Our school is a UNICEF Rights Respecting School and Articles 3 & 29 of the United Nations Convention on the Rights of the Child underpins our school vision:

“The best interests of the child must be a top priority in all things that affect children”

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights as well as respect for their parents, their own and other cultures, and the environment”
Within the Pastoral Care policy of Dundonald PS are 3 underlying principles:-

a. in all matters relating to child protection procedures and policies, the best interests of the child are of paramount consideration (UN Convention, Article 3, Children (NI) Order 1995).

b. as a school we have a pastoral responsibility towards the pupils in our care and are taking all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved (UN Convention Article 19)

c. each child has the right to be heard, listened to and taken seriously and to be consulted depending on his/her age and understanding about the proposed action (UN Convention Article 12)

We in Dundonald Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence.

DEFINITION OF HARM / ABUSE
Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in a family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

(Ref 2.6, Co-operating to Safeguard Children & Young People in Northern Ireland March 2016)

The following is an extract from “Co-operating to Protect Children” (Children (NI) Order 1995 Volume 6) and clearly defines the categories of abuse:

“Children may be abused by a parent, a sibling or other relative, a carer, an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or a failure on the part of a parent or carer to act or to provide proper care, or both.”
Abuse can take many forms:

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

**Possible signs of neglect:**
- constant hunger
- poor personal hygiene – frequent scabies, head lice
- constant tiredness
- poor state of clothing
- emaciation
- faltering growth or obesity
- developmental delay
- frequent lateness or non-attendance at school
- untreated medical problems/delay in seeking medical advice
- frequent minor injuries / A&E attendance
- dental decay/dental pain or abscesses not treated
- DNA appointments
- destructive tendencies
- low self-esteem
- neurotic behaviour (eg rocking, hair-twisting, thumb-sucking)
- no social relationships
- chronic running away
- compulsive stealing
- scavenging for food or clothes

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

**Possible signs of physical abuse:**
- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- fear of parents being contacted
- withdrawal from physical contact
- flinching at sudden movements
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggressive towards others
- chronic running away
**Sexual Abuse:**
Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (eg. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may also 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 way 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.

**Index of Suspicion of Sexual Abuse:**
*Key: Red - high probability of sexual abuse occurring  Green - sexual abuse possibly occurring  Blue - one hypothesis amongst many*

<table>
<thead>
<tr>
<th>Under 5 RED</th>
<th>5-12 years RED</th>
<th>12 - 16 years RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosure</td>
<td>Pregnancy/abortion</td>
<td>Disclosures</td>
</tr>
<tr>
<td>Genital injuries</td>
<td>Disclosure</td>
<td>Genital injuries</td>
</tr>
<tr>
<td>VD</td>
<td>Genital injuries</td>
<td>VD</td>
</tr>
<tr>
<td>Vivid details of sexual activity (such as penetration, oral sex, ejaculation)</td>
<td>Explicit sexual stories / poems</td>
<td>Exposing themselves</td>
</tr>
<tr>
<td>Compulsive masturbation (contextually abnormal) sexual drawings</td>
<td>Masturbation in contextually, inappropriate fashion “Promiscuity”</td>
<td>Suicide attempts</td>
</tr>
<tr>
<td>Sexualised play, with explicit acts</td>
<td>Alcohol and drug abuse</td>
<td>Running away</td>
</tr>
</tbody>
</table>

**GREEN**
Person specific fear
Nightmares
Chronic genito-urinary
Soreness of genitals/bottom
Fears of specific situations:
- Fear of being bathed
- Fear of being changed
- Fear of being put to bed

**GREEN**
Arson
Soreness of genitals/bottom
Chronic genital / urinary infections
Obsessive washing
Depression
Bedwetting / enuresis
Anal incontinence / encopresis
Anorexia
Glue sniffing
Nightmares
Truanting
Unexplained large sums of money / gifts

**BLUE**
Developmental regression
Hostile / aggressive behaviour
Psychosomatic condition
HIV

**BLUE**
Abdominal pains
Developmental regression
Peer problems
HIV
School problems
Psychosomatic conditions

<table>
<thead>
<tr>
<th>GREEN</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual boasting / stories / jokes</td>
<td>Depression</td>
</tr>
<tr>
<td>VD (over 14)</td>
<td>Anorexia</td>
</tr>
<tr>
<td>Pregnancy (over 14)</td>
<td>Refusing to attend school</td>
</tr>
<tr>
<td>Rebellious against men (specific gender)</td>
<td>Peer problems</td>
</tr>
<tr>
<td>Drug and alcohol abuse</td>
<td>Authority problems</td>
</tr>
<tr>
<td>Suicide attempts</td>
<td>Delinquency</td>
</tr>
<tr>
<td>Self mutilation</td>
<td>Psychosomatic conditions</td>
</tr>
<tr>
<td>Truanting</td>
<td>HIV (though not necessarily a sexually transmitted virus)</td>
</tr>
<tr>
<td>Running away</td>
<td></td>
</tr>
<tr>
<td>Hysterical symptoms</td>
<td></td>
</tr>
<tr>
<td>Obsessional washing</td>
<td></td>
</tr>
<tr>
<td>Psychotic episodes</td>
<td></td>
</tr>
<tr>
<td>HIV</td>
<td></td>
</tr>
</tbody>
</table>
**Emotional Abuse:**
Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, unloved or 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 also involve bullying—including online bullying through social networks, online games or mobile phones – by a child’s peers.

**Possible signs of emotional abuse:**
- physical, mental and emotional development delay or disturbances.
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to stressful situations
- neurotic behaviour (e.g., rocking, hair-twisting, thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes
- enuresis/encopresis (bedwetting/soiling)

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

**FGM**
FGM is a form of child abuse against girls. The majority of cases are thought to take place between the ages of five and eight, putting girls in this age bracket at highest risk. As such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures. Through annual staff training, staff are made aware of warning signs and appropriate response. Where staff have a concern that a child may be at immediate risk of FGM, the school will immediately report this concern to the PSNI’s Sexual Referral Unit (based within the Public Protection Unit) and make a referral to the HSCT Gateway Team.

**Domestic Violence and Abuse:**
Domestic violence and abuse can have a profoundly negative effect on a child’s emotional, psychological and social well-being. A child does not have to directly witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children. Children can witness domestic violence and abuse directly and indirectly between their carers and/or the effects of it; this frequently
constitutes emotional abuse and can have profoundly damaging effects on a child’s well-being.

Domestic Violence & 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.

A Multi Agency Risk Assessment Conference (MARAC) may be convened to ensure specific protection response for children/young people who are at risk of harm due to domestic violence and abuse.

**BULLYING**

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Any complaint by parent that their child is, or may be, being bullied will be fully investigated by the staff.

**SAFEGUARDING & CHILDPROTECTION**

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

*Co-operating to Safeguard Children & Young People in NI 2016*

**CURRICULUM**

The school will include within its curriculum, elements which will support pupils in their physical and emotional well-being and which supports pupils in learning to manage their general interests and personal relationships.

With regard to helping prevent child abuse, the school will contribute by –

- ensuring pupils have sufficient knowledge about themselves to be able to understand what constitutes appropriate and non-appropriate physical contact,
- enabling children to become aware of strategies which they may use to protect themselves from possibly abusive situations;
- delivering a programme of Personal Development & Mutual Understanding.

**CONFIDENTIALITY**

Relationships within our school are built on trust and often on confidentiality which forms the basis for creating a secure and caring environment which fosters learning and personal development.

As a staff, where physical or sexual abuse is suspected, it is our professional responsibility to share relevant information with other professional agencies. We therefore recognise that, in order to protect a pupil from harm, cases may arise where confidentiality may be subordinated to the need to take appropriate action by informing and consulting others. It is important to remember that no promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.

*In an incident, the child’s welfare must be always be paramount; this overrides all other considerations.*
THE ROLE OF THE DESIGNATED TEACHER
The designated teacher will have responsibility for:

- ensuring that all teaching and non-teaching staff, full-time, part-time or temporary, are aware of the procedures to be followed if they suspect an incidence of child abuse.
- co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate Social Services Officer and the Education Authority (SE Region) Designated Officer.
- ensuring that all staff are informed of any child who is on the Child Protection Register” or who is being “looked after”.
- to update regularly the deputy designated teacher on ongoing concerns.
- attending case conferences called by Social Services only if class teacher is unavailable, or furnish written information as requested.

INFORMAL CONSULTATION
The Designated Teacher may seek clarification or advice and consult with the Education Authority (SE Region) Designated Officer or appropriate senior social worker before a formal referral is made. Provided that no child is identified by name, the case and its circumstances may be discussed with complete confidentiality and with the full understanding that Social Services cannot be further involved until a formal referral is made.

SAFEGUARDING TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr G J R Byers</td>
<td>Principal, Designated Teacher</td>
</tr>
<tr>
<td>Mrs K Stevenson</td>
<td>Vice Principal, Deputy Designated Teacher</td>
</tr>
<tr>
<td>Mrs M Savage</td>
<td>SENCO</td>
</tr>
<tr>
<td>Mr G Ennis</td>
<td>Chair, Board of Governors</td>
</tr>
<tr>
<td>Mr R Baxter</td>
<td>Board of Governor</td>
</tr>
</tbody>
</table>

PROCEDURES FOR REPORTING ABUSE

Complaint against a member of Board of Governors
- The school will follow the procedure as outlined in Figure 1.
  The Principal will inform the Chairperson. If he/she is the subject of the complaint the Principal will inform the Vice Chairperson.

Complaint against a volunteer working in the school
- The school will follow the procedure as outlined in Figure 1

Complaints against School Staff
- The school will follow the procedure as outlined in Figure 2

Behaviour being pursued as a disciplinary matter - all details and correspondence must be kept on staff file and on child’s file for a period of 5 years.
A short summary of the record will be kept by the Principal on a “Record of Child Abuse Complaints”
These “Records of Child Abuse Complaints” are available annually for the Board of Governors.
“Record of Child Abuse Complaints” will contain -
1. date and brief details of nature of complaint
2. by whom and against whom it was made
3. if referred - to whom and date
4. if dealt with under School’s disciplinary procedures - a brief note of the outcome.
RECORD KEEPING
The Principal will ensure that proper records, dated and signed are kept of all complaints or information received and all concerns about possible abuse noted by staff. The written record will be received from the member of staff who received the information/or has concerns.

What should the records contain?
1. Time, date, circumstances
2. Who gave the information
3. Nature of the information
4. If appropriate a description of signs or symptoms of possible abuse.

The Principal or delegated teacher will supplement this record with:
1. Details of advice sought - from whom and when
2. Decision reached
3. If referred to Social Services - how, when and by whom
4. If not referred - reasons why
5. When, by whom and how the person who made the complaint or gave the information is told of the decision

All records will be signed and dated by the Principal and countersigned by the designated teacher.

Maintaining Records
1. Complaint not referred or referred complaint to Social Services
   (child not put on Register)
   • school will maintain record on child’s file until his/her 21st birthday
   • confidential file will be sent to transferring school.

2. Child on Child Protection Register
   • school will maintain file with documentation from Social Services.
   • school will notify transferring school - destroy all social services information on file.
   • School will notify child’s Case Co-ordinator in Social Services.

Transfer of Information – all Child Protection records, including Notes of Concern, pertaining to a pupil will be passed to the pupil’s new school.

It is the responsibility of the parent/s to inform the school of any changes in a pupil’s circumstances (changes to telephone numbers, addresses, medical information) including issues relating to court orders. Where any legal direction is given regarding a pupil’s safety and wellbeing the school should receive the appropriate details.

Storage of Child Protection Information
All Child Protection information, including pupils files and Record of Child Abuse Complaints book, will be stored in a separate, secure and confidential filing system. Only the Designated & Deputy Designated teachers have access to these files. Data held electronically will be encrypted and appropriately password protected.
APPOINTMENTS, INDUCTION OF NEW STAFF, WORK EXPERIENCE, STUDENTS & STAFF TRAINING

Board of Governors – at least one school governor serving on an interview panel or committee established for the purpose of recruiting or selecting staff for appointment to Dundonald Primary school is trained in “Child Protection & Recruitment and Selection.”

On appointment, all staff should be made aware of Child Protection Procedures.

Staff Vetting – All staff, paid or unpaid in our school will have been subject to a criminal background check (Access NI) to ensure suitability to have access to our children.

Substitute Teachers – Dundonald PS will only employ as substitute teachers, those who are on the Northern Ireland Substitute Teachers Register.

Students – all students will receive a copy of our policy and have CP/SG training on entry from the DDT. Access NI checks are carried out through their Universities/Colleges.

Those on work experience from schools will also receive training in CP/SG.

Volunteers – in line with DENI Circular 2012/19, enhanced checks (Access NI) are needed where the volunteer will work in a role providing services to, or having close and regular supervision of children or vulnerable adults i.e. engage in 'regulated activity' with children or vulnerable adults.

Regulated activity is defined as work (whether in a paid or voluntary capacity which involves contact with children or vulnerable adults and is: of a specified nature; in a specified role; in a specified place and meets the frequency (once a week or more) and intensiveness (4 days or more in a single 30 day period) test.

The Education Authority (SE Region) will offer appropriate In-service Training on child abuse issues for the Principal, Designated & Deputy Designated Teacher.

Through SDS, the Education Authority will assist the school in developing appropriate programmes of personal and social development which will contribute to the prevention of child abuse.

LIABILITY FOR TEACHERS AND NON TEACHING STAFF

Any teacher or other member of staff who complies with the procedures as set out by the EA and embodied in this policy in relation to making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances where he/she has acted in good faith, will receive the full support of the EA, the Board of Governors and the Principal and will not be legally or financially liable.
PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN SCHOOL

Figure 1

Child makes a disclosure to employee or employee has concerns about child either as a result of one observation or many observations over a period of time or school given information about possible abuse by someone outside of school.

Teacher does not investigate
MUST ACT PROMPTLY

Teacher refers matter to Designated Teacher, discusses with Designated Teacher, makes full notes

Designated Teacher tells Principal (or Vice Principal if Principal is absent).
Together they will decide on a plan of action – a written record is kept.
If agreement cannot be reached the Principal will take final decision.

If a referral is necessary or do doubts remain?

If there is any doubt about whether to take further action, advice is available from
- Schools,
- EA (SE) Designated Officer,
- Social Services

When seeking advice you do not have to give any names. You are making an enquiry.

Yes: Principal/Designated Teacher makes referral to Social Services and Care Unit
Copy of referral to EA (SE) Designated Officer – (envelope marked "Confidential – Child Protection Issue")

Inform complainant

Yes – discuss with Social Services, Police how parent will be informed

Is parent the alleged abuser

No – tell parent

No
COMPLAINTS AGAINST SCHOOL STAFF

Figure 2

The complaint is about possible abuse by a member of staff

It is about someone other than the Principal or designated teacher

Keep a written record at every stage, whether a referral is made or not

It is about the designated teacher

It is about the Principal

The designated teacher is the Principal

No

Tell the Principal

Tell the designated teacher

Tell the Chairperson of the Board of Governors

Yes

If a referral is necessary, or if doubts remain:

Tell subject of complaint, EA/complainant

Seek advice from EA/Social Services

Tell Social Services/Police

Consider precautionary suspension/remove from direct contract duties

Instigate disciplinary proceedings

No – but disciplinary action

Suspension to be done by Principal (where not the subject of complaint) or Chairperson of Board of Governors

Tell complainant
Figure 3

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

I can talk to the class teacher

If I am still concerned, I can talk to Mr G J R Byers, the designated teacher for child protection

If Mr Byers is unavailable I can talk to Mrs K Stevenson, the deputy designated teacher

If I am still concerned, I can talk/write to Mr G Ennis, Chairman of the Board of Governors
APPENDIX 1

DUNDONALD PRIMARY SCHOOL & NURSERY UNIT

Designated Teacher
Mr G J R Byers

Deputy Designated Teacher
Mrs K Stevenson

School Counsellors
Mrs K McAvoy
Mrs N Johnston

Educational Welfare Officer
Mrs Judith Wylie
☎: 028 90566550

EA (SE) Child Protection
Mr Colum Boal
Ms Alison Casey
Mrs Anne Mallaghan
Mr Sean Monaghan
☎: 028 90566434

Social Services - Gateway Service
Knockbreda Centre
110, Saintfield Road
Belfast
☎: 028 90507000

South Eastern Trust
☎: 0300 1000 300
☎: 028 95049999

Regional Emergency Social Work Service
☎: 028 90259299
or 101 extension 30299

Helplines:
NSPCC
☎: 0808 8005000

CSE
☎: 0800 389 1701 (NSPCC)

NI Childline
☎: 0800 1111

Policy Guidance:
- Pastoral Care in Schools – Child Protection (DENI 1999)
- Co-operating to Safeguard Children (DHSSPS 2016)
APPENDIX 2

DISCLOSURE

If a child discloses that he/she has been abused there are 6 points to remember:

1. **Receive** - stay calm, listen, accept, take notes.
2. **Reassure** - not child’s fault, but do not make promises.
3. **React** - no leading questions, do not criticise perpetrator, do not ask child to repeat to another person or member of staff.
4. **Record** - brief at time and write up later. Record date, time, place, behaviour of child and words of child. Draw diagram to indicate bruising.
5. **Remember** - to follow your group’s guidelines, consult as appropriate, refer to Social Services.
6. **Relax** - support for yourself

Five things to say

- I believe you
- I am glad that you have told me this
- I am sorry that this has happened to you
- It is not, nor ever was your fault
- We are going to do something together about this
ROLE OF SOCIAL SERVICES AND OTHER AGENCIES

Social Services have a statutory duty to investigate any case where they receive information suggesting that a child or young person may be in need of care, protection or control unless satisfied that such enquiries are unnecessary. Their objective is to ensure the safety and welfare of the child. They have a lead role in co-ordinating the work of all the agencies and professionals concerned with the child’s family. A joint protocol has been established between the Social Services and the Police for investigative purposes. This will involve the police in investigating situations where a crime may have been committed.

When there is suspicion that a child has been abused, Social Services may convene a multi-disciplinary Case Conference which may involve principals or their nominees depending upon who is best placed to contribute effectively to the discussion of the child’s welfare.

The objectives of the Case Conference are to:

i. share and exchange relevant information on a confidential basis,
ii. determine the nature and degree of abuse or risk of abuse and whether to place the child’s name on the Child Protection Register,
iii. devise a Child Protection plan which identifies the contribution that individual agencies and professionals will make,
iv. identify a case co-ordinator (normally from the Social Services Department) and to arrange for the review of the plan on at least six monthly basis.

Decisions of Case Conferences will be forwarded to principals and should be stored separately and securely. If the child transfers to another school, the Social Services Co-ordinator should be informed, and the receiving school should be advised that the child’s name is on the Child Protection Register. All Child Protection records held by the school from which the child transfers should be destroyed, including case conference records; the receiving school should approach the Social Services directly for information.

Social Services will send information in writing to the school about any child whose name has been included on the Child Protection Register, including whether the child is in the care of Social Services and what information has been made known to the parents about allegations or suspicions of abuse. Social Services will ask the school authorities to pay particular attention to such children in respect of their attendance record, emotional and social development and any other cause for further concern. A social worker will liaise with the principal and / or other education staff about the child’s progress. When a child’s name is removed from the Child Protection Register schools will be informed in writing by Social Services. Records should be destroyed when the child’s name is removed from the Child Protection Register.
WHAT HAPPENS AFTER A REFERRAL IS MADE
ROLES OF OTHER AGENCIES

The welfare of the child is paramount and the following interagency procedures are intended to ensure a prompt and co-ordinated response to any referral.

Referral Made

Enquiries by Investigating Agencies

Strategy discussion with Social Services and Police take place and a joint strategy agreed

Immediate child protection action

Child Protection investigation

Additional enquiries

No further child protection action

Child Protection action

Initial Case Conference

No Registration
No further CP action

Registration

Support Services

Appointment of Coordinator and Core Group

Reviewed

Assessment and Child Protection Plan

Review Case Conference

Continued Registration

Remove name from Child Protection Register and no further action

Remove name from CPR and continued involvement
APPENDIX 5

GUIDELINES FOR SELF PROTECTION

1. In the event of injury to a child, ensure that it is recorded and witnessed by another adult.

2. Keep records of any false allegations a child makes against you or other staff including - "you're always picking on me", to "you hit me", or comments such as "don't touch me". Keep records of dates and times. Get another adult to witness the allegation, if possible.

3. If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

4. If you take children on journeys, always have two along. If it is an overnight trip, always check the rooms in pairs.

5. Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one, make sure the door is open. Tell another member of staff if you are going to see a child on your own.

6. If you are in a holiday or residential setting never, under any circumstances, take a child or children into your room.

7. Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable and could get the child into difficulty, but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child’s fault.

8. If you are in a care situation with children with special needs, try to have another person present when changing nappies or clothing or bathing a child.

9. Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms, etc or any other activity that could be misconstrued.

10. Do not go into the toilet alone with children if possible.

11. Be mindful of how and where you touch children. Never pat a child on the bottom. If you work with young children or children with special needs who sit on your lap, get a “lap cushion” which they can sit on.

12. Be careful of extended hugs and kisses on the mouth from children. This might be particularly relevant to those working with children with special needs. This guideline is important not only for your protection, but for the children as well.
13. When taking children on an outing, think of how you appear to the public - they may misunderstand your actions. It may mean that disruptive children cannot go on outings.

14. All members of staff should carry identification when on journeys with children.

15. If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

16. Do not make sexually suggestive comments about a child even in jest.

17. Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.

18. Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.
RESIDENCE ORDER (Formerly Custody Order)

50%/50% split - can be any percentage.
40%/60% - Both parents can have access to child at home, rather than just one.

CONTACT ORDER (Formerly Access Order)

Try to find out from parents who has right to contact child. If parents are married they both have the right to see a child unless a contact order has been made against one of the parents.

PROHIBITED STEPS ORDER (Formerly Wardship Order)

Limits parent from taking child out of Northern Ireland.

SPECIFIC ISSUE ORDER

eg, difference over which secondary school a child should go to.

PUBLIC LAW ORDERS

CARE ORDER (Article 52) - Residential or foster care

SUPERVISION ORDER (Article 54) - Social Worker befriends child and tries to work out best way forward.

EDUCATION SUPERVISION ORDER (Article 55) - EWO implements this - attendance, etc. Needs parental co-operation. May or may not make a difference to a child.

INTERIM ORDER (Article 57) - temporary order leading to full order.

ASSESSMENT ORDER (Article 62) - investigation order child may not be in care parents must co-operate.

EMERGENCY PROTECTION ORDER (Article 64) - child taken into care initially 8 days - 7 days can be added.

RECOVERY ORDER (Article 69) - child with care order runs away.
Dear Parents

It has been our policy to encourage parents and friends to help with activities in school.

In accordance with our Children Protection Policy, all volunteer helpers are required to complete our School Volunteer Application Form which gives consent to seek references from people who have known the volunteer. The form and all subsequent information will be held in total confidence by the school.

Should you feel you wish to assist with any activity / event during the year, it would be helpful if you could complete the forms and return them to school as soon as possible.

While this is an additional layer of administration, the Department of Education is very clear about the need to make certain our children are safe in school.

If you have any queries concerning the procedure, please do not hesitate to contact me.
Thank you for your continued support of the school.

G J R BYERS
Principal
### NOTE OF CONCERN

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

<table>
<thead>
<tr>
<th>Name of Pupil:</th>
<th></th>
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<tbody>
<tr>
<td>Year Group:</td>
<td></td>
</tr>
<tr>
<td>Date, time of incident / disclosure:</td>
<td></td>
</tr>
<tr>
<td>Circumstances of incident / disclosure:</td>
<td></td>
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<tr>
<td>Nature and description of concern:</td>
<td></td>
</tr>
<tr>
<td>Parties involved, including any witnesses to an event and what was said or done and by whom:</td>
<td></td>
</tr>
<tr>
<td>Action taken at the time:</td>
<td></td>
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<td>--------------------------</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Details of any advice sought, from whom and when:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Any further action taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Written report passed to Designated Teacher: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If ‘No’ state reason:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date and time of report to the Designated Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Written note from staff member placed on pupil’s Child Protection file: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If ‘No’ state reason:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Name of staff member making the report:</th>
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<table>
<thead>
<tr>
<th>Signature of Staff Member: ___________________________ Date: __________________</th>
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</table>

<table>
<thead>
<tr>
<th>Signature of Designated Teacher: ______________________ Date: __________________</th>
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</thead>
</table>