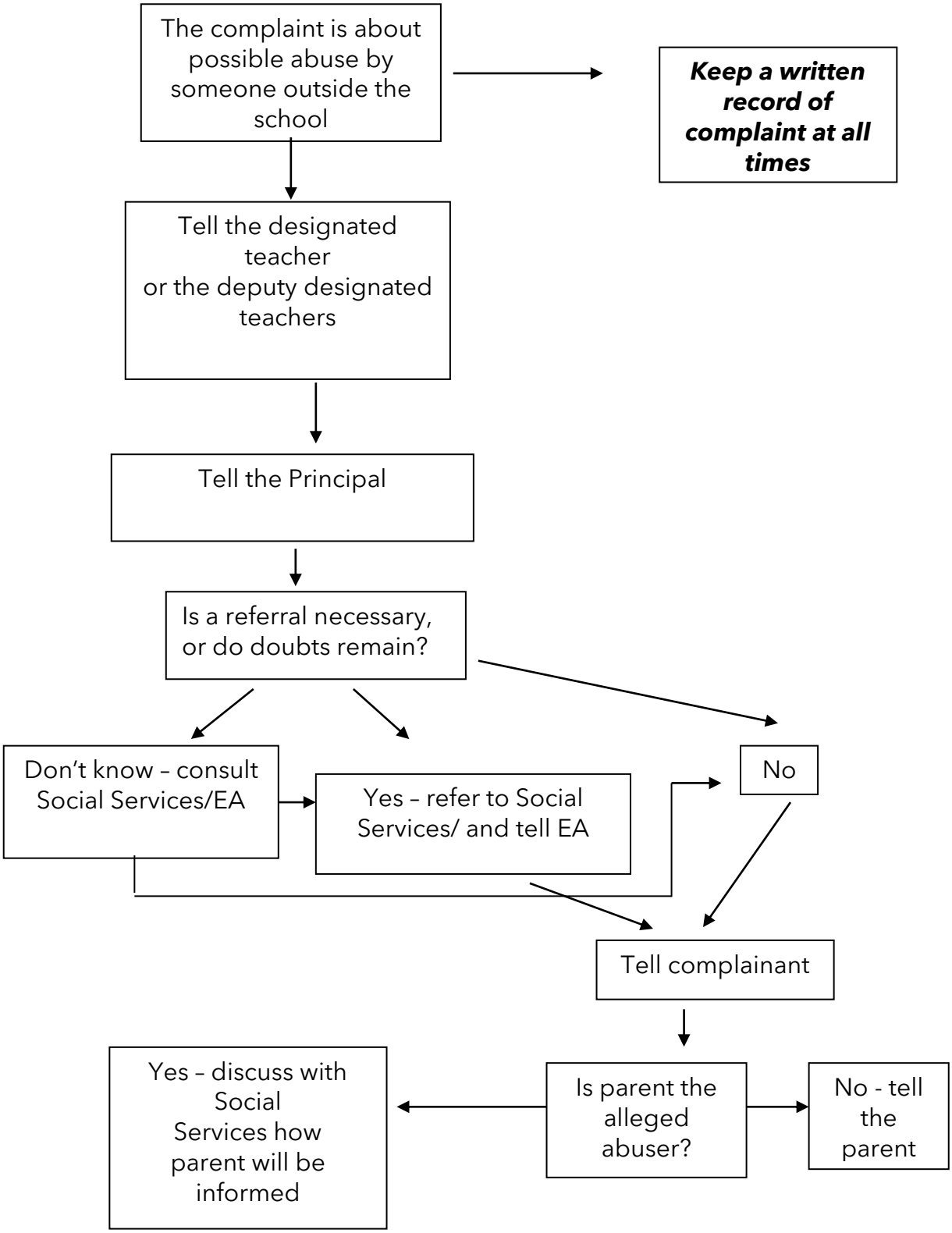
Where a complaint is made about a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a short summary of the record should also be entered by the Principal on a Record of Child Abuse Complaints, maintained for the purpose and kept in a secure place.

The summary should include:

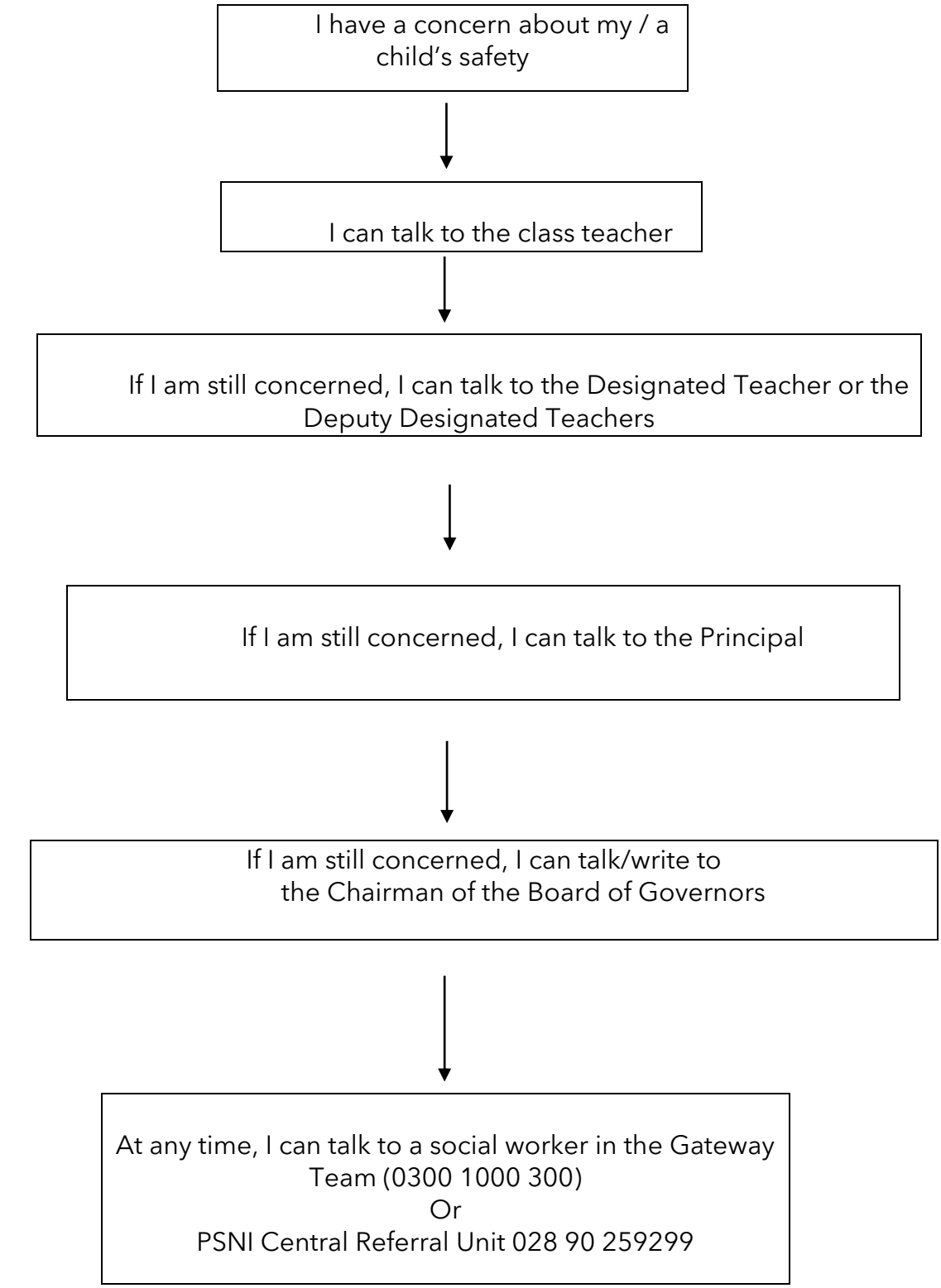
- the date and brief details of the nature of the complaint;
- by whom and against who it was made;
- if the complaint was formally referred, to whom it was referred, and the date of referral.
- if the complaint was dealt with under the school's disciplinary procedures, a brief note of the outcome.

The school's Record of Child Abuse Complaints should be made available to the Board of Governors at least annually. The Education and Training Inspectorate will ask if the Record is being maintained.

Flowchart 1 : Procedure where the school has concerns, or has been given information, about possible abuse by someone <u>other</u> than a member of the school's staff



Flowchart 2: How a parent can raise a concern about a child's safety



Conduct of Staff

The school must safeguard and promote the welfare of the pupils in its charge. This duty rests with all members of staff, teaching, and nonteaching, and implicit in it, is the assumption that the conduct of school staff towards their pupils must be above reproach. The younger the pupil, the less likely it will be that he or she will be able to recognise and respond appropriately to an abuse by any member of staff. Any abuse of that position of trust, by any member of staff, must be regarded with the utmost gravity.

As well as the more obvious physical or sexual abuse, members of staff should be alert to the risk of emotional abuse, such as

- Persistent sarcasm
- Verbal bullying, or
- Severe and persistent negative comment or actions.

Members of staff should reflect on every aspect of their contact with children which may give rise to perceptions or allegations of this form of abuse.
Staff can refer to the 'Code of Conduct' for further guidance

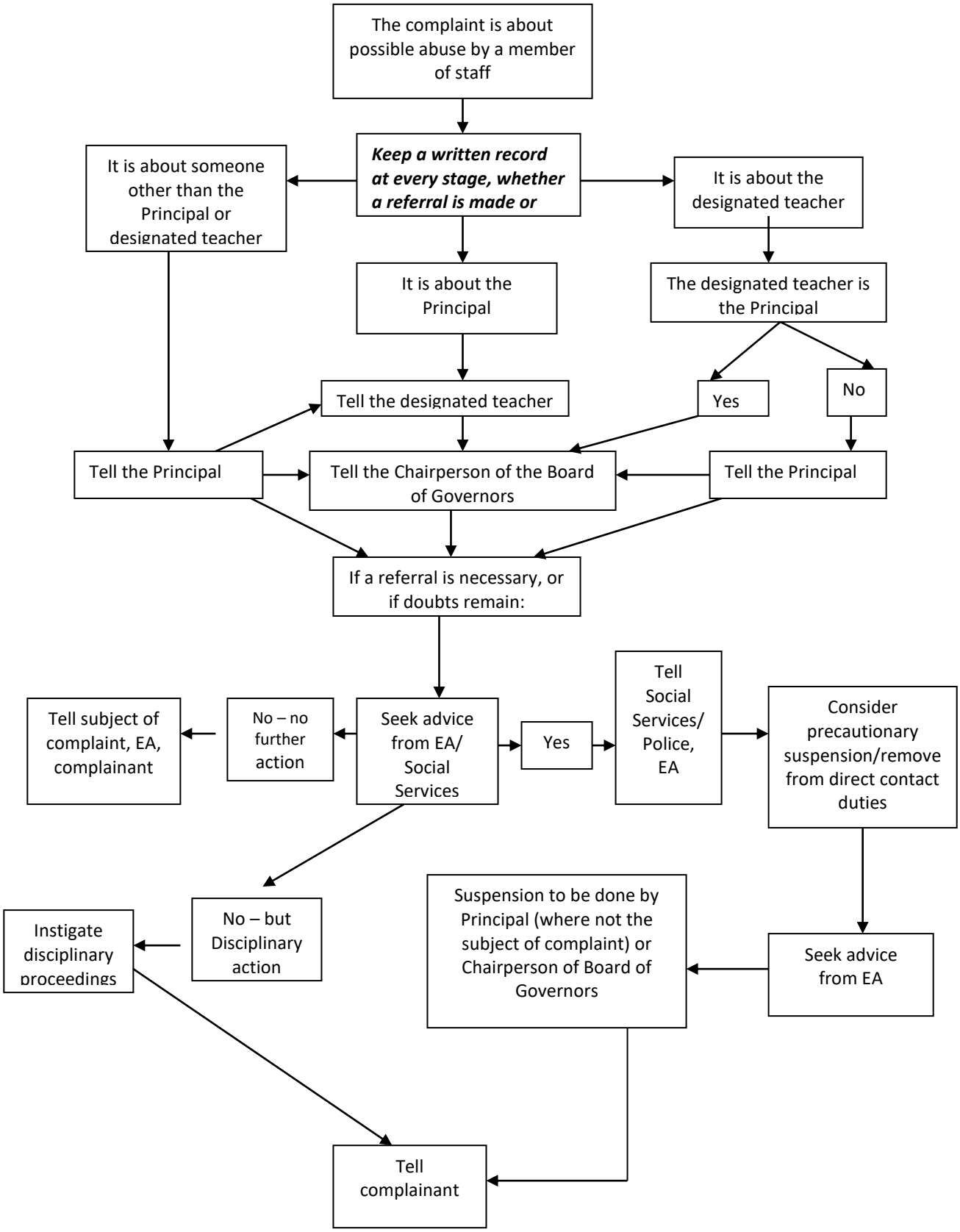
Allegations against staff

In the light of the schools' duty of care, it is the responsibility of the school Principal (or, where the complaint is against the Principal, the responsibility of the Chairperson of the Board of Governors) to ensure that any complaint made, that a member of staff has abused a pupil is thoroughly investigated, by instigation of the normal child protection procedures.

Where the school carries out preliminary enquiries, these should have regard:

- First and foremost, to the welfare of the pupil concerned and that of other pupils at the school
- To the efficient functioning of the school; and
- To the rights of the individual against whom the complaint has been made, especially his or her right to be presumed innocent until proven guilty.

Flowchart 3: Procedure where a complaint has been made about possible abuse by a member of the school's staff



Relevant Circulars

Circular Number	Title
2022/02	Children who display harmful sexual Behaviour
2020/07	Child protection record keeping in schools
2017/13	Recording looked after children on C2K
2017/04	Safeguarding & Child Protection – A Guide for Schools
2015/13	Dealing with allegations of abuse against a member of staff
2006/25	Guidance on the requirements for vetting of paid & unpaid staff
2013/01	Disclosure and Barring Arrangements :Vetting Requirements for Paid Staff working in or Providing a Service in Schools
2012/19	Disclosure and Barring Arrangements : Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools
These can be found at www.eani.org.uk	

Links to other School Policies

This policy exists alongside the following policies and should be read in conjunction with:

- Anti-bullying
- Pastoral Care & Well-Being
- Positive Behaviour
- Relationships and Sexual Education
- Use of Internet and Digital Technology
- Health and Safety

Appendix

1) Staff Code of Conduct
2) Safeguarding Record of Concern
3) Access NI
4) Parental permission letter
5) NDPPG School report for Social Services Case Conference / Core Group Meeting
6) Welfare Checklist
7) Various Types of Orders
8) Family Support
9) Operation Encompass – Parental Information

Appendix 1

Bangor Central Integrated Primary School

Staff and Volunteers' Code of Conduct

Introduction
It is essential that every member of staff reflects the values promoted by Bangor Central Integrated Primary School(BCIPS). Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the children of Bangor Central must be above reproach.

Guiding Principles

- This code of conduct is not intended to detract from the enriching and positive experiences that our children gain from interaction with the teachers and other staff.
- It is intended to assist staff to be aware of acceptable and unacceptable behaviour towards the children in their care.
- Staff are expected to act professionally, always seeking to provide a safe and supportive environment.

The basic principles which underpin the following policy are:

- The welfare of the child is paramount (Children's Act 1989)
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work in an open and transparent manner.
- Staff should discuss and/or take advice promptly from the Principal or designated teachers over an incident which may give rise to concern.

1. Professional Conduct

Confidentiality
Staff will have access to information about children in order to undertake their everyday responsibilities. This information about child/parent/family/relatives must never be used outside the work context.

Staff Behaviour
All staff have a responsibility to adopt high standards of personal conduct in order to maintain the respect and confidence of their peers, children, parents and public in general. Staff behaviour, either in or out of the workplace, should not compromise his/her position within the work setting.

Dress and Appearance
Staff dress and appearance are obviously matters of personal choice and self-expression. However, staff should consider their manner of dress and appearance to ensure it is appropriate to their professional role and avoids criticism or allegation.

Social Contact

Staff should not establish or seek to establish social contact with children for the purpose of securing a friendship or strengthen a relationship.
Staff should not give personal details such as home/mobile phone number, address or email address to children or parents.

Mobile phones
Staff mobile phones must be turned off/silent and out of sight during all professional duties. Camera devices should never be used for work purposes. Staff, when on duty in the playground/canteen/school trips, may take their phone out with them, should they need to make contact with the school office in the case of a first aid emergency.

Computers
Staff must use the C2k website for all school business. Email and internet use during the working day should be for educational/work use only

2. Physical Contact with Children:

- As a general principle, staff and volunteers are advised not to make any unnecessary physical contact with any child.
- A distressed child, especially a younger child, may need reassurance involving physical comforting, such as a caring parent would provide. Staff should not feel inhibited from providing this, but should only do so in a public place and in view of other adults.
- Staff and volunteers should never touch a child who has clearly indicated that he or she is, or would be, uncomfortable with such contact, unless it is necessary to protect that child, another child or property from physical harm.
- It is important that any physical contact, which would be likely to be misinterpreted by the child or other casual observer, should be avoided.
  (Refer also to 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* and Bangor Central IPS's Safe Handling Policy).
- When a child requires any intimate care arrangements such as changing wet or soiled clothes, staff must follow the intimate care policy. Staff can only offer a change of clothes for the child to change themselves and/or contact the child's parents to come to school to assist. On these occasions, staff are advised to be sensitive to the child's need for, and right to, privacy. However, staff should not hesitate to provide help for a distressed child unable to change themselves in an emergency situation. The incident is always recorded and reported to parents.
- During any PE or sporting activity, physical contact must be kept to a minimum. Any contact will be in order to demonstrate techniques and keep children safe.
- When accompanying children to changing facilities, either in school, swimming pool or at other venues, staff and volunteers will be sensitive to the children's right to privacy whilst ensuring safety is maintained. For example, it may be necessary for an adult to enter the changing room should an emergency situation arise. In this situation, the member of staff or volunteer will give warning before entering a changing room. No adult should be alone with a child.
- Staff who have to administer first aid to a child should ensure wherever possible that this is done in the presence of another adult or another child. However, staff should not hesitate to provide first aid in an emergency situation simply because another person is not present. Administering first aid is an area where physical contact cannot always be avoided and often it is essential, for example, when moving a child into the recovery position. Staff are trained to act with discretion and should never remove any child's clothing unless treatment necessitates this.

- Staff should be particularly careful when supervising children in a residential setting, or in approved out of school activities. In these situations, more informal relationships tend to be usual and staff will be in proximity to children in circumstances very different from the normal school/work environment. When carrying out supervisory duties on a residential trip, good practice would encourage staff to work with a colleague to carry out such duties. This would be particularly relevant if a child requires assistance during the night. Staff will meet with Mrs Walker (Designated Teacher for Child Protection) and/or the trip leader to be given an opportunity to discuss any issues or concerns they may have concerning their role, before each trip commences. They will also be given a clear guidelines regarding emergencies, specific first aid requirements and individual roles.
- An occasion such as a sports event or music exam may require a member of staff or volunteer to transport a child in their car. In this situation, staff and volunteers are advised not to transport an individual child on his or her own but to have at least one other pupil or adult in the car. It is also important they have adequate motor insurance which allows them to transport children. (Booster seats for car use are stored in the foyer). When using the school minibus all children must wear seatbelts. Staff should not hesitate in helping children with seatbelts or sitting beside children if necessary.
- Following any incident where a member of staff or volunteer feels that his or her actions have been, or maybe, misconstrued, a written report of the incident should be submitted immediately to the designated teacher for Child Protection, Mrs L. Walker, or the Deputy Designated Teacher, Mrs K. Arbuthnot.
- Should a child disclose anything of a concerning nature to a staff member it is their duty to report it to Mrs Walker (Designated Teacher for Child Protection) or any other member of the Child Protection team on the same day. They will then complete the appropriate paper work.

3. Choice and Use of Teaching Materials

- All teaching materials must be viewed before their use with children. Teachers and others, including class visitors, should be very careful in their choice of teaching materials and resources and should avoid materials which have the potential to be misinterpreted or are of a sensitive nature. If there is any doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

4. Relationships and Attitudes

- Guided by the Pastoral Care and Child Protection policies of the school and any current DENI or EA advice, staff and others should ensure that their relationships with children are at all times appropriate to the age, maturity and gender of the children, taking care that their conduct does not give rise to comment or speculation.
- Attitudes, demeanour and language all require care and thought, particularly when dealing with the older primary boys and girls. This is important in terms of protecting children and the adults who are in contact with them.

5. Social Networking

- People who work with children and young people should always maintain appropriate professional boundaries, avoid improper contact or relationships and respect their position of trust.
- With regard to relationships, individuals who work with children and young people should not attempt to establish an inappropriate relationship which might include:
    - Communication of a personal nature
    - Inappropriate dialogue through the internet

    - The sending of emails or text messages of an inappropriate nature
- Individuals, who work with children and young people, should be extremely careful in corresponding with people on social networking sites. Staff relationships with children and young people should at all times remain professional and they should **not** correspond with children and young people through such sites or add them as 'friends'. It is worth bearing in mind that on such sites an inappropriate or even misconstrued communication may have the potential to impact upon careers or even result in criminal investigation.
- In addition, staff should bear in mind who may access their own profiles on such websites and should therefore take care as to the information they display about themselves and their personal lives. They should also ensure that they have installed and are using the appropriate privacy settings.
- Individuals who work with children and young people should not make, view or access illegal or inappropriate images of children.
- Individuals who work with children and young people, and others with whom they may be in a position of trust, should exercise caution when using social networking sites and avoid inappropriate communication of any kind.

Conclusion

- It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff and volunteers interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.
- It is prudent, however, for all staff and volunteers to reappraise their teaching styles, relationships with and their manner and approach to children from time to time.
- In all circumstances, professional judgement will be exercised and for the vast majority of employees and volunteers this code of conduct with serve only to confirm what has always been their good practice.

- **If an individual has any doubts about points raised in this Code of Conduct or how they act in particular circumstance, they should consult with the Principal or member of the Safeguarding Team:**

Mr R Lawther	**(Chair)**
Mrs L Walker	**(Designated Teacher)**
Mrs K Arbuthnot	**(Deputy Designated Teacher)**
Mrs J Elliott	**(Deputy Designated Teacher)**
Mrs L Thomson	**(Designated Governor)**
Mrs J Stewart	**(Health & Safety Coordinator)**
Mrs B Holland	**(Chair of Board of Governors)**

From "A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people" Appendix 9: Pastoral Care in Schools: Child Protection: DENI 1999

Appendix 2

Safeguarding Record of Concern

This should be completed on the day the concern came to light and must be handed to the Designated or Deputy Designated Teacher on completion the same day.

Name of Pupil:	
Year Group:	
Date & Time of incident/disclosure	
Circumstances which led to the incident / disclosure:	
Nature and description of concern:	
Action taken at the time and by whom:	

Details of any advice sought, from whom and when:	
Any further action taken and by whom:	
Written report passed to DT:	**Yes:** ☐ **No:** ☐ **If 'No' state reason:**
Date and time of report to the DT:	
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: _____

Role of staff member making the report: _____

Signature of Staff Member: _____ **Date:** _____

Signature of Designated Teacher: _____ **Date:** _____



Appendix 3

Access NI

The following information is required when volunteers or staff work with children and young people:

Application for an Enhanced Disclosure Certificate

Please note you are being asked to complete an Enhanced Disclosure Application through a registered body i.e. Education Authority, South Eastern Region. If you are an unsupervised volunteer a check will be made against the Children's Barred List.
An enhanced check discloses an individual's full criminal record, detailing the following which are classed as 'not protected':

- spent and unspent convictions;
- relevant cautions, informed warnings and other non-court disposals from the Police National Computer;
- information held by the Disclosure and Barring Service;
- information held by the police that is relevant to the role applied for.

Enhanced checks are normally needed where the applicant will work or volunteer in a role providing services to, or having close and regular supervision of children or vulnerable adults i.e. engage in 'regulated activity' with children or vulnerable adults.
Regulated activity is defined as work (whether in a paid or voluntary capacity which involves contact with children or vulnerable adults and is: of a specified nature; in a specified role; in a specified place and meets the frequency (once a week or more) and intensiveness (4 days or more in a single 30 day period) test. Further details in relation to legislative requirements can be accessed on www.nidirect.gov.uk/vetting or www.dojni.gov.uk/accessni.
The Education Authority considers a post based in a school, youth centre or other educational establishment, or any other post where the duties require the postholder to regularly visit schools, youth centres or other educational establishments, to fall within the definition of 'regulated activity'. **The Disclosure and Barring Service** maintains lists of individuals who are barred from engaging in regulated activity with children or vulnerable adults.

Appendix 4

Parental Permission Letter

BANGOR CENTRAL INTEGRATED PRIMARY SCHOOL

PERMISSION SLIP

Please tick to indicate your consent, sign and return the permission slip as soon as possible. Your agreement will apply for your child's duration at the school and should you wish to withdraw your consent at any time, please do so in writing. Electronic copies of the documents referred to are located on the school's website www.bangorcentral.com (Home/Key Information). Should you require a printed copy, please contact the school office.

CHILD'S NAME: …….…… CLASS: ……

PERMISSION SLIP: ALL SCHOOL VISITS	Tick
I give permission for my child to go on any activity which requires leaving the school premises.	☐

PERMISSION SLIP: PHOTOGRAPHS/IMAGES/VIDEO RECORDINGS
Use of digital images/photography and video

I agree to the school using photographs of my child or including them in video material. I have read and understand the guidelines for use of the Internet and Digital Technology. I understand that images will only be used to support learning activities or in publicity that reasonably promotes the work of the school, and for no other purpose.	☐

PERMISSION SLIP: ACCEPTABLE INTERNET USE

I grant permission for my child to be involved in Internet based lessons and online activities as indicted within the Internet and Digital Technologies Policy.	☐

SCHOOL POLICIES

I have read the Pastoral Care Policy including – Child Protection, Positive Behaviour, Reasonable Force/Safe Handling, Intimate Care, Use of Internet and Digital Technologies, Anti Bullying, Care & Welfare and Drug Education.

I fully agree to and understand the content of each Policy. ☐

Parent/Guardian's Signature: …….. Date: ……

Appendix 5

Case Conference Proforma

School Report for Child Protection/LAC/Core Group Meetings

Pupil's Name:		**DOB:**	
Address:			
School:		**Year Group:**	
Parent/Guardian Details:			
Details of family network (if known):			
% Attendance (include reasons for absence)	**CP Register:** **Yes** ☐ **No** ☐ **LAC Child:** **Yes** ☐ **No** ☐		
Special Educational Needs (If yes please provide details): **Yes** ☐ **No** ☐ **Stage _____**			
Attainment/Educational Performance (Brief comment about the pupil's academic progress)			
Behaviour (class and playground) Areas to focus on would be; attention and listening, concentration, social skills, compliancy			

What is working well?

Please provide a summary of the strengths for the child/ren/family. Please consider parent/carer's behaviour, child(ren)'s behaviour (in and out of class), child's physical/emotional presentation, presentation of work, participation in teaching/learning experiences, child's relationships with teacher/other adults and other children, school's contact with home or anything else you consider relevant.

What are we worried about?

Please provide summary of your current worries for the child/ren/family. Please consider parent/carer's behaviour, child(ren)'s behaviour (in and out of class), child's physical/emotional presentation, presentation of work, participation in teaching/learning experiences, child's relationships with teacher/other adults and other children, school's contact with home or anything else you consider relevant.

Actions taken by school

Please provide a summary of supports offered to the child/ren/family e.g. referral to EA services, voluntary/statutory agencies. What additional actions/services do you think would benefit this child/family in moving towards a safer environment for the child(ren)?

Designation:	**Signature:**	**Date:**
Designated Teacher:		
Principal:		

Scaling

You may be asked to scale the case at the review or conference. You should chat to the designated teacher and Principal about this before attending a meeting.



Guidance

Information that may be relevant to include if deemed relevant:

- Who picks up the child from school? Is there a contact order in place?
- Concerns regarding presentation of the parents/guardian.
  For example: Are they well presented? Do they smell of alcohol? What type of language do they use when talking to their child? Is their conversation in front of the child appropriate?
- Attendance patterns
- Notes/reasons explaining absences. Do you receive them? Do they correlate with what the child tells you?
- Behaviour arising from specific events/incidents eg: LAC contact, reported domestic incidents
- Changes in routines eg: new pick up arrangements, sudden move of house

The above is not exhaustive and, if unsure about what to include teachers should seek advice from the designated teacher or Principal.

Appendix 6 & 7

Welfare Checklist

What is the Welfare Checklist?
Sometimes the court has the unfortunate task of deciding the best interests for a child. Before they decide if they should make an order and what that order will be; the Family Court Reporter must prepare a report considering a variety of factors surrounding the child's interests. This report called the Welfare Report prepared by the CAFCASS (Child and Family Court Advisory and Support Service) officer; must include information from seven key elements of a checklist. This list is known as the Welfare Checklist.

The wording of the Welfare Checklist is as follows:
The ascertainable wishes and feelings of the child concerned (considered in light of his age and understanding);
His physical, emotional and or educational needs;
The likely effect on him of any change in his circumstances;
His age, sex, background and any characteristics of his, which the court considers relevant;
Any harm which he has suffered or is at risk of suffering.
How capable each of his parents and any other person in relation to whom the court considers the question to be relevant, is of meeting his needs;
The range of powers available to the court (under the Children Act of 1989) in the proceedings in question.

1. **Various Types of Orders**

RESIDENCE ORDERS
The court decides where the child will live, with whom, and for how long. Shared residence is quite common.

CONTACT ORDERS
The court may state that the child may have contact with the parent with whom they are not in residence. (telephone call, overnight stay etc.)

PROHIBITED STEPS ORDER
An order that no step which could be taken by a parent in meeting his/her parental responsibility for a child and which is of a kind specified in the order, shall be taken by any person without the consent of the court.

SPECIFIC ISSUE ORDER
If former partners disagree about a specific aspect of the child's upbringing - e.g. what school the child attends or certain medical treatment, the matter can be settled by a Specific Issue Order.

OTHER CHILD PROTECTION ORDERS

Emergency Protection Order	Where there is reasonable cause to believe that the child is likely to suffer significant harm if he is not removed to alternative accommodation.
Child Assessment Order	This is used when the child needs a particular form of assessment e.g. medical testing/ The parent must comply with this order.
Care Order	The child is taken into care.
Supervision Order	This puts the child under the supervision of a designated trust. A Social Worker is appointed to befriend the child and meet regularly with him in order to monitor the situation.
Education Supervision Order	An E.W.O. works with the child when school attendance is a problem.

Appendix 8

Family Support

Family Support is available through the Family Support Hub and The Early Intervention Support Service. Referrals can be made by the school with parental consent in order to access these services. Family Support is also available from: http://www.familysupportni.gov.uk/



Appendix 9

Operation Encompass Parent Information

