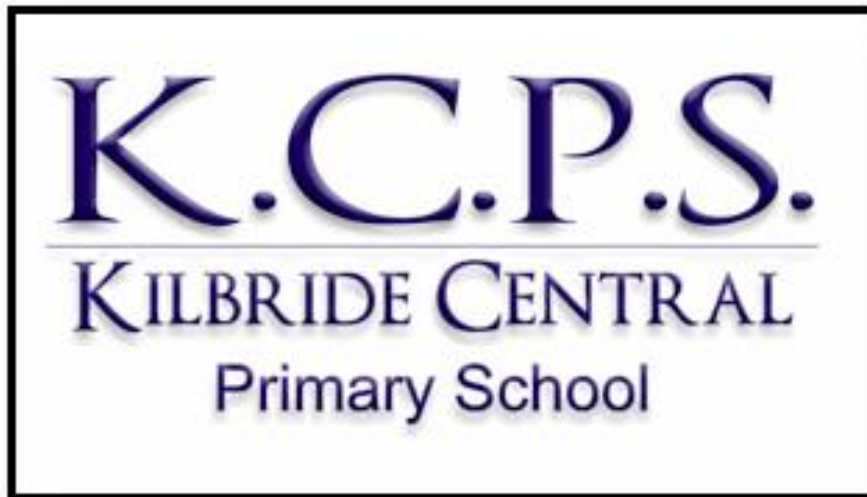


Kilbride Central Primary School



Child Protection Policy

Reviewed and Updated June 2018

Designated Teacher for Child Protection: **Mr M Joyce**

Deputy Designated Teacher for Child Protection: **Mrs P Spence**

Designated Governor for Child Protection Governance:
Mr S Aiken

Chairman of Board of Governors: **Mr D Humphries**

Principal: **Mrs P Spence**

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1.0 Introduction

The governors and staff of Kilbride Central P.S. fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social physical and moral development of the individual child.

This policy is informed by the guidance and procedures set out by:

- DE 'Safeguarding and Child Protection in Schools: A Guide for Schools (2017) and
- The Department of Health's Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)
- The Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures
- Addressing Bullying in Schools Art (Northern Ireland) (2016)
- Relevant DE Circulars and Guidance

The Children (Northern Ireland) Order 1995 states that ***the welfare of the child must be the paramount consideration*** in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – ***the best interests of the child shall be of primary consideration***.

The 'paramountcy of the child' principle underpins our Child Protection Policy and Procedures.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected.

The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
4. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

2.0 D.E. / E.A. Guidance and Documents

This policy is driven and informed by the following guidance:

- Pastoral Care in Schools: Child Protection (DENI)

2.1 D.E. Circulars

[Circular 1999/10](#) Guidance for schools on child protection policy and procedures.

[Circular 2003/13](#) Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003

[Circular 2006/06](#) Guidance on safer recruitment practices for education authorities.

[Circular 2006/07](#) Guidance for schools on the employment of substitute teachers.

[Circular 2006/08](#) Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels.

[Circular 2006/09](#) Guidance on the vetting of paid and unpaid staff.

[Circular 2006/25](#) Guidance on the requirement for vetting of school governors.

[Circular 2007/01](#) Acceptable use of the internet and digital technologies in school.

[Circular 2008/03](#) Pre-employment checking of persons to work in schools.

[Circular 2011/22](#) Internet Safety

[Circular 2012/19](#) Guidance for schools and employing authorities on changes to pre-employment checking and safer recruitment practices.

[Circular 2013/01](#) Guidance for schools and employing authorities on pre-employment vetting checking and safer recruitment practices.

[Circular 2013/25](#) eSafety Guidance – provides information and guidance on eSafety within the context of the new C2k contract, Education Network (NI) and in relation to non-C2k networks.

[Circular 2014/27](#) Managing persons who pose a risk to pupils.

[Circular 2015/13](#) Dealing with allegations of abuse against a member of staff.

[Circular 2016/20](#) Record keeping in schools.

[Circular 2016/26](#) Effective Educational Uses of Mobile Digital Devices

[Circular 2016/27](#) Online Safety

[Circular 2017-04](#) Safeguarding and Child Protection: A Guide for Schools

[Circular 2017/13](#) Recording Looked After Children on C2K

2.2 D.E. Letters

ICT Provision in Schools - Letter

Preventing child sexual exploitation - Circular letter issued to schools

Disposal of child protection records - letter to principals

E-Safety guidance circular letter

Sexting and the Law

Multi Agency Practice guidelines on female genital mutilation

Concussion and Second Impact Syndrome

Provision of Free School Meals on Humanitarian Grounds

Sexual Offences Order 2008

Child Protection School Holidays Procedures

Letter to Chair of Governors DE

3.0 THE SAFEGUARDING TEAM

Chair of Governors:	Mr D.Humphries
Designated Governor for Child Protection:	Mr A Aiken
Principal:	Mrs P Spence
Designated Teacher (D.T.) for Child Protection:	Mr M Joyce
Deputy Designated Teacher (D.D.T.) for Child Protection:	Mrs P Spence
Coordinator for Health and Safety:	Mrs P Spence

4.0 WHAT IS CHILD ABUSE?

(A child is a person under the age of 18 years as defined in the Children Order)

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.’ (ACPC, 2005)

4.1 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.

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

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 some 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.

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

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

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

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.

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food

- Inadequate / inappropriate clothing
- Constant tiredness
- Exposed to danger / lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing / begging

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.

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.

It may manifest itself in many forms such as:

- Child labour;
- Slavery;
- Servitude;
- Engagement in criminal activity;
- Begging;
- Benefit or other financial fraud;
- Child trafficking.

It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can also be sexual in nature.

**All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

Domestic- has often been described as.... 'the intentional and persistent physical or emotional abuse of a woman or woman and her children in a way that causes pain, distress or distress or injury.' (Women's Aid).

We recognise that the perpetrator may also be female and the victim male. Many of the symptoms listed for emotional abuse in this policy are also some of the indicators that a child is the over-hearer / witness / victim / colluder or weapon of domestic violence. They may exhibit:

- Anxiety;
- Withdrawal;
- Restlessness;

- Lack of confidence;
- Mood swings;
- Guilt;
- Conflicting loyalties;
- Attention seeking;
- Over/under-achieving;
- Regression

A child protection record might be commenced if there is evidence of a safeguarding risk of, for example, self-harm, suicidal, ideation or other behaviours that cause concern.

5.0 Bullying

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Kilbride Central P.S. Such a position sits in line with 'Addressing Bullying in Schools Act (Northern Ireland) 2016, with the following definition;

Bullying includes (but is not limited to) the repeated use of:

- (a) Any verbal, written or electronic communication,
- (b) Any other act, or
- (c) Any combination of those,

By a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

Our **Anti- Bullying** procedures is set out in a separate policy (**Anti-Bullying Policy**) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

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 bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated in line with the policy, and team action will be taken to protect the victim. If necessary this may include the Child Protection Team.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures.

Full details of how we approach incidents of bullying (or alleged bullying) can be found in our **Anti-Bullying Policy**.

6.0 PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The Designated Teacher for Child Protection (DT) is Mr M Joyce.

In his absence the

Deputy Designated Teacher for Child Protection (DDT) Mrs P Spence

will assume responsibility for child protection. In the event that the complaint relates to Mrs Spence (as Principal) then the concern should be reported to **any member of the Senior Management Team**.

- If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly**.
- **He/she should not investigate** – this is a matter for Social Services – but should report these concerns immediately to the DT, discuss the matter with him/her, make full notes (signing and dating them), and give any notes to the DT.
- If required (indeed in almost every case), the DT will take **guidance from the Education Authority** as a matter of urgency to plan a course of action, and ensure that a **written record** of decisions is made. If appropriate the DT or DDT will inform the Principal of the outcome of any discussions and details of any action taken.
- The DT, in consultation with the Education Authority, 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 of harm, the school is obliged to make a referral to Social Services**. Unless there are concerns that a parent may be the possible abuser, the parents will be informed accordingly.
- In the event that ONE parent is the source of concern, **the other parent (if available) will be informed that a referral is in process**.
- No decisions to refer a child to Social Services will be made without full consideration and on appropriate advice but in every instance- **the safety of the child will be the first priority**.
- Formal referral to Social Services (if required) will be made via the approved **UNOCINI** format.

All relevant paperwork is securely held and accessible to ONLY DT/DDT.

If a complaint about possible child abuse is made against a member of staff, the Principal (or the DT if the Principal is unavailable) must be informed immediately.

The above procedures will apply (unless the complaint is about the Designated Teacher or the Principal).

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by social services. **The Chairperson of the Board of Governors will be informed immediately.**

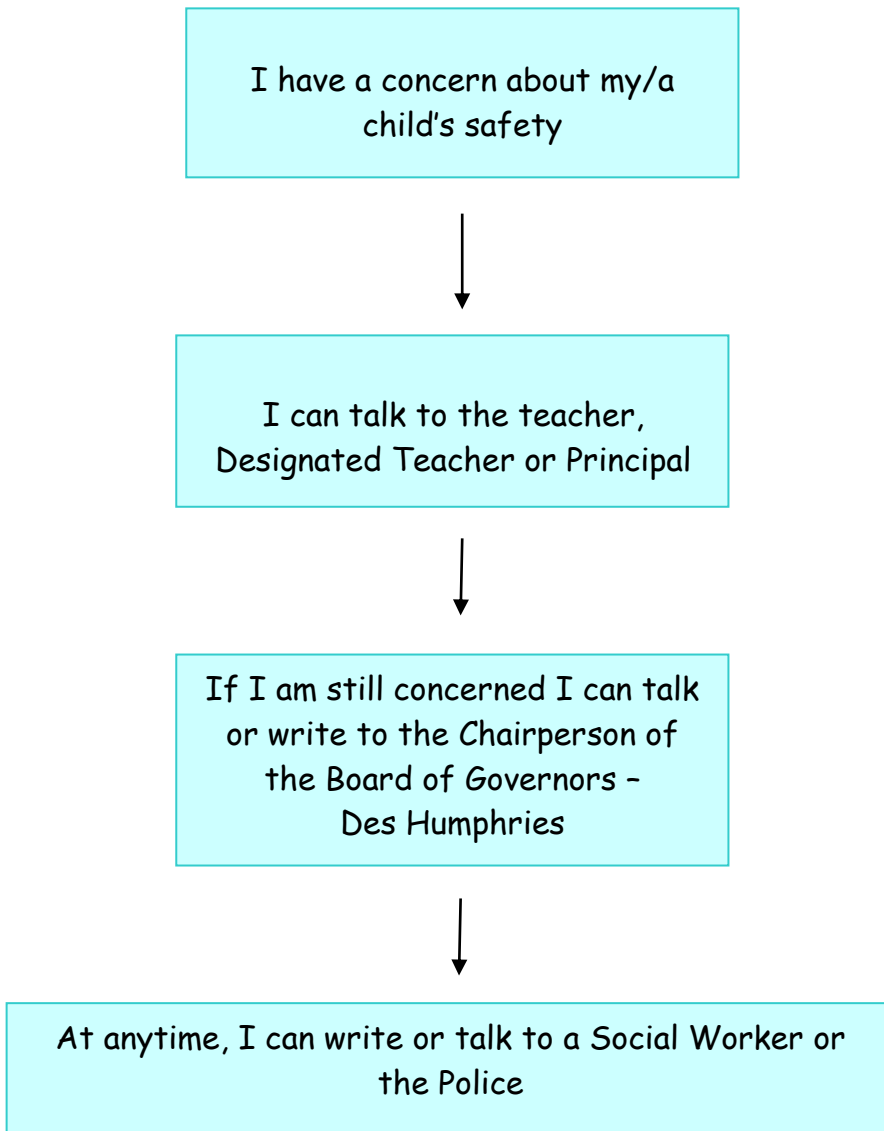
If a complaint about possible child abuse is made against the Principal, the DT must be informed immediately. He will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should **talk with the DT**.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be informed.

6.1 How a Parent Can Make or raise a Child Protection Concern

If a parent has a child protection concern they can follow the guide below:



7.0 ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

The Designated Teacher (DT):

- Attend training and/or refresher training as required;
- To provide training to all school staff including support staff;
- Being available to discuss the Child Protection concerns of any member of staff;
- Responsibility for recordkeeping of all Child Protection concerns;
- Making referrals to Social Services;
- Liaising with EA Designated Officers for Child Protection;
- Keeping the school Principal informed;
- The lead responsibility for the development and updating of the school's Child Protection Policy;
- Ensure parents receive a copy of the Child Protection Policy every 2 years (or better) which alerts them to the fact that referrals may be made to Social Services and the role of the school;
- Promotion of a Child Protection ethos in the school;
- Providing information necessary for reporting to the Board of Governors;
- Maintaining all records pertaining to Child Protection in a secure location (accessed only by the DT/DDT and the School Principal as appropriate)

The Deputy Designated Teacher (DDT):

To support and undertake the duties of the Designated Teacher for Child Protection as required.

8.0 Code of Conduct for Staff (Child Protection)

The code of conduct is known to all staff – permanent and non-permanent and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 2. This forms part of the wider document, **'Familiarisation Information for New and Returning Staff (Including Volunteers).'**

9.0 Vetting Procedures

Our vetting processes are compliant with practice advised in DE circulars 2006/06, 2006/07, 2006/08, 2006/09, 2006/25, 2008/03 2012/19 and 2013/01. Copies of these circulars are available on the DE website: www.deni.gov.uk

In summary- at Kilbride Central PS we vet adults through Access NI as follows:

- **Paid members of staff** are subject to an Enhanced Disclosure Check. Fees are taken out of the employee's salary at source. The school is responsible for completion and submission of paperwork.
- **Externally employed adults** i.e. NISTR or peripatetic staff, are vetted either by their managing body or independently in the case of the self-employed. Access NI approval will either be sought directly from the adult or verification provided by the managing body.
- **Private service-providers** eg. Extra-Curricular coaches etc. will only be permitted to operate on production of an Access NI certificate or confirmation by a managing body that a successful check has been carried out on their behalf.
- **Volunteers** will be considered under 2 categories:
 - 1) Those with direct access to pupils who have the opportunity to be with pupils in an **unsupervised capacity** i.e Parents who volunteer to help with reading groups or those who help with sports coaching etc. These volunteers who attend on a regular basis will be subject to Access NI vetting.
 - 2) Those who volunteer on a less regular basis and who have **minimal interaction with pupils and no unsupervised access** eg. Parents who assist with the preparation of Healthy Breaks, helping these volunteers will not be subject to Access NI vetting at the discretion of the Principal.

The above is based on guidance provided in **DE Circular 2012/19** relating to changes to the vetting requirements for volunteers in schools.

10.0 Volunteers

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in KCPS and in contributing, by their efforts and initiative, to the life of the school.

It is essential however, that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

10.1 Who is a Volunteer?

A volunteer is an individual who, subject to the satisfactory procedures below, either

- Assumes unpaid duties in a school on a regular basis or
- Is engaged by the school to accompany or assist in school visits or trips; residential activities or to undertake coaching in sports activities.

10.2 Use of Volunteers

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- During school hours involving direct contact with pupils
- Outside school hours involving direct contact with pupils
- During school hours but not usually involving direct contact with pupils

10.3 Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to offer assistance at their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

10.4 Initial Appraisal

As a minimum requirement all potential volunteers are asked to provide the following information:

- Personal details;
- A declaration that they have never been convicted of a criminal offence or been the subject of a Caution or of a Bound-over Order;
- A declaration as to whether they have been investigated by Social Services for child protection;
- Agree to a criminal record being carried out (if deemed necessary as per DENI Circular 2012/19);

No individual will be admitted to the school as a volunteer until these steps have been completed and the results assessed.

10.5 Accepting Volunteers

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- The volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity;
- Well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them;

the school will notify the individual that he/she has been accepted for voluntary duties in the school.

10.6 The Use of Volunteers

These are the fundamental principles observed when using volunteers:

- The purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties:

- Volunteers only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to children;
- Volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment;
- Volunteers should understand the tasks they are to undertake and receive appropriate training to enable them to perform these;
- Volunteers are only allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not to be placed under any pressure to accept a volunteer in their classroom;
- Volunteers are not afforded access to records or other information relating to staff or pupils. An exception might be made where a child has a medical or other condition of which all those working with the pupil should be made aware, and where agreement of the parent has been sought.

10.7 Information and Training for Volunteers

The school ensures that the volunteer receives such information, guidance, preparation and where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- **The policy of the school and the management authority in relation to pastoral care and child protection, including its behaviour/discipline policy, including rewards and sanctions, and the extent of the volunteer's authority within it; its child protection procedures.**

Arrangements are made for the volunteer to have a formal line of communication to the Principal for reporting issues of concern or the welfare of the children in the school.

11.0 The Preventative Curriculum

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protections.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

The staff of Kilbride Central Primary School recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour maybe challenging or they may be withdrawn.

We will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his/her agreed protection plan.

Support for all pupils in the school in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal Development.
- The school ethos which promotes a positive supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others;
- Liaison with other agencies that support the pupil such as Social Services, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

12.0 Physical Restraint

Kilbride Central P.S. acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person or property. The child(ren) in question must also be protected.

At present (20th June 2018) there are no children with specific behaviour issues that require us to consider physical restraint.

In the event that a pupil should present with behavioural concerns that require physical restraint, appropriate guidance and training will be provided.

13.0 Health and Safety

Our Health and Safety Policy, set out in a separate document as part of the 'Safeguarding Portfolio' of policies, reflects the consideration we give to the protection of our children both within the school environment and when away from school on trips and visits.

Please see **Health and Safety Policy / Risk Assessment Policies** for details.

14.0 Security

Kilbride Central PS has drawn on the advice from the guidance Document "Managing Health and Safety in Schools (DE online 2018)" to establish arrangements for the admission and supervision of visitors on school premises. Particular attention is drawn to:

- The visitor registering (or signing-in) at the beginning of each visit;
- Providing the volunteer with a readily identifiable pass which should be returned at the end of each visit.

Full details of this procedure can be found in our '**Health and Safety Policy**' as part of the '**Safeguarding Portfolio of Policies**'.

15.0 The Internet and Digital Technologies

Our various policies for technology-related safeguarding can also be found in the '**Safeguarding Portfolio of Policies**' and include Online Safety, Acceptable Use of the Internet, Internet Filtering and Social Media.

As a set they acknowledge the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically they address safeguarding concerns that may arise in the use of the internet and digital technologies and the measures taken to mitigate them.

16.0 Photography and Images of Children

At Kilbride Central PS all parents are consulted as to whether or not they wish photographs of their child(ren) to be taken. This permission is sought at the outset of each school year then those pupils with permission can be photographed freely for school purposes e.g. school website, trips/outings, newspaper articles, prospectus etc.

Parents are also consulted as to their willingness for images of their children to be used online via website, Twitter and YouTube. 'Expressions of Concern' are adhered to and records kept to ensure parents' wishes are upheld. Please see **Social Media Policy** for details....

17.0 Intimate Care Policy

On joining Kilbride Central PS, parental permission is requested to allow staff at Kilbride Central P.S. to administer intimate care when necessary such as a change of clothes following an accident or gentle physical comforting for a child in distress. Records are retained of all these permissions.

18.0 Record Keeping, Sharing and Disposal

Child protection records will be held in the school archive in accordance with **DE Circular 2016/20, Circular 2017/04, Circular 2017/13 and “General Data Protection Regulation”** which came into force throughout the European Union on 25th May 2018.

18.1 Recording of Child Protection Information

Any member of staff who has a concern about the welfare or safety of a child or young person should complete **a Note of Concern** (See Circular 2016/20).

- Notes must be made as soon as possible after the incident to ensure an expedient response, and certainly within 24 hours to maintain the accuracy and content of the report.

For some children a one-off serious incident or concern may occur and staff will have no doubt that this must be immediately recorded and reported. More often, however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

- The staff member should report the concern to the Designated Teacher for Child Protection (DT) at an early stage, immediately if the concern is of a serious nature, as the DT may be aware of other circumstances which would influence steps to be taken.
- The Note of Concern and any further details discussed or action taken should be placed on the pupil’s Child Protection File and should be signed and dated by both parties to confirm the information is accurate.

18.2 Hard Storage

Each school should have a **separate secure confidential filing system** for Child Protection concerns, ideally in a fireproof filing cabinet.

Other child protection records including the school’s confidential Record of Child Abuse Complaints should also be stored here.

The filing cabinet should be accessible to **only the Designated Teacher, Deputy Designated Teacher or Principal**. The cabinet is not accessible to anyone else, including administrative staff, the ETI and members of the Board of Governors.

The keys to the cabinet should not be removed from the premises and should be stored securely.

18.3 Soft Storage

In line with recommendations in DE Circular 2016/20, electronic records are held in the school C2K system in a 'Private Folder' (Private 1). Access to this folder is restricted to the Principal, DT and DDT.

18.4 Sharing of Records

All CP records made in Kilbride Central PS remain in Kilbride Central PS.

In the case of pupils transferring to another school either within the primary sector or primary to post-primary, concerns will be verbally referred to the receiving DT. It will be the responsibility of the recipient school to source any HSC or Social Services records and to liaise with any external agencies if necessary.

18.5 Closure, Retention and Disposal of Child Protection Records

When a pupil leaves the school or child protection concerns cease to be current or ongoing, and records cease to be of active use other than for reference purposes, the child's individual Child Protection File should be closed.

The DT should consult the School's **Disposal of Records Schedule**, review the file and mark the front cover of the file indicating the date on which the file can be destroyed, for example, 30 years from the pupil's date of birth.

Closing a file simply means that no further papers can be added. If new concerns arise a new file can be opened and cross-referenced with the previous record.

18.6 Retention Periods for Child Protection Records

7.6 It is recommended that, in general, child protection records should be retained by the school for the following periods:

Record	Retention Period
Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
Complaint against a member of staff Staff members file ⁶ Child's Child Protection File Record of Child Abuse Complaints	Indefinitely* unless totally exonerated (see para. 3.16) D.O.B + 30 years Indefinitely*
Complaint to be pursued under the school's disciplinary procedures	
Staff members file Child's Child Protection File Record of Child Abuse Complaints	5 years D.O.B + 30 years Indefinitely*

** as a general guide 'indefinitely' should be a minimum of 40 years.*

18.7 Disposal

At the end of the agreed retention period records should be securely disposed of, for example, incinerated or shredded in the presence of a member of the school or entrusted to a firm specialising in the destruction of confidential material.

Information held electronically within private folders on the C2k system should also be deleted within the timescales set.

Following deletion the electronic records will be held securely on the centralised backup for a period of time but in due course will be overwritten and the documents removed. No evidence will remain on the C2k system.

19.0 Board of Governors Involvement

19.1 Reporting to the Board of Governors

Child Protection is a standing item on every meeting of the Board of Governors.

The Designated Teacher provides either a verbal or written report for the Board of Governors as required before each meeting of the Board.

The Designated Teacher will also provide a written Child Protection report to the Board of Governors on annual basis at the close of the school year. All reports will be anonymised in keeping with the principle of confidentiality. The Chair will sign and date the annual report.

The ETI can be provided with sight of this record but are not permitted to view any child's individual record.

20.0 Complaints Against School Staff

Where a complaint is made about possible abuse by a member of staff of the school, the procedures set out in **DE Circular 2015/13** should be followed.

As set out in **Circular 2015/13**, all allegations of a child abuse nature must be recorded in the **Record of Child Abuse Complaints book**, which must be retained securely.

A record of this should be placed on the relevant pupil's Child Protection File.

It is important that ALL allegations are recorded to ensure a school can monitor allegations made and identify causes or patterns of concern at an early stage.

It is also important that **Boards of Governors** are fully informed of all complaints to ensure they are complying with their statutory responsibilities under the **Education and Libraries (NI) Order 2003**.

21.0 Reviewing our Child Protection Policy

This Child Protection policy will be reviewed and approved by the Board of Governors annually in order to keep up-to-date with any new regulations provided by DE.

Date ratified by BOG:

Date of next review:

Appendix 2

A CODE OF CONDUCT FOR ALL STAFF

(Pastoral Care in Schools CHILD PROTECTION 1999)

All staff and volunteers are aware of and have received a copy of our code of conduct. The Code is informed by guidance from DE.

This Code of Conduct is not intended to detract from the enriching experiences pupils at KCPS gain from positive interaction with staff. 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.

1. General Advice

- a) Do not spend excessive amounts of time with any one child and/or away from other people.
- b) Never do something of a personal nature that a child can do for themselves, for example cleaning bottoms or any type of activity that could be misconstrued.
- c) You should attempt to avoid taking a child to the toilet alone but on occasions it is acknowledged that this may be unavoidable or impractical. Never enter the toilet cubicle with a pupil and make sure your location and position is such that it would not cause concern.
- d) Be mindful how and where you touch a child and be mindful of hugs/kisses on a regular or prolonged basis. Report any concerns you have in this regard.
- e) Keep detailed records and report any formal or informal accusations levelled against you i.e. 'Keep your hands off me!' or 'You pushed me!' etc Verify your account with a witness.

2. Private Meetings with Pupils

- f) Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there are 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.
- g) 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.

- h) 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.
- i) Lone children must not be transported in a teacher's private vehicle. In an emergency, if a lone child requires transport always take another adult, preferably of a different sex.

3. **Physical Contact with Pupils**

- j) As a general principle, staff are advised not to make unnecessary physical contact with pupils.
 - j) It is unrealistic and unnecessary, however to, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comforting. **Staff should not feel inhibited from providing this in an age appropriate way.**
- k) 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.
- l) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- m) Staff who administer first-aid to a pupil should ensure whenever 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.**
- n) Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- o) Following any incident where a member of staff feels that his/her actions have been, or maybe, misconstrued, a written report of the incident should be submitted immediately to the Principal.
- p) 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.

4. Residential Settings

- q) On residential visits children should not sleep in a room on their own.
- r) Never take a child or children into your own room.
- s) When on a trip or outing, be aware of how your actions may be perceived by members of the public.
- t) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

5. Teaching Resources and Materials

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

6. Relationships and Attitudes

- v) Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. Staff are aware that they are in a position of trust in relation to the children and young people at the school.
- w) It would be impossible and inappropriate to lay down hard and fast rules to cover all circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.
- x) In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.
- y) From time to time, however, it is prudent for all staff to reappraise 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.

Child Protection Note of Concern

Name of Child(ren):

1. Staff member handling concern /referral:
2. Referred by:
3. Day, date, time, place: Date: Time: Place: Circumstances:
4. Details of Concern / Referral:
5. Details of others involved- conversations/witnesses etc:
6. Any advice or additional agencies consulted:
7. Any action required:

Signed by Staff Member _____

Date _____