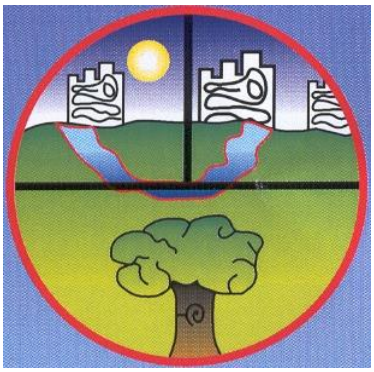
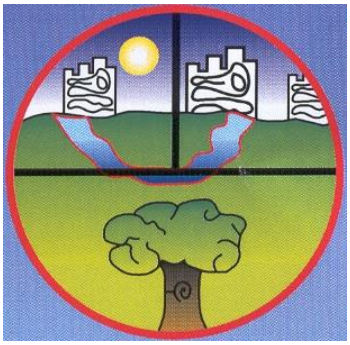


Cumran Primary School

Child Protection

Policy and Procedures.

Reviewed: September, 2019



Cumran Primary School

Our Vision: “Learning together in a changing world.”

Our Motto: “Look up and aim high.”

The Italian Artist Michelangelo said,
“The greatest danger for most of us, is not that we aim too high and miss it, but that we aim too low and reach it.”

Mission Statement

As a community of learners we aim to provide an environment where:

1. Each child is developing his/her full potential intellectually, creatively, physically, emotionally, socially, morally and spiritually in a secure, happy and caring atmosphere.
2. Each person is valued, respected and encouraged to value and respect all others.
3. We empower pupils to develop their role as a contributor to the economy and the environment, both within our school and the wider community.
4. We lay the foundations of life skills that the children will build upon as they mature and develop.

1. Child Protection Ethos

We at Cumran Primary School 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, teaching and non- teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The general principles which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland Order 1995), the DE Guidance, Safeguarding and Child Protection in Schools- A Guide for Schools (DE Revised circular 2017/04, 2/9/19), the Area Child Protection Committees' Regional Policy and Procedures(2005) and 'Co-operating to Safeguard Children and Young People in Northern Ireland' (2017)
In developing our school as a Rights' Respecting School, we aim to provide an ethos that has the UN Convention on the Rights of the Child at the heart of the school. The UN Convention is based on four general principles: non-discrimination, best interests of the child, survival and development and participation. These principles are the foundation on which we build our rights' respecting ethos.

The following principles form the basis or our Child Protection Policy

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the child's welfare must be paramount, this overrides all other considerations
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict, the child's interests must come first

The primary responsibility for safeguarding children and young people rests with their parents or carers, providing help, support and protection. At Cumran Primary School we have a particular responsibility for the care, welfare and safety of the pupils in our charge. Underpinned by article 29 of the UNCRC,

"*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment."*

3. Other Relevant Policies

We carry out this duty with safeguarding permeating all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Safeguarding
- Child Protection
- Anti-bullying
- Intimate Care
- Safe Handling
- Positive Behaviour
- Confidentiality
- Pastoral Care
- Relationships and Sexuality
- Staff Code of Conduct
- Attendance
- E-Safety
- Acceptable use of the Internet

- Digital Devices
- SEN and Inclusion Policy
- Three Way Agreement
- Health and Safety
- Fire Procedure
- Fire Policy
- First Aid Policy
- Policy for the administration of Medication
- Managing a Critical Incident
- Playground Risk Assessment
- GDPR policy
- Educational Visits
- Whistle Blowing

These policies are available to parents and any parent requiring a copy should contact the school office or visit the school website www.cumranprimary.co.uk

Our Safeguarding policy promotes preventative activity which enables children to grow up safely and securely in circumstances where their development and well- being are not adversely affected.
Child Protection refers to activity undertaken to protect individual children who are suffering or are likely to suffer significant harm.

Article 19 of the UNCRC states that, *"Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them."*

Policy Aims:
As with all pastoral and safeguarding policies for Cumran Primary, the aims are:

1. To embed a culture of safety and welfare
2. To promote a child- centred approach
3. To prevent harm occurring by raising public awareness, equipping empowering and supporting pupils to keep themselves safe
4. To promote early identification of needs or risk
5. To facilitate early intervention
6. To establish a defined process of reporting
7. To ensure responses to risks of harm are proportionate, timely, legal, ethical and professional
8. To ensure co-ordination with external agencies as required
9. To promote continuous learning and improvement of policy and procedures through self-evaluation

The policy also seeks to reflect the following articles of the United Nations Convention on the Rights of the Child- articles 3, 4, 12, 19, 20, 34, 36 and 39.

The purpose of this document is to protect our pupils and staff, to ensure that everyone who works in Cumran Primary – teaching staff, non-teaching staff and volunteers, has clear guidance on how to behave appropriately and what to do in the event of suspected neglect or

abuse. The over-riding concern of all adults must be the care, welfare and safety of each child. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

At Cumran Primary School we are active in following our legal duties and responsibilities. The full range of circulars, letters and documents which impact our practices can be accessed on the EA website.

4.School Safeguarding Team

The following are members of the school's Safeguarding Team:

- Designated Teacher – **Mrs Pamela McDade**
- Deputy Designated Teachers – **Mrs Rhonda Moles and Mrs Julie Murray**
- Principal – **Mrs Rhonda Moles**
- Designated Governor For Child Protection – **Mr Colin Campbell / Mr Alan Lewis**
- Chair of the Board of Governors – **Mr Colin Campbell**

5.Roles and Responsibilities

5.1 The Role of The Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on the Board of Governors to:

- Safeguard and promote the welfare of pupils
- have a written child protection policy which is reviewed annually, and pupils/ parents receive a copy of this and the complaints procedure every 2 years.
- specifically address the prevention of bullying and school Behaviour Management policies and have an Anti-bullying Policy

Board of Governors must ensure that:

- A Designated Governor for child protection is appointed
- Designated Teacher and Deputy Designated Teachers are appointed in their school
- They have a full understanding of the roles of the Designated Teacher and Deputy Designated Teachers for Child Protection
- Safeguarding and Child Protection training is given to all staff and Governors, including refresher training
- relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity for discussion
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are recruited and vetted in line with DE circular 2012/19

- They receive a full annual report on all child protection matters
- The school maintains child protection records in line with DE circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools

5.2 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and roles;
- Promote a Safeguarding and Child Protection ethos within the school
- Organise training for all staff (whole school training) so that all are aware of the EA's and school's procedures and kept appropriately informed about child protection issues
- Lead in the development of the school's Child Protection Policy:
- Act as a point of contact for staff and parents:
- Assist in the drafting and issuing of the child protection arrangements for parents
- Maintain a current awareness of early intervention supports and other local services eg: Family Support Hubs.
- Co-ordinate action by staff in cases of suspected child abuse and make referrals to Social Services Gateway Team or PSNI where appropriate
- Liaise with the Education Authority's Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the school Principal informed
- Report to the Board of Governors regarding child protection including the written annual report

The designated teacher may seek clarification or advice and consult with the EA's Designated Officer or appropriate Senior Social Worker/ Gateway Team before a formal referral is made. Provided that no child is identified by name, the case and its circumstances may be discussed with complete confidentiality and with the full understanding that Social Services cannot be further involved until a formal referral is made.
Formal referrals may be made as a UNOCINI in collaboration with a parent, but parental consent is not required.

The names of the Designated Teacher and the Deputy Designated Teachers are known to all staff in the school, parents and all children. To ensure that the younger children, in particular, fully recognise the Designated Teacher and the Deputy Designated Teachers they are introduced to the children in assemblies and posters with their photographs and information regarding, ' Who to talk to if you have a problem,' which are displayed in each classroom and in other prominent areas throughout the school.

Should parents wish to raise a concern, contact should be made through the school office.

5.3 The Principal

The Principal must ensure that:

- She has delegated responsibility for establishing and managing the Safeguarding and Child Protection systems within the school
- A Designated Teacher and Deputy Designated Teacher are appointed

- All staff receive child protection training. Ensure that new staff and volunteers have Safeguarding and Child Protection awareness sessions as part of an induction programme
- Child Protection activities feature on the agenda of every Board of Governors' meeting
- She will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection. Any circulars or guidance from DE are shared promptly.
- The school's Child Protection Policy is reviewed annually and that parents and pupils receive a copy / summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.4 Designated Governor for Child Protection

- Ensure that he has received appropriate EA training
- The Board of Governors will delegate a specific member of the governing body to take the lead in Safeguarding/ Child Protection issues in order to be able to advise the Governor's on:
  - the role of the Designated Teachers
  - The content of Child Protection Policies
  - The content of a Code of Conduct for adults within the school
  - the content of the termly updates and full Annual Designated Teacher's Report
  - Recruitment, selection and vetting of staff

5.5 Chair of the Board of Governors

- Ensure that he has received appropriate EA training
- take the lead role in creating and maintaining a safeguarding ethos within the school environment
- ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governor's undertake Child Protection/ Recruitment and Selection training provided by EA- Governor Support and HR departments, CPSSS.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/ allegation against the school Principal
- Ensure that the Board of Governors received termly updates and a full written annual report in relation to child protection activity
- Take responsibility for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries

5.6 Other Members of School Staff

Staff in school see children over long periods, can notice physical, behavioral and emotional indicators and hear allegations of abuse.
They should remember the 5 Rs – R*eceive, Reassure, Respond, Record and Refer*.

The member of staff must :

- refer concerns to the Designated/Deputy Designated Teachers for Child Protection/ Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child
- Avail of whole school training and relevant other training, regarding safeguarding children
- Not give children a guarantee of total confidentiality regarding their disclosures
- Not investigate
- Not ask leading questions

In addition, the class teacher should:

- keep the designated teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self- harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/ or has expressed suicidal thoughts.
The designated deputy designated teacher will immediately follow the school's child protection procedures.

5.7 Parents

Parents should play their part in safeguarding by:

- Familiarising themselves with the school's Pastoral Care, Anti- bullying, Positive Behaviour, Internet and Child Protection Policies
- Familiarising themselves with the school's e-safety policy and be aware of the dangers of social media
- Agree (where appropriate) to: school's permission for the use of digital images, permission for using the Internet / Three Way Agreement/ Class Charter
- Informing the school of medical conditions or requirements their child may have and complete temporary administration of medication proforma when required
- Give consent to the school to provide intimate care or agree to make alternative arrangements
- Telephone the school on the morning of their child's absence, or sending in a note on the child's return to school, explaining their reason for absence
- Informing the school whenever anyone other than themselves, intends to pick up the child after school
- Letting the school know in advance their child is going home to an address other than their own home, or there is a change to their travel arrangements home
- Reporting to the office when they visit the school and follow the procedures for visitors
- Raising concerns they have in relation to their child, following the school's procedures.

6. What is Child Abuse?

6.1 Definition of Abuse

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. The following definitions of child abuse are taken from the document, Safeguarding and Child Protection in Schools (September 2019)

6.2 Types of Abuse

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying by a child's peers and can include online bullying through social networks, online games or mobile phones.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

* All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2019)
https://www.education-ni.gov.uk/sites/default/files/publications/education/safeguarding-and-child-protection-in-schools-guide-pdf-for-website-%28september-2019%29.pdf

6.3 Domestic Violence

Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, emotional or virtual.
As a matter of priority, staff will follow up instances where a disclosure, concern or information is revealed from any source, including from a child, any instance of domestic violence and abuse which could impact a child either directly or indirectly. This will be referred to the Gateway Service as it can have profoundly damaging effects on a child's well- being.

Symptoms which young people may display, and which are indicators only, include:

- Nervousness
- Low self- worth
- Disturbed sleep patterns
- Nightmares or flashbacks
- Physiological- stress/ nerves
- Stomach pain
- Bed wetting
- Immature or needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

6.4 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for money or status. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology. CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to be more at risk of CSE, the majority of CSE victims are living at home.

6.5 Children who Display Harmful Sexualised Behaviour.

Child protection procedures require that issues of concern including inappropriate sexual behaviour, should be noted to the designated teacher, who with the Principal, will take advice as necessary, on the most appropriate course of action. Intervention may be taken by the school, but as behaviours increase in severity or complexity, it may require the support of The Education Authority's Child Protection Support Service for Schools (CPSSS), Social Services or PSNI. This not only includes safely managing the pupil whose behaviour may pose a risk, but also considering the needs of the pupil(s) already exposed to the risk, as well as safeguarding the rest of the school population.

It is important to distinguish between different sexual behaviours which can be defined as healthy, problematic or harmful. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.
A list of such behaviours is available in Circular 2016/05 at www.deni.gov.uk

6.6 Self Harm/ Suicidal Ideology

Self-harm is a set of behaviours that people do to themselves in a deliberate, usually hidden way, which is damaging. Parents should seek advice from appropriately qualified and experienced professionals to make informed assessments of risk in relation to self-harming behaviours.
It is important that children and young people who communicate thoughts of suicide are seen urgently by an appropriately qualified and experienced professional to ensure they are taken seriously, treated with empathy, kindness and understanding. Informed assessments of risk and needs can be completed as a matter of priority. The school will contact parents immediately in such circumstances and advice sought regarding referral.

6.7 Grooming

Grooming often involves perpetrator(s) gaining the trust of the child or, in some cases, the trust of the family/ friends/ community - making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming may occur face to face, online and/or through social media.

6.8 E-safety/ Internet Abuse

Refer to related e-learning policies

Online safety means acting and staying safe when using digital technologies.
Associated risks around online safety can be defined under four categories:

- Content risks: the child or young person is exposed to harmful material.
- Contact risks: the child or young person participates in adult initiated online activity.
- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

At Cumran, we have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and teach pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues.

6.9 Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or

semi-nude photographs, via mobiles or over the Internet. Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18.
If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures will be followed.
The UK Safer Internet Centre is able to assist in having an image blocked or removed to prevent further distribution.
It is also vital to ensure that the victim of abuse receives the correct support.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly overtime.

Abuse is in direct contravention of the UNCRC and a shared knowledge and understanding of the convention and the articles will raise awareness.

6.10: Signs and Symptoms of Abuse- Possible Indicators

Physical Abuse

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

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; "failing to thrive"; Poor hair and skin; alopecia; Swollen extremities ie icy cold and swollen hands and feet; Recurrent diarrhoea, wetting and soiling; Sudden speech disorders; Signs of self-mutilation; Signs of solvent abuse (eg mouth sores, smell of glue, drowsiness);	Apathy and dejection; Inappropriate emotional responses to painful situations; Rocking/head banging; Inability to play; Indifference to separation from family; Indiscriminate attachment; Reluctance for parental liaison; Fear of new situation; Chronic runaway; Attention seeking/needy behaviour; Poor peer relationships

Extremes of physical, mental and emotional development (eg anorexia, vomiting, stooping).	

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; Constant hunger; lack of energy; Untreated medical problems; Special needs of child not being met; Constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); Steals food; compulsive eating; Begging from class friends; Withdrawn; lacks concentration; Misses school medicals; Reports that no carer is at home; Low self-esteem; Persistent non-attendance at school; Exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; Bruises or bleeding in genital or anal areas; Torn, stained or bloody underclothes; Chronic ailments such as recurrent abdominal pains or headaches; Difficulty in walking or sitting; Frequent urinary infections; Avoidance of lessons especially PE, games, showers; Unexplained pregnancies where the identity of the father is vague; Anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; Excessive sexual precociousness; Seductiveness; Children having knowledge beyond their usual frame of reference eg young child who can describe details of adult sexuality; parent/child role reversal; Over concerned for siblings; Poor self-esteem; self-devaluation; Lack of confidence; peer problems; Lack of involvement; Massive weight change; Suicide attempts (especially adolescents); Hysterical/angry outbursts; Lack of emotional control; Sudden school difficulties eg deterioration in school work or behaviour; Inappropriate sex play; Repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; Vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

7. Procedures for making complaints/ raising a concern in relation to safeguarding / child protection

7.1 How a parent can raise a concern

We aim to work closely with parents/ guardians in supporting all aspects of their child's development and well- being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team : the designated or Deputy designated teachers for child protection, the Principal. If they are still concerned, they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in flow chart in Appendix 12

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

All staff are informed of how to recognise, and act on, concerns that a child may be at risk of harm.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, **they must act promptly.** Appendix 13

All staff understand that *"Children have a right to be protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them."* (UNCRC Article19)

The staff member should not investigate – this is a matter for the Social Services and/or PSNI – but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should be recorded on the Note of Concern performa for Cumran Primary school (appendix 1) and include details of the place, time and who was present. This should be given to the Designated / Deputy Designated Teachers. The person who reports the incident must take the matter in confidence.
This Note of Concern must be completed within 24 hours to maintain accuracy of content.
The Note of Concern needs to be placed on the child's Child Protection File, signed and dated by both teacher and Designated teacher to confirm information is accurate.
At Cumran, we recognise the importance of confidentiality (ref Confidentiality Policy) but all staff should understand that, in order to protect children from harm, cases may arise where confidentiality must be subordinate to the need to take appropriate action, by involving others, in the child's best interests. No promise of confidentiality can or should ever be given where abuse is alleged.

When a pupil makes a disclosure of abuse staff have been trained to
Receive
Reassure
React
Record
Refer

The Designated/ Deputy Designated Teachers will decide whether in the best interest of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent maybe the possible abuser, the parents will be informed immediately.
The Designated/ Deputy Designated teachers, may consult with EA's Designated Officers for Child Protection, or the Senior Social Worker/ Gateway Team 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.

Where there are concerns about possible abuse and a referral needs to be made, the Designated Teacher/ Deputy Designated Teacher will inform

- The Social Services
- Gateway Team
- EA's Designated Officer for Child Protection

A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway Team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the School's Child Protection file.
If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in appendix 11.
Circumstance may suggest that the person to whom the disclosure is made, may be required to support the child through- out the investigation by Social Services. This may be in attendance at Case conferences, supplying information to social workers and family intervention teams.

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

Do :	Do Not:
❖ Stay calm ❖ Listen to what the child says ❖ Assure the child that they are not at fault ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Explain to the child that you cannot keep this secret ❖ Record accurately what the child says using his/ her exact words ❖ Seek support for yourself	❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Put words into the child's mouth ❖ Ignore the child's behaviour ❖ Remove any clothing ❖ Delay ❖ Start to investigate ❖ Do Nothing!

7.3 Where a concern has been raised about possible abuse by a member of the school staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or designated/ deputy designated teacher if the principal is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/ Designated/ Deputy Designated teacher.
If a complaint is made against the Principal, the Designated/ Deputy Designated teacher will inform the chairperson of the Board of Governors who will ensure that necessary action is taken.
Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure, pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.
Child Protection procedures as outlined will be followed in keeping with current Department of Education guidance.
This procedure with names and contact numbers is shown in appendix 12.

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend child protection case conferences and or core group meetings convened by the Health and Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case- by-case basis. Children whose names are on the Child Protection Register will be monitored, supported in accordance with the child protection plan.

9. Confidentiality and information sharing

Information given to members of staff about possible child abuse cannot be held in confidence. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the statutory agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns, we will share these concerns with the designated teacher in the receiving school.

10. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked filing cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.
Any instances of concern regarding a member of staff are recorded in a hard backed and bound 'Record of Child Abuse Complaints' book, which is retained securely. A record of this is placed on the relevant pupil's Child Protection File. The hard backed book is signed by the chairperson of the Board of Governors on an annual basis.
For more information on recording of child protection complaints see DE Circular 2016/20 Child Protection: Record Keeping in Schools.

All teaching and ancillary staff have been given copies of and are aware that procedures for investigating and dealing with complaints, within the normal child protection procedures, will be in line with the employer's disciplinary procedure, including recourse to suspensions in appropriate cases.
They have received training in child protection policy and procedures on an annual basis and they have also received training in the Rights of the Child.

11.Safe Recruitment Measures

11.1 Staff

All staff paid and unpaid who are appointed to positions in this school are vetted/ supervised in accordance with relevant legislation and Departmental guidance. It is the responsibility of the Board of Governors to ensure that there is an official record kept of when vetting checks are successfully completed for all staff. Vetting checks are key preventative measures in ensuring unsuitable individuals do not have access to children through the education system and schools must ensure that all persons on school property are supervised, and vetted as appropriate. Enhanced disclosure certificates from AccessNI are required before taking up post for all new paid teaching and non- teaching staff

Temporary teachers are employed through NISTR.

11.2 Volunteers

Volunteers may also be vetted as required. There are 2 types of volunteers working in Cumran Primary School. Those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate and apply online through AccessNI . A volunteer who works unsupervised is not required to obtain an Enhanced Disclosure Certificate however we determine whether the level of supervision meets the statutory standard using DE circular 2012/19.
We ensure any coaches, music tutors, time to read tutors etc who are employed by others have the necessary clearance in place.

11.3 Visitors

Visitors to Cumran such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However visitors are managed by school staff and their access to areas and movement within the school is restricted as needs require.

Visitors are:

- ★ Met/ directed by school staff
- ★ sign in and out of the school
- ★ if appropriate be given restricted access to only specific areas of the school
- ★ where appropriate, escorted by a member of staff
- ★ clearly identified with visitor passes
- ★ access to pupils restricted to the purpose of their visit
- ★ if delivering goods or carrying out building/ maintenance tasks, their work is cordoned off from pupils for health and safety reasons

11.4 Pupils on work experience

Student teachers -it is the responsibility of the universities to ensure Enhanced Disclosure Certificates are obtained.

Placement students- it is the responsibility of the regional colleges to ensure Enhanced Disclosure Certificates are obtained.
Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction process is applied.

12. Code of Conduct for Staff and Volunteers

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. The school's Code of Conduct extends to staff both teaching, non-teaching and volunteers. It includes:

- ◊ setting an example
- ◊ relationships and attitudes
- ◊ private meetings with pupils
- ◊ physical contact with pupils
- ◊ honesty and integrity
- ◊ conduct outside of work
- ◊ E safety and Internet use and
- ◊ Confidentiality

The Code of Conduct was agreed and signed by all teaching and non-teaching staff Appendix 13

13. Staff Training

Cumran Primary school is committed to in- service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All will receive basic child protection awareness training and annual refresher training.

The Principal, Designated teacher, Deputy designated teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.
When new staff or volunteers start at the school, they are briefed on the school's child protection policy and code of conduct and given copies of these policies.
All governors receive strand one training delivered by Designated Teacher and Principal.

14. The Preventative Curriculum

In line with the Northern Ireland Curriculum, it is appropriate for schools to include elements in teaching and learning which support pupils in their physical and emotional well-being. The PDMU programme and Circle Time includes teaching on personal safety and protection.

Emotionally Intelligent Schools and Rights Respecting Schools programmes also aim to improve pupils' understanding of themselves and their well-being. There will be a Rights Respecting Ethos in the school underpinned by the four general principles of non-discrimination, the best interests of the child, survival and development, participation.
Outside agencies may be used to support teaching. In addition child protection issues are addressed through class assemblies throughout the year and there are child protection posters and information displayed throughout the school.

1. We must ensure that pupils have sufficient knowledge about themselves.
2. They need to know that they have rights, that they are born with them and no-one can remove them. Through specific lessons, children will develop their awareness of the United Nations Convention on the Rights of the Child.
3. They will understand the articles- their rights and the rights of others.
4. Teachers will model rights and respect in all relationships, modelling the language and behaviour of a mutual respect for rights.
5. It is important to equip pupils with skills they need to stay safe.
6. We must empower pupils to recognise unwanted behaviour towards them – what is appropriate and inappropriate physical contact.
7. We need to inform pupils in order to prevent abuse and empower them with strategies they may use to protect themselves.
8. Pupils must also be made aware of who the members of the Pastoral Care Team are and how they can voice their concerns. They will create posters to pass on information to other pupils.

Year Group	Activities/ Curriculum Area
Year 1	Healthy lifestyles- Cancer Research- Genevieve the goat Introduce poster of safeguarding team in school, awareness of people who help us and being safe and happy in school. Respecting differences- developing an awareness about ourselves and others Introduction to Internet safety and use of iPad E-Safety- NetSmart Kids Road safety discussed through road safety calendar- holding hands, being safe on our bicycles/wearing helmets, safety in the car/seatbelts Staying Healthy- Going to the Doctors
Year 2	WAU -People who help us- visits from PSNI and a visit to RNLI - safety on the farm

	- Autumn winter/ winter clothing - Cold Lands -travel transport- Lorry safety PDMU- keeping healthy/ staying safe, caring for new life, looking after your body, how to deal with your feelings. Diversity- similarities and differences. Farm Safety Competition
Year 3	Burn's Skill Programme WAU Topics: Great fire of London- fire safety Oceans- beach safety Animals- the vet / safety with animals PDMU Programme – keeping our bodies and minds healthy
Year 4	 WAU- Staying Safe project - Kitchen safety - Safety when cycling - Safety in the swimming pool- lifesaving swimming skills Road safety- use of reflective clothing Electrical Safety Safety when using fireworks Snac Group and Healthy Tuck Shop Buddies for Year 1 Cancer Focus Workshop
Year 5	WAU/ PDMU Topics- Mighty Me- Staying Healthy Visit from local Doctor- keeping ourselves healthy PDMU- Healthy Body, Healthy Mind lessons from Learning Together series Burn's Skill Programme Snac Group and Healthy Tuck Shop Resilience, self- esteem, well- being and motivation- workshop HIP Consultancy Cancer Focus Workshop

Year 6	WAU/ PDMU Topics Extreme weather- how to keep yourself safe- different scenarios Snac Group and Healthy Tuck Shop Helping Hands Programme Playground Pals Resilience, self- esteem, well- being and motivation- workshop HIP Consultancy Burn's Skill Progamme Cancer Focus Workshop- Anti-smoking
Year 7	WAU/ PDMU Topics Snac Group and Healthy Tuck Shop Heart Start Programme- Covers basic first aid with regards to choking, bleeding and an unconscious patient. Love for Life workshop- What's inside programme Bee Safe Event- Down County Council Cycling proficiency Living and learning series resource - healthy body, alcohol, smoking, drugs, peer pressure- making healthy choices and building healthy relationships Anti- bullying workshop- HIP Consultancy Excelling with Pressure- HIP Consultancy Cancer Focus Workshop- Anti-smoking Playground Pals/ Prefects
Whole School	Anti bullying week- resources and staff folder ICT Internet safety Reminder Poster of safeguarding team in school, awareness of people who help us and being safe and happy in school. Formulation of class charter and rights respecting actions

	Healthy diets and healthy breaks promoted and exercise through PE and daily mile Personal hygiene promoted throughout the year. Road safety discussed through road safety calendar Stranger danger CircleTime Cancer Focus Workshop- Safety in the Sun Walk to school week- Sustrans program, road safety- Ditch the Dark Day- Keeping safe in darker winter weather conditions- Sustrans program bright clothing etc Daily Mile -keeping healthy and safe in the school grounds Bicycle workshops Creation of risk assessments for certain aspects of the curriculum eg: school trips, sports days Keep Safe topics explored through safety competitions- ECO, Farm Safety Burns skill school fitness day- fundraiser Emergency procedures- fire drills E- safety curriculum lessons outline for each year group and Internet safety day activities Circle time used across the school Health Promotion week Safety on the Bus

15,Mobile Technology

Pupils at Cumran Primary school will be facilitated and encouraged to develop safe and responsible online behaviours as this provides the best defence for keeping them safe online. They will be provided with education and guidance in developing their own set of responsible behaviours and the use of the Three- Way Agreement, includes parents in the development of safe practice. Online safety is included in the curriculum with e-safety lessons taking place every half term that aim to support children in the safe use of all forms of technology. Cumran Primary School will host E- Safety workshops for parents or carers to make adults aware of:

- the different ways children and young people interact with technology and get online;
- what children and young people are doing online i.e. creating content as well as consuming it;
- the importance of developing good risk awareness by children and young people, parents and carers;
- the potential for online bullying and the indicators that a child or young person may be being bullied online;
- practical tips for e-safety in the home e.g. using filters and favourites, creating appropriate user profiles;
- consider activities to raise awareness amongst young people about the safe use of e-technology.

An AU Policy is in place which is given to all new parents, can be accessed on the school website.

When technology is used in a way that may cause harm to a child, the school has a duty to refer to a Gateway team or to the PSNI.
Pupils will be made aware of where and who to go to for support if they find themselves coerced or pressurised to upload, post or share such content and what to do if they are worried.

16.Mobile Phones

The staff recognise the potential difficulties that may arise with inappropriate use of mobile phones by pupils. We would strongly discourage children from bringing mobile phones into school, however, if a parent or guardian feels that a mobile is essential for journeys to and from school, we would ask for a letter of request to the Principal or the Designated Teacher.
Members of staff are not permitted to use their mobile phones in front of the pupils unless in an emergency situation.

17.Pupils' Safety (Links to Safeguarding Policy)

We recognise the importance of Article 31 that states, *"All children have the right to relax and play and join in a range of activities."*

In order to maintain pupils' safety:

- Doors into the playgrounds lock during class time and only open during early morning break and lunch time.
- All adults enter the school via the reception area and are required to sign in.
- Parents are dissuaded from remaining in the playgrounds.

- If pupils are ill and need to leave school the Principal is informed.
- If pupils enter late or leave school early, they must be signed in and out by a parent or guardian.
- If there is a change to travelling arrangements home, parents must inform the staff in writing or by phone.
- Pupil numbers are restricted when playing in the boat or Wendy House and pupils cannot play on this equipment when it is wet.
- Risk assessments are in place for areas inside school and in the playground.

18.Supervision

Playgrounds are supervised before school, from 8.30am to 8.50 am, at break and lunchtime in the interests of health and safety. Teaching staff, learning assistants and supervisory assistants are in attendance in both playgrounds, the MUGA pitch and the play park.
At lunch time:

- Teaching staff and supervisory assistants supervise pupils taking school meals in the hall and packed lunches in the classrooms.

- If wet, pupils are supervised in their classrooms.

Pupils with excellent manners, and who exhibit kindness, fairness and caring to other pupils are praised. Their names (nominated by staff) are put into the Golden Book for commendation and this is read out in assembly. Supervisory staff are responsible for nominating a caring pupil from each Key Stage every Monday and a badge is awarded to pupils during assembly.

Supervisory staff are encouraged to be observant and to move around all areas of the playground. They also supervise play equipment used and lead playground games at break and lunch times.

Year 7 Class Prefects and Playground Pals help to support pupils at play, lining up and putting resources away

18.1 After School

Pupils are lined up in an orderly way at 1.55pm and 2.55pm and teachers escort pupils to buses or to parents for pickup. A bus list is used to ensure children are safely transferred from school to home.

19. Complaints and Concerns

Parents and guardians are informed of Child Protection Issues. All parents are given a copy of the Child Protection Policy every 2 years. All new Year 1 parents or guardians are presented with the policy on Induction Day and parents or guardians of any new pupils from Years 2 –7 who arrive through-out the school year, will also be provided with copies. Our school newsletter regularly informs parents of any Safeguarding matters and states the members of the Safeguarding team.
Parents will be informed if their child is involved in any act of unacceptable behaviour (see Positive Behaviour Policy).

If parents or guardians have any concerns about the welfare of a child, a flow chart is displayed outlining the process to raise a concern and who to contact.

20. Monitoring and Evaluation

The Safeguarding Team in Cumran Primary School will update this policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis through the provision of reports from the Designated Teacher and Safeguarding Team.

Ongoing evaluation will ensure the effectiveness of the policy.

Date Policy Reviewed: _____

Signed:

_____ (DesignatedTeacher)

_____ (Principal)

_____ (Chair of Board Governors)