

BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT



2023/2024



INTRODUCTION:

The most important role of the school lies in the protection and safety of the children in its care. This ethos is reflected in all actions and decisions taken by the staff of Ballykeel Primary School and Nursery Unit as we follow the detailed guidance set out in the Department of Education's *'Safeguarding and Child Protection in Schools – A Guide for Schools'* (Updated 2022) and the *Children (NI) Order, 1995*. This guidance has been adopted by the Board of Governors, is reviewed annually, and outlines procedures for the general safety and welfare of pupils on a day-to-day basis. The moral responsibility for the protection of children, however, extends beyond this, and is the duty of every adult in the school. Childhood is a wonderful, yet vulnerable part of life and children deserve the full protection of society, its institutions, and their personnel, particularly of those who comprise the caring professions and are regularly in contact with them. All children should be protected from violence and kept safe from harm in an environment where they are properly cared for, without fear, and secure. The school will endeavour to uphold these standards and to ensure that decisions made by the governors, Principal, and members of staff have the welfare of the child as their paramount consideration.

1. GENERAL PRINCIPLES

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

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

- The child's welfare must always be paramount; this over-rides all other considerations. Where a child is disabled or has special needs these must be taken into consideration.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is a conflict, the child's interests must always come first.
- Children have a right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child has a disability, specialist assistance should be sought to achieve this.
- Parents/carers have a right to respect and should be consulted and involved in matters which affect their family.
- Actions taken to protect the child (including investigation) should not in themselves be abusive by causing the child unnecessary distress or further harm.
- Intervention should not deal with the child in isolation, the child's needs should be considered in the context of the family. Agencies' actions must be considered and well informed so that they are sensitive to, and take account of, the child's gender, age, stage of development, religion, culture and race, and any special needs.
- Where it is necessary to protect the child from further abuse, alternatives, which do not involve moving the child and which minimise disruption of the family, should be explored.

2. CONTEXT

Ballykeel Primary School and Nursery Unit is a state controlled, urban school consisting of Principal, 22 teachers, including those for targeted intervention and special needs, and about 430 children. It draws pupils from a catchment area of both private and public housing, and approximately 50% of the children are on free school meals. The school actively encourages parental involvement in the education of its children.

The School's Motto, Vision, Aims, Ethos and Mission Statement

Motto: *'Educate, Enrich, Inspire'*

Our Vision

We aim to be an outstanding school, at the heart of the Ballykeel community, that continually strives for excellence by providing a rich, broad and balanced education which meets all our children's needs, interests and aspirations.

School Mission Statement

We envisage achieving our vision by creating an environment which is child centred and where pupils feel secure, valued and cared for. Through high quality, creative and forward – thinking teaching we aim to **educate** and **inspire** every child to reach their full potential and offer them a wide range of **enriched** opportunities for their personal development and well-being. Ultimately, we wish to enable all our children to confidently transfer to secondary school and help to equip them to achieve happiness, success and fulfilment in adult life.

School Aims

Our aims are outlined by means of an acrostic, using the first word of our school motto, 'EDUCATE' - the core business of Ballykeel Primary and Nursery Unit.

Educate – provide a broad, balanced and stimulating education to all our children that fulfils the requirements of the Northern Ireland curriculum

Develop – help develop each child to their full potential, through a range of moral, spiritual, intellectual, social, physical, cultural and aesthetic experiences

Unite – create a friendly, warm and united learning community where children feel safe, happy and secure in an atmosphere of positive discipline

Community – foster, value and encourage effective partnerships between school, parents, families and the community

Achieve – ensure that sustained improvement is achieved through continual self-evaluation and self-assessment

Teachers – help each child reach their full potential, particularly by securing fundamental skills in Reading, Writing and Mathematics, through the delivery of high-quality teaching provided by an enthusiastic, highly motivated and reflective staff

Esteem – encourage pupils to develop their self-esteem and confidence through a range of enriching experiences that improve their independence, thinking skills, initiative, determination and motivation

The School Ethos

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

3. PROCEDURES

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

Child Protection training is provided for new staff members and is provided for all teaching and non-teaching staff every two years. The Principal and DT ensure all members of the safeguarding team and Board of Governors avail of refresher training as and when necessary.

The school also works in partnership with the PSNI through Operation Encompass. The DT is informed promptly of any domestic violence incidents which occur, enabling staff to offer support to pupils and parents in a sensitive manner.

3.1 Prevention

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

The school offers protection on two levels:

- **Immediate protection** - creating a listening environment that makes it easier for children to share their concerns.
- **Long term protection** - enhancing self-esteem and encouraging pro-social skills, breaking the cycle of abusive behaviour.

The Board of Governors ensures that the school has and follows the Code of Practice for the conduct of all members of staff, teaching and non-teaching, towards the pupils attending the school. The Code of Practice (see appendix 8) covers all activities organised in and by the school, whether on school premises

or elsewhere. The school also has policies for 'Safe Handling and the Use of Reasonable Force' and 'Intimate Care.'

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

The Preventative Curriculum

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

Work with outside agencies such as C4C, Family Hub, the NSPCC and Scripture Union continues to enhance our pastoral network and is of great benefit to the pupils and parents of our school. Children participate in activities to encourage positive behaviour, good attendance, online safety and to support feelings around new siblings, transition and self-esteem. Coffee morning sessions are offered to parents to discuss a range of topics in relation to school and home family life.

The welfare and security of our children is also promoted through the 'Pupil Welfare Support Teacher' who is available during lunchtimes to talk to children about any problems or concerns they may have. This invaluable service, funded through extended schools, ensures that all children can share their worries, no matter how small, in a safe and familiar environment. The 10 week 'Power Hour' club uses a variety of activities to enhance the self-confidence and self-esteem of our most vulnerable P4 children.

In Ballykeel PS, there are delegated notice boards and clear signage detailing who the safeguarding team are, and in particular the Designated and Deputy Designated Teachers. These are in prominent locations in the entrance halls of the nursery unit and primary school and throughout the school corridors. Safety messages are displayed around the school (e.g. Childline and Online safety information) and all pastoral policies are available for parents to view on the school's website.

The SLT / Safeguarding Team meet bi-weekly, with safeguarding/child protection being the first item on the agenda.

Sensitive issues

The curriculum programme provides the pupils with a general prevention and protection provision but sometimes this cannot necessarily help an individual pupil deal with their own individual needs. Reactive strategies will be put in place for individual needs, e.g., bereavement, either accidental or non-accidental, and other sensitive issues where individual and specialised help is needed. These cases are handled on a

need-to-know basis within the school and are monitored very closely to help the pupil integrate back into the school.

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

3.2 Definitions of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely, a stranger. There are different types of abuse and a child may suffer more than one of them.

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

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

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

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

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal

activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Recognition of Child Abuse – Possible Indicators

Neglect

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

Physical Abuse:

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

Sexual Abuse

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

Emotional Abuse:

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

Exploitation

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

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the child presenting with bullying behaviour. Parents of both victim, and the pupil presenting with bullying behaviour, will be contacted immediately after an incident. Full details are contained within the school's Anti-Bullying Policy.

Specific Types of Abuse

Grooming

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

Child Sexual Exploitation

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

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Truancy/leaving school without permission
- Persistently going missing or returning late
- Change in mood - agitated/stressed
- Appearing distraught/dishevelled or under the influence of substances
- Inappropriate sexualised behaviour for age
- Physical symptoms eg. Bruising, bite marks
- Collected from school by unknown adults or taxis
- New peer groups
- Significantly older boyfriend or girlfriend
- Increasing secretiveness around behaviours
- Low self-esteem
- Change in personal hygiene (greater attention or less)

- Self-harm and other expressions of despair
- Evidence or suspicion of substance abuse

Domestic and Sexual Violence and Abuse

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

Domestic Violence and Abuse:

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

Sexual Violence and Abuse:

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

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

Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

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

Harmful Sexualised Behaviour

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

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

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.

- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

3.3 Response

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

Recieve

Listen actively, open body language, accept, no judgement

Reassure

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

Respond

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

Report

As soon as possible to the DT

Record

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

Respect

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

3.4 Referral - Co-operating to Support and Protect Children

Procedures for reporting suspected (or disclosed) child abuse

The designated teacher for child protection is the Acting Vice Principal, Mrs. J. Thompson. In her absence Mrs J. Thompson (Pastoral Care Co-ordinator & Head of Foundation /KS1) or Mrs. K. McGuckin (Head of Nursery Unit & SLT) will assume responsibility for child protection matters.

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

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

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

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

The DT may seek clarification or advice and consult with a Designated Officer from the EA CPSS or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. **The safety of the child is our first priority.**

3.4.1 Allegations against a member of staff

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

3.4.2 Allegations against the Principal

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

3.4.3 Allegations against the designated teacher

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

3.4.4 Suspension from duties

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

3.5 Confidentiality and Record Keeping

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

- Designated Teacher – Mrs. JD. Thompson
- Deputy Designated Teachers - Mrs. J. Thompson, Mrs K McGuckin
- Chairman of Board of Governors - Mr. A. Kennedy
- Class Teacher

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

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

3.5.2 Record Keeping

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

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints. This entry, which will contain details of the complaint, will be made available to the Board of Governors at least annually.

4. CODE OF CONDUCT

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

5. STAFF IN-SERVICE

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

6. MONITORING AND EVALUATION

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

7. REFERENCES

1. The United Nations convention on the Rights of the Child (U.K. Agreement 1991)
2. Child (N.I.) Order 1995 - An Introductory Guide for Schools 1996
3. DENI 'Safeguarding and Child Protection in Schools – A Guide for Schools' (updated Sept 19)
4. Wallace Report July 1998
5. Educational Trips - A Good Practice Guide
6. When Tragedy Strikes: Guidelines for Effective Critical Incident Management in Schools.

7. DENI 'Protecting Life in School – Helping Protect Against Suicide by Supporting Pupils' Emotional Health and Wellbeing'
8. SBNI Multi-Agency Neglect Strategy 2018-2020

APPENDIX 1

Vetting of Persons Beyond School Staff

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

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

Guidelines for Speakers

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

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

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

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

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

APPENDIX 1a
BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION

VOLUNTEER CHECKLIST

VOLUNTEER'S NAME: _____
Date of Volunteering : from _____ to _____
and/or
Assisting with trips/visits to _____

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

- Will the volunteer be supervised regularly by a member of staff who has been vetted?
YES / NO

- Who will supervise the volunteer? _____

- Has the volunteer been given details of the school's procedures in relation to Child Protection?
YES / NO

- Is the volunteer aware that he/she should never be alone with a child/children?
YES / NO

SIGNED: _____ **(Principal)** **DATE:** _____

SIGNED: _____ **(Volunteer)** **DATE:** _____

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

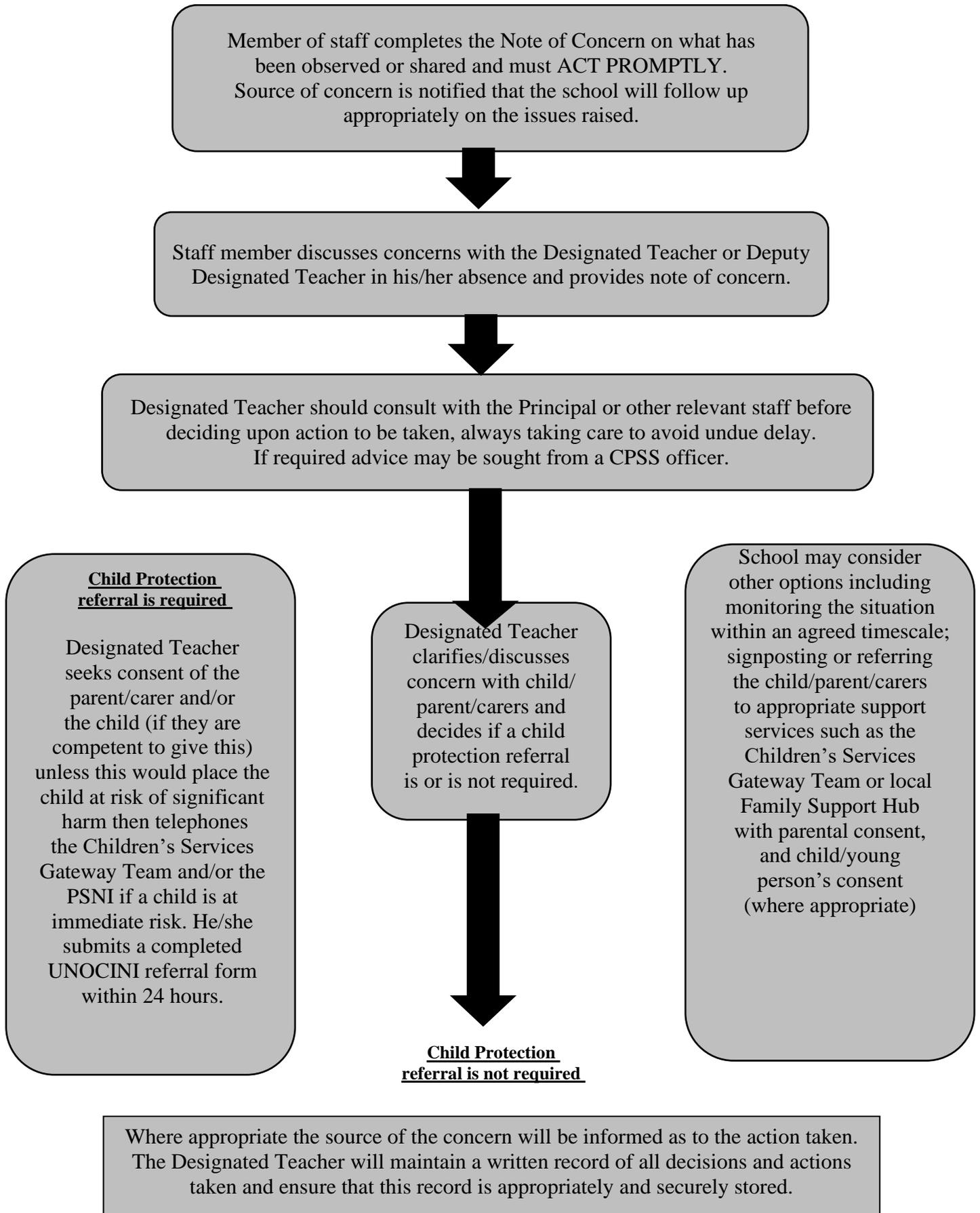
APPENDIX 2

CONTACT ADDRESSES AND TELEPHONE NUMBERS

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

APPENDIX 3

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



APPENDIX 4

BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT

CHILD PROTECTION

HOW A PARENT CAN MAKE A COMPLAINT

I have a concern about my/a child's safety



I can talk to the class teacher



If I am still concerned, I can talk to the Designated Teacher for child protection (Mrs. J. Thompson) or the Principal



If not available, I can talk to one of the Deputy Designated Teachers (Mrs. J. Thompson, Mrs K McGuckin)



If I am still concerned, I can talk/write to the Chairman of the Board of Governors (Mr. A. Kennedy)



If I am still concerned I can contact the NI Public Services Ombudsman
Tel: 0800 343 424



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



APPENDIX 5

BALLYKEEL PRIMARY SCHOOL & NURSERY UNIT

CONFIDENTIAL
NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

| | |
|---|--|
| <i>Name of Pupil:</i> | <i>Year Group:</i> |
| <i>Date, Time of Incident / Disclosure:</i> | |
| <i>Circumstances of Incident / Disclosure:</i> | |
| <i>Nature and Description of Concern:</i> | |
| <i>Parties involved, including any witnesses to an event and what was said or done and by whom:</i> | |
| <i>Action taken at the time:</i> | |
| <i>Details of any advice sought, from whom and when:</i> | |
| <i>Any further action taken:</i> | |
| <i>Written report passed to Designated Teacher:</i> | YES: <input type="checkbox"/> NO: <input type="checkbox"/> |
| <i>If 'NO' state reason:</i> | |
| <i>Date and Time of report of the Designated Teacher:</i> | |
| <i>Written note from staff member placed on pupil's Child Protection file:</i> | YES: <input type="checkbox"/> NO: <input type="checkbox"/> |
| <i>If 'NO' state reason:</i> | |

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

APPENDIX 6

**BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT
CHILD PROTECTION RECORD FORM**

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

Details of the incident/concerns/disclosure - day, date, time, place, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child/young person's statements.

Details of anyone else involved; conversations held with anyone else; witnesses e.g. parent, teaching or non-teaching staff member, school principal/designated teacher - day, date, time, place, factual description.

Referral to Designated Teacher/Principal in unit/school - who by, when (date and time), how, place and advice given by the Designated Teacher/Principal to referrer/complainant

Signed and dated by School Staff Member/Referrer

APPENDIX 6 (Cont'd)

**BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT
CHILD PROTECTION RECORD FORM**

To be completed by Designated/Deputy Designated Teacher or Principal

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

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

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

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

Signed and dated by Designated Teacher or Principal _____

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

APPENDIX 7

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

APPENDIX 8

CODE OF CONDUCT

A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people

Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

1. Private meetings with pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*)).
- d. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- e. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

- f. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- g. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as the AIDS education for schools in connection with sex education programmes. (Ref. RSE Policy).
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with principal before using it.

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. It is considered inappropriate for any member of staff to become friends with pupils on social networking sites.

Conclusion

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

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

From time to time, however, it is prudent for all staff to re-appraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

APPENDIX 9

PASTORAL CARE/CHILD PROTECTION STAFF TRAINING

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---------------------------|---|------------------------|--|
| 2021/22 Year 1 | CP training for new staff Summary of CP Procedures to parents EA CP training for new DDT (BE) | | Annual Child Protection Report to the Board of Governors |
| 2022/23 Year 2 | Whole school staff CP training | | Annual Child Protection Report to the Board of Governors |
| 2023/24 Year 3 | CP training for new staff Summary of CP Procedures to parents EA CP Training for new Head of Nursery KMcGuckin Oct 2023 EA Refresher CP training: -DDT Nov 2023 -DT & Principal Oct 2024 | | Annual Child Protection Report to the Board of Governors |

APPENDIX 10

SAFEGUARDING POLICIES

| NAME OF POLICY | LAST UPDATE | NEXT UPDATE |
|--|----------------|----------------|
| Child Protection Policy | September 2023 | September 2024 |
| Attendance Policy | September 2023 | September 2026 |
| Positive Behaviour Policy | September 2020 | September 2024 |
| Pastoral Care | September 2023 | September 2024 |
| Anti-Bullying Policy | September 2023 | September 2024 |
| Safe Handling and Use of Reasonable Force | September 2023 | September 2026 |
| Special Educational Needs | June 2023 | June 2024 |
| First Aid and Administration of Medicines | September 2021 | September 2024 |
| Health and Safety Policy | September 2023 | September 2025 |
| Relationships and Sexuality Education | June 2023 | June 2025 |
| Intimate Care | September 2022 | September 2024 |
| Online Safety Policy | September 2023 | September 2024 |
| Educational Visits | September 2023 | September 2025 |
| Staff Code of Conduct (Currently being negotiated by teaching unions) | September 2023 | September 2024 |
| Drugs and Alcohol | September 2021 | September 2023 |
| Critical Incident | September 2023 | September 2024 |
| Policy for Volunteers in School | September 2023 | September 2025 |

APPENDIX 11

BALLYKEEL PRIMARY SCHOOL AND NURSERY UNIT SAFEGUARDING TEAM

Principal – Mrs S Sheeran

- Oversees Child Protection Procedures
- Discipline – Policy and Procedures

Mr A Kennedy

- Chairman of the Board of Governors and Designated Governor for Child Protection

Mrs J Thompson

- Deputy Designated Teacher for Child Protection
- Pastoral Care Co-ordinator with specific responsibility for :
 - Pupil Welfare
 - Attendance
 - Anti-Bullying

Acting Vice-Principal – Mrs J Thompson

- Designated Teacher for Child Protection
- Health Education and Healthy Eating
- In charge of First Aid
- Joint ICT Co-ordinator

Mrs B Esler

- Acceptable use of Internet and Online-Safety

Mrs K McGuckin

- Head of Nursery Unit
- Deputy Designated Teacher for CP in the Nursery Unit
- In charge of Health and Safety

Mrs H Young

- School Welfare Support Officer
- SEN Co-ordinator