

# MULLAVILLY PRIMARY SCHOOL

'Inspiring, Believing Achieving'

## Child Protection Policy

September 2023

Review Date  
September 2024

## INTRODUCTION

The following policy aims to set out the framework, which underpins the practices within Mullavilly Primary School. The school ethos is reflected in all actions and decisions taken by staff as they follow the detailed guidance set out in the EA Child Protection Procedures, DENI Circular 1999/17, DENI 'Promotion of Positive Behaviour' 2001, DENI Circulars 2006/6, 7, 8, 9, 9a, 2008/03, 2020/07, 2017/04 and 2003/13. Safeguarding and Child Protection in Schools: A Guide For Schools.

The staff at Mullavilly Primary School has adopted a Code of Conduct (**See Appendix 1**) and visitors are required to read and adhere to The Visitors Code of Conduct, sign the visitors' book and wear a visitors' badge (**See Appendix 2**).

## CHILD PROTECTION PRINCIPLES

The principles and philosophy which underpin our work 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, the Department of Education guidance 'Safeguarding & Child Protection in Schools 2017', the department of Health's 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016 and the Area Child Protection Committees Regional Policy and Procedures (2005).

A major part of our responsibility will be to safeguard the children in our care from neglect and physical, sexual and emotional harm.

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

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

### **Aims to be addressed through this policy document:**

- To introduce procedures in the school to deal with suspected cases of child abuse as directed by Department and EA circulars.
- To make the staff aware of the referral procedure within the school.
- To make parents aware of the procedures set up in school to deal with suspected cases of child abuse.

The appendices include code of conduct guidelines for staff and visitors as well as information relating to internet access, use of children's images, use of mobile phones, administration of medication and changing clothes.

This document should be used in conjunction with a range of other school policies and guidelines including:

- Pastoral Care
- Anti-Bullying
- Administration of Medication
- First Aid
- Positive Behaviour
- Health & Safety
- Keeping Safe Policy
- Attendance
- E-Safety
- SEN
- Relationships and sexual education
- GDPR Policy

These policies are available to parents and any parent requiring a copy should contact the school office or visit the school website at [www.mullavillyps.co.uk](http://www.mullavillyps.co.uk).

## **SCHOOL SAFEGUARDING TEAM**

The following are members of the schools safeguarding team:

- Designated teacher – Mr P. Ritchie
- Deputy Designated teacher – Mrs A Innocenzi
- Principal – Mrs L McClimonds
- Designated Governor for Child Protection – Rev. E Cairns
- Chairperson of Board of Governors - Mr N Rafferty

## **ROLES AND RESPONSIBILITIES**

### **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 role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents in Child Protection matters
- Conduct safeguarding meetings to ensure regular opportunities for staff to monitor Child Protection 'lower level' concerns
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Central Referral unit where appropriate
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection as appropriate
- Maintain and store securely records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

## **The Principal**

The principal must ensure that: -

- DENI Pastoral Care in Schools; Department of Education (Northern Ireland) guidance 'Safeguarding & Child Protection in Schools 2017' is implemented within the school
- They attend training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- Maintains record of complaints made against staff
- Ensure a register of names of those with parental responsibility is maintained
- 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.

## **The Designated Governor for Child Protection**

The Designated Governor should avail of child protection awareness training delivered by CPSS and will take the lead in child protection issues in order to advise the Governors 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 Teachers Report
- Recruitment, selection and vetting of staff

## **The Chair of the Board of Governors**

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools {CPSS} and the Governor Support and Human Resource departments.
- 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 receive termly updates and a full written annual report in relation to child protection activity

## **Parents**

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns, they have in relation to their child with the school.
- Keeping school informed of any changes in the child's circumstances including the issuing of relevant court orders

## **The Board of Governors**

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

## **WHAT IS CHILD 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, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other person with a duty of care towards a child.

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

## 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.

**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.

**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.

**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.

**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.

### 6.4 Domestic Violence and Abuse

Domestic violence and abuse is:

'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.'

DHSSPS/DOJ "Stopping domestic and sexual violence and abuse in NI", March 2016

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with Social Services

**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 over time.**

### **Operation Encompass**

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

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

## PROCEDURES FOR REPORTING CHILD ABUSE

Mullavilly Primary School recognises their four main responsibilities in the area of Child Protection. These are in the areas of *Prevention, Recognition, Response* and *Referral*. Parents will be made aware of the school's responsibilities and procedures through a pamphlet distributed to each family every two years. In addition, a copy of the Child Protection Policy is available on the school's website [www.mullavillyps.co.uk](http://www.mullavillyps.co.uk)

### 1. PREVENTION

Mullavilly Primary School has a proactive approach to promoting the emotional health and wellbeing of children and offers a supportive environment to children who are being abused, have been abused and may be abused in the future. The School through classwork, assemblies, visits from outside agencies, etc. has put in place a 'Child Protection Ethos' which provides a safe and secure environment for our pupils. We aim to involve the whole school in creating a 'listening school'.

Mullavilly Primary School offers protection on two levels:

1. Immediate protection, creating a listening environment that makes it easier for children to share their concerns.
2. Long-term protection, enhancing self-esteem and encouraging social skills, which will help children to break the cycle of abusive behaviour.

We use the NSPCC 'Keeping Safe' programme and 'Living, Learning Together'.

The Board of Governors ensure that:

- a. The school curriculum includes a programme for pupils on personal protection.
- b. The school has and follows the Code of Practice for the conduct of all members of staff both teaching and non-teaching (Staff Handbook). This code covers all activities organised by the school whether on school premises or elsewhere.
- c. Persons beyond the school staff who are invited as helpers/leaders on trips, residential visits or other out of school activities are subject to **vetting procedures** in keeping with current arrangements for the care and protection of young people (Access NI-enhanced check).

### 2. RECOGNITION

We use the following definitions for Child Abuse:

- a) **Neglect**: The persistent failure of a parent, guardian or carer to meet a child's physical, emotional and psychological needs which is likely to lead to significant harm. It may involve the parent or carer failing to provide adequate food, shelter and clothing; failing to protect a child from physical harm or danger: failure to provide access to medical care or treatment; lack of supervision or lack of stimulation.



Physical signs of neglect	Behavioural signs of neglect
<ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Exposed to danger through lack of supervision</li> <li>• Inadequate / Inappropriate clothing</li> <li>• Poor personal hygiene</li> <li>• Untreated medical problems</li> <li>• Emaciation</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Lack of peer relationships</li> <li>• Low self-esteem</li> <li>• Destructive tendencies</li> <li>• Compulsive stealing / begging</li> <li>• Frequent lateness / non-attendance at school</li> <li>• Chronic running away</li> <li>• Scavenging for food and clothes</li> </ul>

b) **Physical Abuse:** The failure to prevent physical injury or causing actual physical injury to a child. This may include hitting, shaking, throwing, burning, scalding, confinement to a room or the inappropriate giving of drugs to control behaviour.

Physical signs of physical abuse	Behavioural signs of physical abuse
<ul style="list-style-type: none"> <li>• Scratches</li> <li>• Bite marks or welts</li> <li>• Bruises</li> <li>• Burns, especially cigarette burns</li> <li>• Untreated injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Self mutilation tendencies</li> <li>• Running away</li> <li>• Bullying</li> <li>• Aggressive or withdrawn</li> <li>• Fear of returning home / parents being contacted</li> <li>• Undue fear of adults</li> <li>• Flinching at sudden movements / withdrawn from physical contact</li> <li>• Fearful watchfulness</li> <li>• Improbable excuses to explain injuries</li> <li>• Refusal to discuss injuries</li> </ul>

c) **Sexual Abuse:** The actual or likely sexual exploitation of a child for an adult's or another young person's own gratification. The activity may involve physical contact including penetrative or non-penetrative acts. Sexual abuse may include non contact activities such as involving children looking at or in the production of pornographic material. Watching sexual activities or encouraging children to act in a sexually inappropriate manner.

Physical signs of sexual abuse	Behavioural signs of sexual abuse
<ul style="list-style-type: none"> <li>• Soreness, bleeding in genital area</li> <li>• Itching in genital area</li> <li>• Stomach pains or headaches</li> <li>• Pain on urination</li> <li>• Difficulty in walking or sitting</li> <li>• Bruises on inner thigh or buttocks</li> <li>• Anorexia / bulimia</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic depression</li> <li>• Self mutilation</li> <li>• Inappropriate language and sexual knowledge for age group</li> <li>• Sexualised play with explicit acts</li> <li>• Making sexual advances to adults or other children</li> <li>• Obsessive washing</li> <li>• Low self-esteem</li> <li>• Afraid of the dark</li> </ul>

	<ul style="list-style-type: none"> <li>• Wariness of being approached by anyone</li> <li>• Substance / drug abuse</li> <li>• In possession of unexplained large sums of money or gifts</li> <li>• Truancy / running away</li> </ul>
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d) **Emotional Abuse:** Emotional rejection or ill treatment of a child resulting in adverse effects on the emotional, physical and/or behavioural development of the child. It may involve:

- Conveying to the child that he/she is worthless and unloved, inadequate or valued only insofar as he/she meets the needs of another person.
- The child feeling frightened or in danger
- The exploitation or corruption of a child
- Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.

Physical signs of emotional abuse	Behavioural signs of emotional abuse
<ul style="list-style-type: none"> <li>• Short stature</li> <li>• Poor hair</li> <li>• Alopecia</li> <li>• Poor skin</li> <li>• Swollen extremities</li> <li>• Recurrent diarrhoea</li> <li>• Non-accidental injuries</li> <li>• Sudden speech disorders</li> <li>• Drug / solvent abuse</li> <li>• Self mutilation</li> <li>• Eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Rocking, thumb sucking and hair twisting</li> <li>• Chronic running away</li> <li>• Poor peer relationships</li> <li>• Over reaction to mistakes</li> <li>• Inappropriate emotional responses to stressful situations</li> <li>• Self mutilation</li> <li>• Extremes of passivity or aggression</li> <li>• Substance / drug abuse</li> </ul>

### e) **Bullying**

Although not an official form of abuse, bullying in any form will not be tolerated in Mullavilly Primary School. Support is given for the alleged 'bully' as well as the individual targeted. The procedures laid out in the school's Anti-Bullying Policy will be invoked.

A copy of the school's Anti-Bullying Policy is available on the school's website [www.mullavillyps.co.uk](http://www.mullavillyps.co.uk).

## 3. RESPONSE

In Mullavilly Primary School the Safeguarding Team of the Principal, Mr Ritchie (Designated Teacher for Child Protection), Mrs Nesbitt (Deputy Designated Teacher

for Child Protection), Mrs Innocenzi (Deputy Designated Child Protection Teacher), the Chairperson of the Board of Governors and Rev. Cairns (Designated Governor for Child Protection) are responsible for Child Protection.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will act immediately (**Appendix 4**) If concern or disclosure is against a member of staff, the member of staff will act immediately (**Appendix 3**).

No child will be given a promise of confidentiality but will be assured that the information shared will only be disclosed to people who NEED to know.

#### **a. Staff members:**

Receive:

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said
- Take notes

Reassure:

- Reassure the child, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be all right now".
- Don't promise confidentiality; you have a duty to refer. Explain to the child that you will need some help to deal with what he/she has told you.
- Do reassure and alleviate guilt, if the child refers to it. For example, you should say: "You're not to blame" or "You're not alone; you're not the only one this sort of thing has happened to".

React:

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- Do not ask 'leading' questions, for example, "What did he/she do next?" (this assumes he/she did) or "Did he/she touch your private parts?". Such questions may invalidate your evidence and the child's in any later prosecution in court.
- Do ask open questions, like "Anything else to tell me?", "Yes?" or "And?"
- Do not criticise the perpetrator; the child may love him/her and reconciliation may be possible.
- Do explain what you have to do next and to whom you have to talk. Try to see the matter through yourself and keep in contact with the child. Ensure that if a Social Services interview is to follow, that the child has a 'support person' present if the child wishes it (possibly yourself).

Record:

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy these original notes.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual

words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent. UNDER NO CIRCUMSTANCES SHOULD A CHILD'S CLOTHING BE REMOVED. Teachers should be aware that their note of the discussion might need to be used in any subsequent court proceedings

- Record statements and observable things, rather than your 'interpretations' or assumptions.

#### **b. Designated / Deputy Designated Teacher:**

Receive:

- Listen to the class teacher or child
- Remind the class teacher to take notes
- Written records will be kept in the locked Safeguarding Drawer in Mrs McClimonds' office.

Discuss:

- After discussion of the safeguarding team, where appropriate, immediately discuss the case with the CPSS.
- Refer the case to the Senior Social Worker promptly by School Referral Form – UNOCINI

Support:

- The child
- The class teacher (EA Staff Welfare Services)

#### **c. Parents:**

If a parent has concerns about something that is happening in school, he or she should ask to speak to the school's Designated Teacher for Child Protection. Alternatively, the parent can speak to the Chairperson of the Board of Governors and/ or the Designated Governor for Child Protection, Rev E Cairns. If the parent does not wish to contact the school, he or she should call the police exchange who will put them through to, or give them the number of their nearest CARE (Child Abuse and Rape Enquiry) Unit.

#### **d. Children:**

Children who are being abused and want to talk to someone, can either speak to the Designated Teacher, Deputy Designated Teacher or any teacher of his/her choice. If a child is unhappy about talking to someone in school, children can ring the Northern Ireland Childline on 0800 212888, or NSPCC Child Protection Helpline 0800 800500.

## **4. REFERRAL**

The following procedure will be applied:

- If (after consultation with the EA Child Protection Officer) a referral is deemed necessary, it will be made immediately to the Social Services.

- If there are concerns that a child may be at risk the school is obliged to make a referral.
- Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
- The Chairman of the Board of Governors will be kept fully up to date on all of these issues. The safety of the child is our first priority.

**NOTE: In all case of suspected child abuse, the action to be taken by the school is that of informing Social Services and the Education Authority. The school will NOT be involved in investigating the suspected abuse.**

## **ALLEGATIONS**

### **Allegation against a member of staff:**

If a complaint about possible child abuse is made against a member of staff, Mr Ritchie (or Mrs Innocenzi/Mrs Nesbitt if he is not available) must be informed immediately. Parents can also seek advice from the School's Designated Child Protection Governor, Rev. Cairns. The above procedures will apply (unless the complaint has been made about the Principal).

### **Allegation against the principal:**

If the complaint is made against the Principal, Mr Ritchie must be informed immediately. Mr Ritchie will inform the Chairperson and together they will ensure that the necessary action is taken.

### **Suspension from duty:**

Where the matter has been referred to the 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. The Chairman of the Board of Governors will be informed immediately.

## **CONFIDENTIALITY**

For reasons of confidentiality the only people who need to know details of suspected cases are:

- a) Mrs L McClimonds, Principal
- b) Mr Ritchie, Designated Teacher
- c) Mrs Innocenzi Deputy Designated Teachers
- d) Chairperson of the Board of Governors
- e) Rev. Cairns, Designated Governor for Child Protection

*\*Other members of staff need to know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know detail*

## **ATTENDANCE AT CHILD PROTECTION CASE CONFERENCE AND CORE GROUP MEETINGS**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & 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 and supported in accordance with the child protection plan.

## **RECORD KEEPING**

Staff will make notes at the time of the disclosure on the school pro-forma on the as soon as possible. The date, time, place, any noticeable non-verbal behaviour and the words used by the child will be recorded. If the child uses sexual 'pet' words, the actual words used will be recorded rather than translating them into 'proper' words. Any injuries or bruises noticed will be recorded on a diagram showing position and extent. Under no circumstances will a child's clothing be removed. Staff will be made aware that their note of the discussion might need to be used in any subsequent court proceedings

All records, information and confidential notes will be kept in separate files in the locked Safeguarding Drawer. These will only identify the child by their initials and date of birth. These records are kept separate from the child'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 Notebook. This entry, which will contain details of the complaint, stored in the locked Safeguarding Drawer, and will be made available to the Board of Governors at least annually and signed by the Chairman.

In addition to the above, the school specifically recognises the need to protect children when:

- On school trips
- Using the internet
- Administering medication
- Changing wet or soiled clothes

For this reason, the schools seek parental consent on:

- All out of school activities (See Appendix 6 example)
- Photographic Consent Form (Appendix 7)
- Access to the internet (See Appendices 7 and 8)
- Administration of medication (See Appendix 9 example)
- Changing clothes (See Appendix 10)

## **VETTING PROCEDURES**

All staff, teaching and non-teaching, including parent volunteers, students on work experience, external coaches and music tutors, will be subject to vetting procedures though Access NI before permission is granted to work in the school, either on a paid

or voluntary basis. Photocopies of Access NI Certificates will be kept in the Locked Safeguarding Drawer.

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for a vetting and barring scheme for people who work with children and vulnerable adults.

The responsibilities and processes to be followed are clearly set out in:

- DE Circular 2013/01 'Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or Providing a Service in Schools':
- DE Circular 2012/19 'Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools from 10 September

**STAFF IN-SERVICE TRAINING**

Each member of staff will receive general training on this policy and the procedures once every two years. This will be led by the Designated Teacher for Child Protection. The Designated Teacher and deputy Designated Teacher will also avail of courses offered by the EA and other multi-disciplinary agencies.

**MONITORING AND EVALUATION**

The Safeguarding Team will discuss all current Child Protection issues on a monthly basis. The Board of Governors (who have reviewed and approved this policy) will also be advised of relevant Child protection Issues at regular intervals during the course of the school year. Specific details will not be shared with the Governors and confidentiality will be maintained. The Safeguarding Team will review this policy annually and advise Governors and parents of changes when necessary. All parents will receive a summary (in the form of a pamphlet) once every two years outlining the basic Child Protection Procedures and Policy.

**USEFUL CONTACT NUMBERS**

EA Child Protection Officers Kathy McCann and Jennifer McCann	028 38 341975
Southern Health & Social Care Trust Gateway Team	028 38 343011
Childline	0800 1111
NSPCC	0800 800 5000
Mullavilly Primary School	02838840911

*P.Ritchie & A Innocenzi  
Designated teachers for Child Protection*

Adopted and signed on behalf of the Board of Governors	September 2023
Signature of Governor	
Signature of Subject Coordinator / Principal	
Review Date	September 2024





## APPENDIX 1 – CODE OF CONDUCT FOR ALL STAFF

This Code of Conduct is intended to assist staff in respect of the complex issue of child protection by drawing attention to the areas of risk for staff and offering advice on prudent conduct.

### PRIVATE MEETINGS WITH PUPILS

- a. Teachers 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, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.
- b. Where such conditions cannot apply teachers are advised to ensure that another adult knows that the interview is taking place.
- c. Where possible another pupil or another adult should be present or nearby during the interview.

### PHYSICAL CONTACT WITH PUPILS

Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. However, this should only occur when the child is in agreement.

- a. All touch should be governed by the age and developmental stage of the child.
- b. Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- c. Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint.
- d. Members of staff who have to administer first aid should ensure that 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 is likely to be misinterpreted by the pupil, parent or other casual observers should be avoided.
- f. If any physical contact could be construed as inappropriate, the member of staff should inform the Principal in writing at the earliest possible opportunity.
- g. Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual and where staff may be in proximity of pupils in circumstances very different from the normal school environment.

### RESTRAINT

Staff can use reasonable force:

- a. To prevent injury to the child, other children, themselves or another member of staff.
- b. To prevent damage to school property.
- c. To prevent the commission of an offence.
- d. The rights of a member of staff to use reasonable force to restrain a pupil applies on the premises of the school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.

- e. Staff should inform the Principal after any incident where reasonable force has been used.
- f. There should be a written account made of the incident in order to prevent any misunderstanding or misinterpretation. The account should include the names of those involved, when and where the incident took place, names of witnesses, a brief account of the steps taken to defuse the situation and the outcome of the incident.

### CHOICE AND USE OF TEACHING MATERIALS

- a. Parental permission should be sought before using teaching materials of a sensitive nature.
- b. Teachers should avoid teaching materials which might be misinterpreted.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult the Principal before using it.

### RELATIONSHIPS AND ATTITUDES

Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff of either sex is dealing with adolescent boys and girls.

### HANDLING CONVERSATIONS OF A SENSITIVE NATURE

Staff should:

- a. Listen and accept information.
- b. Take notes, explaining to the child why you are doing so.
- c. Reassure the child.
- d. Not make promises about the future.
- e. Refer the conversation to the Safeguarding Team.

### PHOTOGRAPHIC IMAGES

- a. With the written consent of parents, on behalf of pupils, the school permits the appropriate taking of images by staff and pupils with school equipment.
- b. Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of pupils, this includes when on field trips. However, with the express permission of the Principal, images can be taken provided they are transferred immediately and solely to the school's network and deleted from the staff device.

### INTERNET USE

- a. Teachers should supervise access to Internet resources (where reasonable) through the school's fixed and mobile internet technology.
- b. Teachers will preview any recommended sites before use.
- c. Raw image searches are discouraged when working with pupils.
- d. If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents will be advised to supervise any further research.

### PERSONAL MOBILE DEVICES (INCLUDING PHONES)

- a. The school allows staff to bring in personal mobile phones and devices for their own use. Under no circumstances does the school allow a member of staff to contact a pupil or parent/ carer using their personal device.
- b. The sending of inappropriate text messages between any member of the school community is not allowed.
- c. Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- d. Staff bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

### INTIMATE CARE AND SPECIAL EDUCATIONAL NEEDS

You may be required to provide intimate care for children who have special educational needs. The following guidelines must be followed:

- a. Ensure permission has been obtained from parents to change children (see Appendix 'Changing Procedures for Children with Special Educational Needs'). If possible, ensure that you are accompanied by another staff member. Members of staff will sign and date the 'Intimate Care Record Sheet'.
- b. Encourage children, where possible, to change their own clothes, while talking them through the process.
- c. Ensure as much privacy is afforded to the child as possible.

### FOUNDATION STAGE PUPILS

It may be necessary for staff to do things of a personal nature for these younger children in their care. Children may be upset and need to be comforted with a hug. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent. In order to safeguard the child and protect, the following code of conduct will be adhered to at all times:

- a. Children will be encouraged to adjust clothing, etc themselves when using the toilet.
- b. Only trained staff members will be permitted to accompany them to the toilet.
- c. When taking child/children to the toilet, the adult will inform another member of staff.
- d. Children who wet their clothes after a toileting accident will be given clean replacements and encouraged to change themselves as much as possible.
- e. If a child soils themselves, their previously given contacts will be telephoned in the order given to request that they are changed by a parent or another adult who has the parents' consent to clean and change the child.
- f. In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or the school secretary.

### CONCLUSION

It would be impossible to cover all the circumstances in which teachers inter-relate with pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances teachers' professional judgement will be exercised and for the vast majority of teachers this Code of Conduct confirms what has always been their practice.



## APPENDIX 2 – CODE OF CONDUCT (VISITORS)

### CODE OF CONDUCT FOR VISITORS

**We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and other members of our community.**

**We ask that all visitors abide by this code**

- Please report immediately to the office
- Please sign in and out of the building
- Please stay within the areas that are necessary for your visit.
- Please wear a 'Visitor' Badge – clearly visible.
- Wait until you can be escorted to a work area or the person to be visited.
- Knock the door before entering an office/classroom and explain the reason for your visit.
- Smoking, consuming alcohol or any illegal substance is prohibited at all times.
- If you hear the fire alarm sound, report to the fire assembly point closest to where you are in the building so that you can be accounted for.
- Please use the staff toilets
- We are a nut free zone please do not bring nuts/seeds or foods containing nuts/seeds of any kind onto the premises.
- Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access.
- Do not take/use images of pupils/students unless approved to.
- Do not leave equipment unattended.
- Do not use mobile phones in the presence of pupils.
- Computers are not to be used by visitors, unless you are approved to.
- You will be expected to comply with the school's confidentiality policy.

Report any incidents immediately to:  
Mr Ritchie (Designated Teacher for Child Protection)  
Mrs Nesbitt (Designated Teacher for Child Protection)  
Mrs Innocenzi (Designated Teacher for Child Protection)

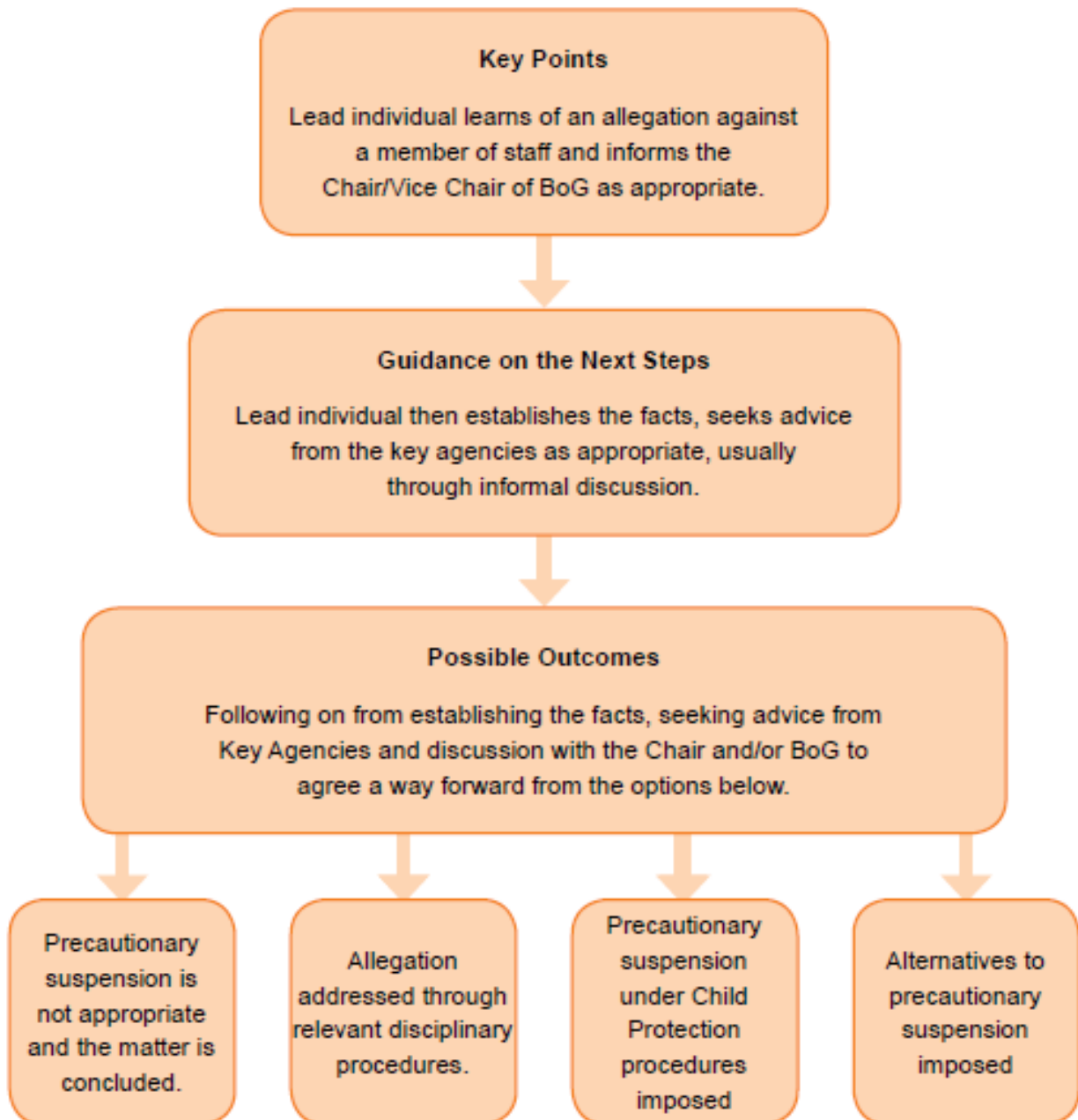
***Thank you for your co-operation to make Mullavilly Primary School  
a safe place to teach and learn***



APPENDIX 3- SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE (STAFF)

# CHILD PROTECTION AND SAFEGUARDING

## Dealing with Allegations of Abuse Against a Member of Staff

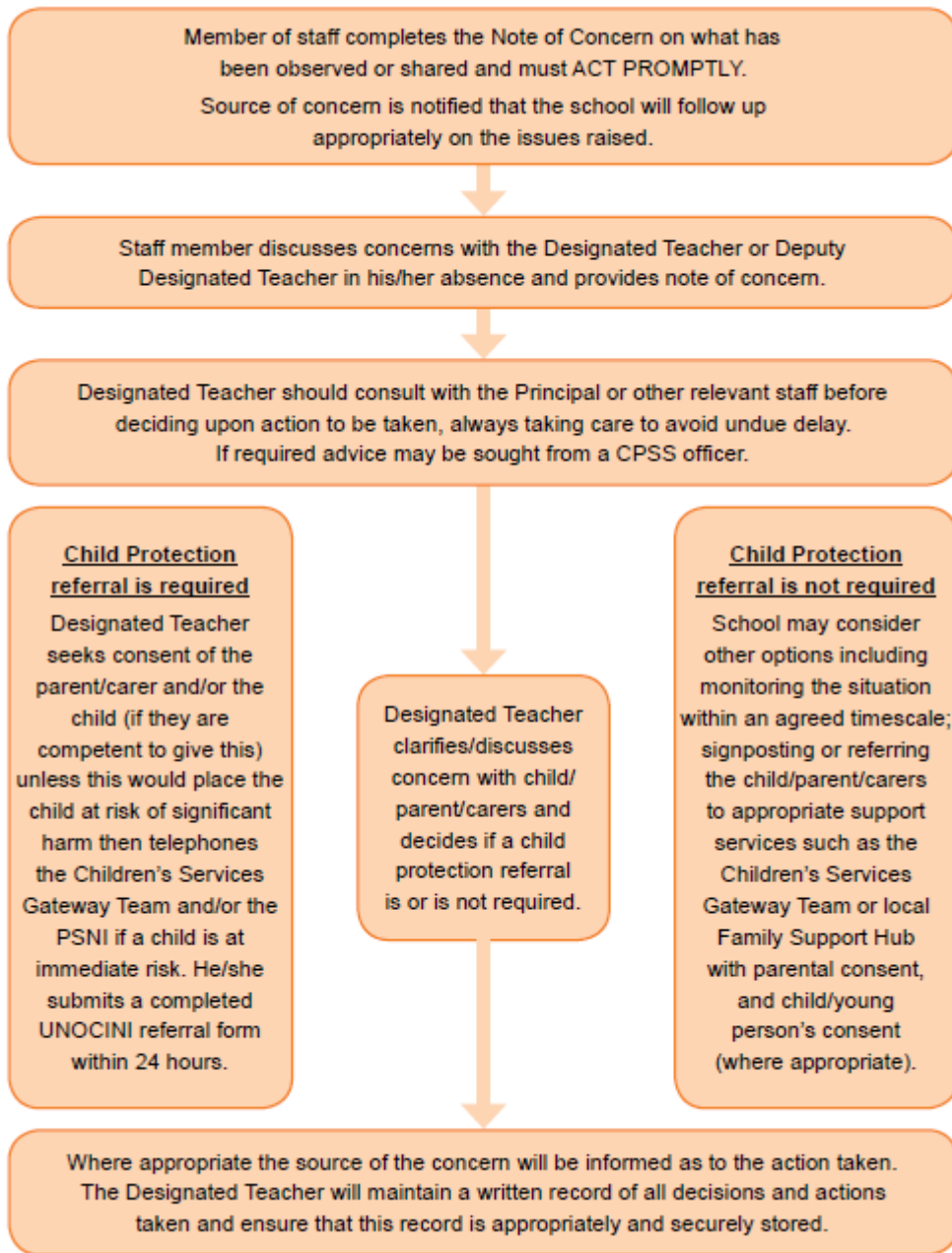




APPENDIX 4- SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE

# CHILD PROTECTION AND SAFEGUARDING

## What to do if you have a concern?





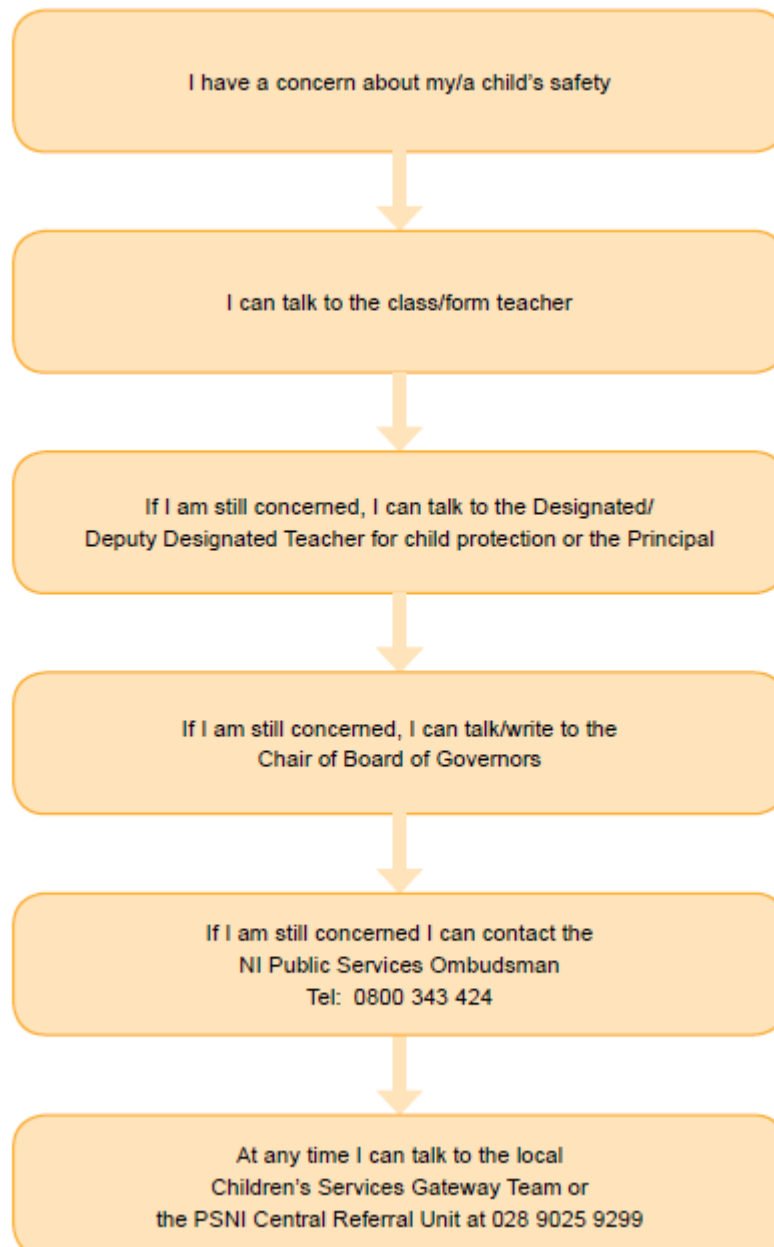
## APPENDIX 5 – HOW A PARENT CAN RAISE A CONCERN

### MULLAVILLY PRIMARY SCHOOL

*Inspiring , Believing, Achieving*

# CHILD PROTECTION AND SAFEGUARDING

## What to do if you have a concern?





## APPENDIX 6 – OUT OF SCHOOL ACTIVITIES/SCHOOL VISIT PROFORMA

### **Educational Visit/Extra-Curricular Activity Consent Form**

\*Please see Education Visits Policy (September 2017) for consent forms to be filled in by teachers before every educational visit and to be signed off by principal.

\*Written consent from parents for each Educational visit is sent out prior to the visit with a reply slip attached. These letters vary for each visit and are completed by the school secretary having received the educational Visit checklist from the teacher.



## APPENDIX 7 – PHOTOGRAPHIC (AND OTHER) CONSENT FORM

MULLAVILLY PRIMARY SCHOOL

2023/2024

### CONSENT FORM

CHILD'S NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

		No	Yes
1	ICT (eSafety) Acceptable Use Agreement We have discussed the Acceptable Use Agreement and agree to follow the eSafety rules and to support the safe use of ICT at Mullavilly Primary School.		
2	Photograph Consent I understand that: <ul style="list-style-type: none"><li>• The local media may take images of activities that show Mullavilly Primary School and our pupils in a positive light, eg Foundation Year, Drama and Musical Performances, Sports and Prize Giving, Educational Trips, etc.</li><li>• Photographers acting on behalf of the school may take images for use in displays, in publications or on a website or Facebook.</li><li>• Embarrassing or distressing images will not be used.</li><li>• The images will not be associated with distressing or sensitive issues; and Mullavilly Primary School will regularly review and delete unwanted material.</li></ul> <p>Having read the above statements, I consent to my child's photograph being taken in school and used appropriately.</p>		
3	Local Visits From time to time some of the classes take the opportunity to go on educational visits to the park, to the Church or simply walking around the local area. I give permission for my child to leave the school premises during school hours for educational visits in the local area.  This will not happen during Term 1 and will be reviewed throughout the year.		
4	Data Collection Form I confirm that I have completed the Data Collection Form and returned it to school.		
5	Plasters I confirm that my child is not allergic to plasters and can have one put on in the event of an accident.		
6	Walking home from School (P4 – P7 only) I confirm that my child is allowed to walk home from school unaccompanied at home time and that there will be a responsible adult at the house on their return.		

Signature of Parent: \_\_\_\_\_

Date: - \_\_\_\_\_

**Please read and tick the appropriate column to indicate your agreement to each point.**

**You have the option to opt out of any of the above if desired.**

**A separate form is required for each child you have in school.**

**Return completed forms to the class teacher by Friday 6 September**



## **APPENDIX 8 - ACCEPTABLE USE AGREEMENT: STAFF, GOVERNORS AND VISITORS**

### **ICT eSafety information**

ICT including the internet, email and mobile technologies, etc has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT. The following points have been drawn up as acceptable use of school ICT.

### **ACCEPTABLE USE AGREEMENT: PUPILS**

- ✓ I will only use ICT in school for school purposes.
- ✓ I will only use my class email address or my own school email address when emailing.
- ✓ I will only open email attachments from people I know, or who my teacher has approved.
- ✓ I will not tell other people my ICT passwords.
- ✓ I will only open/delete my own files.
- ✓ I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- ✓ I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- ✓ I will not give out my own details such as my name, phone number or home address. I will not arrange to meet someone unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- ✓ I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- ✓ I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.

Please read and discuss these eSafety rules with your child.

If you have any concerns or would like some explanation please contact the Principal or ICT/eSafety Co-ordinator, Mrs Riddle.



**APPENDIX 9 – TEMPORARY ADMINISTRATION OF MEDICATION  
TEMPORARY ADMINISTRATION OF MEDICATION**



**CONSENT FORM FOR ADMINISTERING MEDICATION IN SCHOOL**

Name of Pupil: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

**I request permission for my son/daughter to be given the following medication during school hours by the class teacher or a designated member of staff.**

Medication: \_\_\_\_\_

Dosage: \_\_\_\_\_

When taken: \_\_\_\_\_

Doctor's name:  
\_\_\_\_\_

Doctor's telephone number:  
\_\_\_\_\_

**I understand that whilst all best efforts will be made, staff of Mullavilly Primary School accept no responsibility whatsoever for omitting to administer this medicine or administering the medicine at a time different from that specified above.**

Signed (Parent/Guardian): \_\_\_\_\_

Date: \_\_\_\_\_

**Please note that this form relates to temporary administration of medication. Any child requiring ongoing medication requires a personal medical care plan which will be discussed and agreed with the Principal and signed by both parties.**



## APPENDIX 10: CHANGING PROCEDURES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

NAME OF CHILD: \_\_\_\_\_

STAFF INVOLVED:

\_\_\_\_\_  
\_\_\_\_\_

Should the above-mentioned child require a nappy change at any time during the session, the following procedures will be followed:

- The Domestic Assistant working with the child together with the Classroom Assistant will inform the Class Teacher before leaving the classroom with the child.
- The changing procedure will take place using the special facilities in the hygiene room.
- There will be two members of staff undertaking this procedure where possible.
- The child will be laid on the changing table for the procedure.
- The Domestic Assistant, wearing the disposable gloves provided, will remove the soiled nappy, clean the child and put on a clean nappy.
- The soiled nappy will be disposed of in the appropriate bin in the changing area.
- Both staff members and child will then wash and dry their hands.
- The time of changing will be recorded and signed by both members of staff.
- The child and staff members will return to class immediately following this procedure and inform a member of staff of their return.

***We, the above-mentioned, have read the procedures to be followed and are happy with the arrangements and agree to follow them.***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***I, the parent / guardian of \_\_\_\_\_ am happy for the above-named staff to change my child, following the above procedures.***

Parent / Guardian \_\_\_\_\_

Date: \_\_\_\_\_



## INTIMATE CARE RECORD SHEET

NAME OF CHILD: \_\_\_\_\_

<b>Date</b>	<b>Time</b>	<b>Nature of care</b>	<b>Adult's Signature 1</b>	<b>Adult's Signature 2</b>



**MULLAVILLY PRIMARY SCHOOL  
CHILD PROTECTION - NOTE OF CONCERN  
Report to Designated Teacher**

<b>NAME OF PUPIL:</b>	<b>YEAR GROUP:</b>	<b>DOB:</b>
<b>DATE, TIME OF INCIDENT / DISCLOSURE:</b>		
<b>CIRCUMSTANCES OF INCIDENT / DISCLOSURE:</b>		
<b>NATURE AND DESCRIPTION OF CONCERN:</b>		
<b>PARTIES INVOLVED, INCLUDING ANY WITNESSES TO AN EVENT AND WHAT WAS SAID OR DONE AND BY WHOM:</b>		

**ACTION TAKEN AT THE TIME:**

**DETAILS OF ANY ADVICE SOUGHT, FROM WHOM AND WHEN:**

**ANY FURTHER ACTION TAKEN:**

**WRITTEN REPORT PASSED TO DESIGNATED TEACHER**

**YES**

**NO**

If 'NO' state reason:

**DATE AND TIME OF REPORT TO DESIGNATED TEACHER:**

To be complete by DT/DDT

**WRITTEN NOTE FROM STAFF MEMBER PLACED ON PUPIL'S CHILD PROTECTION FILE**

To be complete by DT/DDT

If 'NO' state reason:

**NAME OF STAFF MEMBER MAKING THE REPORT:**

**SIGNATURE OF STAFF MEMBER:**

**DATE:**

**SIGNATURE OF DESIGNATED TEACHER:**

**DATE:**

### Continuous monitoring for pupil at risk of neglect

Observations	Comment	Update	Update	Update
Appearance – Clothing, footwear – cleanliness and adequacy				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Personal hygiene – Cleanliness, body odour, halitosis, hair, fingernails				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Attendance and punctuality				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Behaviour				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Relationships with peers				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date



Relationships with staff – positive, antagonistic, overly familiar, distrustful				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
General health including hearing, sight, weight, pallor				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Emotional health including self-harm, risk-taking, anxiety				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Attitude to life – Optimistic, pessimistic, detached, apathetic, fearful				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date
Educational development including speech and language				
	Name and date	Reviewer and date	Reviewer and date	Reviewer and date