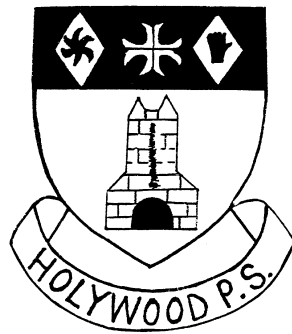


**TERM 1
2023 -2024**

Hollywood Primary School



Child Protection Policy & Procedures

2023-2024 Full Edition
REVIEW DATE: Term 3 2023 - 2024

INTRODUCTION

We in Holywood Primary School have a responsibility for the care, welfare and safety of our pupils. The general principles which underpin our work are those set out in the Children (NI) Order 1995, the Department of Education guidance "Safeguarding and Child Protection in Schools (DENI Publication 2017/04, updated September 2019 and revision update No 3 – September 2023), "Co-operating to safeguard children and young people in Northern Ireland" (DHSSPSNI, 2016) and the SBNI Regional Core Child Protection Policies and Procedures 2017.

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 wellbeing 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 and Young People in Northern Ireland 2016)

1. ETHOS & GENERAL FOCUS

As part of a team, we have a caring commitment to guide and advise our pupils, both formally and informally, on personal and educational matters. We believe that the pastoral dimension in our school contributes to the creation of a supportive atmosphere for both pupils and teachers alike.

The primary responsibility of all staff of Holywood Primary School is the care, welfare and safety of the pupils in our charge, and we will carry out this duty through the implementation of the Child Protection and other policies. We aim to provide a caring, supportive and safe environment, where individuals are valued for their unique talents and abilities, and where all our pupils can learn and develop to their full potential. We seek to protect our pupils by helping them to 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 statutory personal development curriculum (PDMU) requires Holywood Primary School to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system.

The curriculum at Holywood Primary School offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

In recent years, the use of 'keeping safe messages' and the term '**preventative curriculum**' have become even more widely used in Holywood Primary School to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

Staff teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves. Further details of how this is achieved can be found in year group planners and the school Relationship and Sexuality Education (RSE) Policy.

We recognise the contribution that ALL staff and volunteers make in helping to make our school a safe environment. We promote a child-centred ethos where children are listened to by adults and taken seriously and recognise that the child’s welfare must be paramount in our decision making.

Everyone in our school community has a role to play and is committed to safeguarding the children in our care by ensuring that all:

- children are/feel safe and protected in our school and reasonable steps are taken to ensure their welfare is safeguarded and their safety is preserved.
- members of teaching and support staff, and all adults who have contact with the children have been subject to appropriate vetting procedures and have been provided with the school’s Child Protection training.

It is important that all relevant agencies involved in education and care cooperate for the benefit of the child. All staff have a total commitment to Child Protection. They promote a preventative curriculum raising children’s awareness about themselves through Personal Development and other areas of the curriculum, in addition to developing a climate of trust so that children feel able to talk and share their thoughts and feelings.

In addition, partnership and collaboration is further enhanced by the Signs of Safety approach to Child Protection and Case Conferences which staff at Holywood Primary School are aware of. Key teachers have received training in this approach.

Governors and all staff are acutely aware of the importance of promoting E-Safety and the associated risks i.e. Content, contact, conduct and commercial risks as referred to in DENI Circular 2017/04, updated Sept. 2019, No 1 June 2020, No 2 June 2022 and No 3 September 2023. Safeguarding and Child Protection in Schools – A Guide for Schools

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. The Child Protection Policy complements and supports other policies and risk assessments completed including:

Attendance	Anti - Bullying	Safe handling	Health & Safety
Special Education Needs	Educational Visits	E-Safety	Intimate Care
Record Management	Record Management	Complaints	Whistle Blowing
Critical Incidents	Relationships and Sexuality	Staff Code of Conduct	Positive Behaviour
First Aid and Administration of Medicines.		Use of Reasonable Force	
These policies include content from corresponding DE & EA documentation.			

HOLYWOOD PRIMARY SCHOOL SAFEGUARDING TEAM

PRINCIPAL:	Mrs D. Crookshanks
DESIGNATED TEACHER:	Mrs S. Gibson
DEPUTY DESIGNATED TEACHERS:	Mrs N. Hammond & Mr T. Field
CHAIRPERSON OF GOVERNORS:	Mr P. Woods
DESIGNATED GOVERNOR:	Mrs R. Scott

Effective functioning of the Safeguarding Team structure relies on the skills and expertise of adults within Holywood Primary School, and their recognition and prompt reporting of child protection and safeguarding concerns.

2. ROLES AND RESPONSIBILITIES

I. SAFEGUARDING TEAM

The responsibilities of the team will include:

- Monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements. (i.e. DENI Circular 2017/04 – Section 4.7.1. & 4.7.2 and subsequent updates thereafter)

As best practice, the Safeguarding Team review their child protection / safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding' which ETI expects to be completed as a permanent record on all types of inspections.

II. BOARD OF GOVERNORS

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Board of Governors to Safeguard and promote the welfare of **registered** pupils.

Boards of Governors must ensure that:

- A Designated Governor, Designated and Deputy Designated teachers are appointed in Holywood Primary School.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and Governors including refresher training.
- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.

- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy, CP summary sheet and complaints procedure every year.
- All Governors have initial Child Protection Support Service (CPSS) as part of Induction Training provided by the Education Authority (EA).
- The Chair, Designated Governor, Designated and Deputy Designated teachers for Child Protection undertake full CPSS training completed by EA.
- All Governors undertake refresher Child Protection training every term of office (4 years).
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 and DE Circular 2103/01.
- They receive a full annual report on all child protection matters. The Safeguarding Team meet regularly and members of the team provide a termly account of child protection activities). This report includes details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools:
 - Safeguarding and child protection concerns
 - Disclosures of abuse.
 - Complaints against staff.
 - Staff induction and training.

III. CHAIR OF THE BOARD OF GOVERNORS

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

The Chair of the Board of Governors will ensure:

- They assume lead responsibility for managing any complaint/allegation against the School Principal.
- Child Protection records are kept.
- They sign and date **annually** the Record of Abuse Complaints **against staff** members even if there have been no entries.

IV. DESIGNATED GOVERNOR FOR CHILD PROTECTION

Provides advice to Governors about:

- The role of the Designated Teachers.
- The content of Child Protection Policies.
- Recruitment, selection, vetting and induction of staff.
- The content of the code of conduct for adults within the school.
- The full annual Designated Teachers report and termly updates regarding Bullying in line with The Addressing Bullying in Schools Act (NI).

V. PRINCIPAL

The Principal will ensure:

- As Secretary to the Board of Governors, that information is relayed promptly to Governors about any new DE guidance (circulars and letters) related to child protection/safeguarding.
- That she is actively involved in the school Safeguarding Team.
- That Child Protection is an item on the Agenda at Board of Governor meetings each term.
- Suitable staff are appointed to roles of Designated and Deputy Designated Teacher(s) for Child Protection.
- Designated time is allocated for the Designated Teacher to carry out their role effectively.
- New staff and volunteers have Safeguarding and Child Protection awareness sessions.
- That volunteers, e.g. coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place **and a record of these will be maintained by the Principal.**
- They lead procedures in relation to a complaint against a member of staff also keeping the Chairperson informed.
- The maintenance of any records of allegations against staff including the Record of Child Abuse complaints.
- All parents and pupils receive a copy, or summary of the Child Protection Policy at intake and, at a minimum, every two years.

VI. DESIGNATED TEACHER (DT)

The DT will:

- Be available to discuss safeguarding or child protection concerns of any member of staff.
- Be responsible for record keeping of all child protection concerns.
- Promote safeguarding and child protection ethos in the school.
- Liaise with the Education Authority (EA) Designated Officers for Child Protection.
- Attend training and are aware of duties, responsibilities and role.
- Keep the school Principal informed.
- Lead the development of the schools Safeguarding and Child Protection policy.
- Take the lead in the drafting and issuing the summary of the Child Protection arrangements for parents every 2 years.
- Make referrals to Social Services or the PSNI where appropriate.
- Notify the Chair of the Board of Governors in the event of an allegation against the Principal.
- Complete induction and training of all staff including support staff raising awareness of child protection policy and procedures.
- Compile written report at least annually to the Board of Governors regarding child protection.
- Complete a referral form (UNOCINI) sending this to Social Services.
- Maintaining a current awareness of early intervention supports and other local services. E.g. Family Support Hubs.

VII. DEPUTY DESIGNATED TEACHERS (DDT)

The role of the Deputy Designated Teachers is to actively support the Designated Teacher in fulfilling their responsibilities developing sufficient knowledge and experience to undertake the duties recorded above of the Designated Teacher when required.

The **Designated Teacher** may seek clarification or advice and consult with the EA **Designated Officer** or appropriate senior social worker before a formal referral is made.

VIII. TEACHING STAFF

If any member of the teaching staff has concerns about a child or staff member they should report their concerns to the Designated Teacher, or in their absence the Deputy Designated Teacher, who will keep a detailed written record of the concerns and take any further necessary action.

Before approaching the **Designated Teacher** with their concerns a teacher may seek some clarification from the child, remembering to exercise tact and understanding. Great care must be taken in asking and interpreting children's responses to questions about indicators of abuse. Teachers should be aware that, if their concerns lead to a formal referral, the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings. This is also the case if a child makes an allegation of abuse or voluntarily discloses information which amounts to an allegation.

Members of staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teachers if they are not available.

Class teachers should complete the Note of Concern if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

Staff should not give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

IX. SUPPORT STAFF

If any member of the support staff has concerns about a child or staff member they should report these concerns to the **Designated Teacher** or **Deputy Designated Teachers** who will keep a detailed written record of the concerns and take any further necessary action.

X. PARENT or OTHER CARER

Parents must play their part in safeguarding by:

- Informing the school if their child has a medical condition or educational Need.
- Ensuring the school has up to date contact details for them providing details of any Court Orders relating to the safety or wellbeing of a parent or child.
- Giving details of any change in a child's circumstances for example change of address, change of contact details, change of name, change of parental responsibility.
- Contacting the school to inform child's absence, or communicating via email, Seesaw or Google Classroom on the child's return to school, so that the school is reassured as to the child's health/circumstances.
- Informing the school whenever anyone, other than themselves, intend to pick up their child after school.
- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Positive Behaviour, E Safety and Child Protection Policies.
- Informing a taxi firm transporting their child to/from school that the driver must park the taxi outside the school grounds Car Park. The driver must then collect the child from a member of staff and show an appropriate form of identity.

XI. PUPILS

Pupils should play their part in safeguarding by informing an adult if they have any concerns about themselves or another pupil or adult at home or in school.

(Appendix 5)

3. CHILD PROTECTION

The Child Protection Policy seeks to ensure protection of our pupils by ensuring that everyone who works in our school - teachers, support staff and volunteers - has clear guidance and training on the action that 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.

A copy of the full version of the Child Protection Policy is given and receipted to every family of the school when their child commences their education at the school. A full copy of the policy and Child Protection summary sheet along with the Complaints Policy is emailed annually to each family. The Child Protection Policy is also available on the school website and a paper copy of the policy can be requested at any time by a parent.

4. CHILD PROTECTION DEFINITIONS

DEFINITION OF HARM

(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family 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 on-going information sharing is key between professionals.

5. DEFINITIONS OF ABUSE

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm.

Child abuse may take a number of forms including:

- I. NEGLECT**
- II. PHYSICAL ABUSE**
- III. SEXUAL ABUSE**
- IV. EMOTIONAL ABUSE**
- V. EXPLOITATION**

- I. 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.

- II. **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.
- III. **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 sex abuse, as can other children.
- IV. **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 involved 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 of mobile phones by a child's peers.

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

All the above definitions are from 'Co-operating to Safeguard Children & Young People in N.I. (2016) Indicators of Child Abuse can be viewed in **Appendix 1**.

Other specific types of harm include:

VI. Grooming

VII. Child Sexual Exploitation (CSE)

VIII. Domestic and Sexual Violence and Abuse

IX. Female Genital Mutilation (FGM)

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

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Staff should be alert to signs that may indicate grooming, and take early action in line with the school child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs. Staff should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them.

If the staff in Holywood Primary School become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures. The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

VII. Child Sexual Exploitation (CSE) - Although Child Sexual Exploitation is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Child Sexual 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.

VIII. Domestic and Sexual Violence and Abuse -

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse:

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

Sexual Violence and Abuse:

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

It is recognised that children who live in an atmosphere of Domestic Violence may be at risk. Domestic Violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years or over who are or have been intimate partners or family members regardless of gender or sexuality. If it comes to the attention of school staff that Domestic Violence is or may be affecting a child this must be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Potential indicators of Child Sexual Exploitation are listed in **Appendix 2**.

IX. Female Genital Mutilation (FGM) - Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in this school policy.

6. CHILDREN WITH INCREASED VULNERABILITIES

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 10**.

7. BULLYING

Although not an official form of abuse, bullying in any form will not be tolerated in Holywood Primary School. Our Anti-Bullying Policy is available on the school website and upon request. It includes detail on how to address E-safety and Internet abuse.

The Anti Bullying Policy is in line with The Addressing Bullying in Schools Act (NI) 2016 which came into operation in September 2021.

8. SAFE RECRUITMENT MEASURES

All staff paid or unpaid who are appointed to positions in the school are vetted/supervised in accordance with relevant legislation and Department guidance. Adults who volunteer to help with class visits will be under the supervision of school staff at all times.

9. 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.](#)

10. CODE OF CONDUCT FOR ALL STAFF, PAID OR UNPAID & VISITORS

All actions concerning children must uphold the best interests of the child as a primary consideration, Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child in their charge must be above reproach at all times.

Hollywood Primary School takes account of Section 7 of DENI Circular 2017/04 regarding 'Dealing with Children with increased vulnerabilities'. e.g. Children with a disability and children with limited fluency in English.

The staff at Hollywood Primary School have also adopted a Code of Practice for their behaviour towards pupils. **(Appendix 3).**

Visitors are required to read and follow the Visitors Code of Conduct, sign the Visitors' Book and wear a visitors' badge. **(Appendix 4).**

11. PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) ABUSE

In Hollywood Primary School all staff, through their care of children, take all reasonable steps to ensure that children are safe and remain healthy.

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.

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.

In reporting a concern or suspicion, all adults in school must follow the following procedures.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse the person should:-

- RECEIVE - listen to what a child says but do not ask leading questions except when to show you have understood.
- REASSURE - ensure the child is reassured that he/she will be safe and their interests come first.
- REACT - only to ensure the child is safe and secure.
- RECORD - make note of what you have seen or heard and the date and time.
- REPORT - Report to the Designated or Deputy Designated Teacher

The member of staff will not investigate this is a matter for Social Services. The information but will immediately be given to the Designated Teacher or with the Deputy Designated Teacher if she is not available.

The Designated Teacher, Deputy Designated Teachers and Principal will promptly follow Child Protection and Safeguarding procedures.

The welfare of the child is Hollywood Primary School's paramount concern.

If a member of staff has concerns that a child may be at risk, Mrs Gibson, Mrs Hammond and Mr Field will discuss this with Mrs Crookshanks.

In Hollywood Primary School we aim to work closely with parents/carers in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern about a child attending Hollywood Primary School they can initially talk to the Class Teacher, the Designated or Deputy Designated Teachers for child protection or the Principal.

If a parent has a concern about a child's safety or suspect child abuse within the local community, it should be brought directly to the attention of the Children's Services Gateway Team.

If required, advice may be sought from the Education Authority Designated Officer for Child Protection.

If a referral is deemed necessary, it will be made **immediately by telephone and followed up with a UNOCINI**. The Principal or Designated Teacher will inform Social Services and or the PSNI.

Further detailed guidance can be found in the SBNI Online Core Policy and Procedures' Manual: www.proceduresonline.com/sbni/contents.html#core

12. CONSENT

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

(Appendix 6 – A Guide for Parents)

11. DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF OR VOLUNTEER

The procedure when dealing with allegations of abuse against a member of staff should be applied with expediency, sensitivity, common sense and judgement. All actions taken should comply with the inter-agency arrangements outlined in SBNI Regional Core Child Protection Policies and Procedures 2017.

Hollywood Primary School Governors and staff will follow updated guidance which is clearly recorded in DENI Circular 2015/13.

- If an allegation is made against a member of staff or volunteer, the resolution of that allegation will be a clear priority to the benefit of all concerned. Any unnecessary delays will be avoided. **Allegations should be reported immediately**, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection.
- A **Lead Individual** to manage the handling of an allegation will be identified from the outset. This will normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to the Chairperson (Chair) of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual.

In accordance with agreed disciplinary procedures **the Board of Governors, the Chair or the Principal can impose a precautionary suspension on a member of staff** and should only do so following full consideration of an individual case in conjunction with the Lead Individual and advice from the relevant Employing Authority.

A precautionary suspension will be kept under regular review and can only be ended by the Board of Governors.

In response to an allegation, other options will be considered before suspending a member of staff. Suspension should not be the default option. An individual will be suspended **only** if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons. The precautionary suspension will be reviewed monthly. The requirement to maintain confidentiality must be emphasised. Please refer to **Appendix 7**.

If the school has concerns or has been given information about possible abuse by someone other than a member of staff please refer to **Appendix 8**.

In the unlikely event of the Designated Teacher or Deputy Designated Teachers not being available to deal with an emergency involving child protection issues, the teacher must speak to the next senior member of staff.

14. INTIMATE CARE

Hollywood Primary School has a separate Intimate Care Policy. 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. 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 in Hollywood Primary School:

- Children will be encouraged to adjust clothing, etc. themselves when using the toilet.
- Children who wet their clothes after a toileting accident will be given clean replacements and depending on the child's level of independence, will be encouraged to change themselves in the privacy of a cubicle in the toilet area.
- If assistance is required to help a child change, If possible, the member of staff should be accompanied by a second member of staff. If not possible, the adult

supporting the child will inform another member of staff as to their whereabouts and the need to help a pupil.

- If a child vomits or 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
- In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or school secretary. Written records of incidents will be kept on an official form. A child's initial is recorded to provide anonymity. Code letters W, S and V (Wetting, Soiling or Vomiting) will be used.
- The Building Supervisor and Cleaners will only enter the toilet areas after first making sure that no pupils are present.

15. CONFIDENTIALITY AND RECORD KEEPING

The relationship which teachers and other staff in the education service have with the children in their charge is based on trust and, often, on confidentiality. Such relationships are an integral feature of a secure and caring environment which fosters learning and personal development. Some forms of child abuse are however a criminal offence and staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. No promise of confidentiality can or should ever be given where abuse is alleged. In the interests of the child, staff have a responsibility to share relevant information about the Protection of Children with other professionals, particularly the investigative agencies.

School staff are aware of the need to record and report child protection issues and the appropriate procedures to be followed. The importance of confidentiality is highlighted.

Written records will comply with DENI Circular 2020/07 Child Protection Record Keeping in Schools retention and destruction of both manual and electronic records where they relate to child welfare concerns.

The Safeguarding Team use an agreed proforma when reporting information to Social Workers.

Records are stored in a locked drawer in Mrs Crookshanks' Office. Only the Principal, DT and DDTs have access to these records. The key is kept in the school safe. Electronic records are only accessible to the Principal, DT and DDTs.

Hollywood Primary School will adhere to the retention and destruction of both manual and electronic records as set out by the DE referred to the Disposal of Records Schedule.

Files will not be removed from the school premises except when taken to a case planning meeting or on foot of a court order. A record will be kept of when information is removed, by whom, for what purpose, and when it is returned.

DENI Child Protection Note of Concern Proforma is in **Appendix 9**.

DENI Template for Designated Teachers Annual Child Protection Report to Governors is in **Appendix 10**

Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

The Designated Teacher for Child Protection will transfer Child Protection documentation to the Designated Teacher for Child Protection of a pupil's new school. Appropriate and continued staff development will be provided for teachers and other staff who, at all levels of the caring process, need to feel that they themselves are valued and that help and support are available to them.

16. STAFF IN-SERVICE TRAINING

Each member of staff will receive general training on this policy and the procedures on a yearly basis. This will be led by the Safeguarding Team. The Safeguarding Team and Governors will also avail of courses offered by the Education Authority and other multi-disciplinary agencies when appropriate. Training resources can be accessed on the school computer system.

17. CCTV RECORDING

CCTV cameras have been installed by a security company employed by EA. Cameras are located both in and outside the school. Within the school and grounds of Holywood Primary School security cameras monitor the communal areas and entrance and exit doors. Cameras are used to monitor activities within the school and its grounds to identify criminal activity actually occurring, anticipated, or perceived, and for the purpose of securing the safety and well-being of the pupils, staff and school.

Objectives of the CCTV system TV

- *To protect pupils, staff and visitors.
- *To increase personal safety and reduce the fear of crime.
- *To protect the school buildings and assets.
- *Without prejudice, to protect the personal property of pupils, staff and visitors.
- *To support the police in preventing and detecting crime.
- *To assist in identifying, apprehending and prosecuting offenders.

18. MONITORING AND EVALUATION

The Safeguarding Team will regularly discuss all Child Protection and Safeguarding issues.

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.

19. LIABILITY FOR STAFF

Any teacher or other member of staff who complies with EA Procedures in 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 Board and will not be legally or financially liable.

20. LINKS WITH OTHER SAFEGUARDING POLICIES

Hollywood Primary School's Child Protection Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It forms part of the suite of safeguarding policies which links with other policies such as:

Attendance	Anti Bullying	Pastoral Care
Positive Behaviour	Safe Handling	Intimate Care
E-Safety	Education Visits	RSE
Health and Safety	First Aid	Special Educational Needs
Administration of Medicines		

REFERENCE DOCUMENTS

EA (SE Region) Child Protection - Policy and Procedures Training Material which encompassed the following documents

DENI Circular 2017/04 Safeguarding and Child Protection in Schools – A Guide for Schools (most recent update September 2023)

The Domestic Abuse Information-sharing with Schools etc. Regulations (Northern Ireland) 2022

DENI Circular 2020/07 Child Protection Record Keeping in Schools

DENI Circular 2015/13 Dealing with allegations of abuse against a member of staff

DENI Circular 2013/ 01 & 2012/19

Co-operating to Safeguard Children (DHSSPS 2016)

SBNi Regional Core Child Protection Policies and Procedures 2017

DE of Justice - Tackling Domestic & Sexual Violence & Abuse Action Plan

DE strategy for Tackling Violence at Home www.nidirect.gov.uk/articles/domestic-violence-and-abuse

Policy update Autumn 2006, 2011, 2016, 2018 2020 Policy reviewed annually 2007-2021

Useful Telephone Numbers

Childline **0800 1111** NSPCC **0800 800 5000**

Useful Websites www.deni.gov.uk

<https://www.eani.org.uk/school-management/safeguarding-and-child-protection/>

Indicators of Possible Abuse

APPENDIX 1

Physical

- Bruising (self harm)
- Burns
- Bites
- Broken Bones
- Sprains
- Dislocations
- Scalds
- Weals
- Cuts
- Fear (excessive, shrinking away)
- Reluctance to undress or change for PE/swimming
- Poorly clothed/covering up
- Behaviour change (dramatic)/performance change
- Aggression
- Withdrawal
- Weight loss
- Pallor
- Alert/third party reports
- 'Under the influence' of illegal or unauthorised substances
- Fabricated or induced illness(previously Munchausen's Syndrome by Proxy)

Emotional

- Quiet
- Withdrawn
- Low self esteem
- Unable to make friends
- Poor concentration/sleepy
- Can't accept praise
- Need to control environment by behaviour (negative reaction)
- Inappropriate learned responses
- Attention demanding
- Imaginary friend
- Lack of interest in everything
- Impulsive stealing
- Wanting to stay in school
- Over-reaction
- Overly attached to teacher, over sensitive to praise/criticism
- Doesn't like physical contact
- Sudden speech disorders
- Drug/solvent abuse
- Deprived of love, positive attention, appropriate relationships, stimulation
- Exposed to criticism, negativity, blame and denied their human rights

Neglect

- Lack of provision of food in school
- Lack of supervision
- No interest in education
- Hunger and tiredness
- Poor personal hygiene
- Unkempt state
- Emaciation
- Few friends
- Withdrawn or aggressive
- Health problems
- Difficulties in school work
- Inappropriately dressed

Sexual

- Inappropriate drawings
- Issues getting changed
- Inappropriate or sexually explicit language
- Inappropriate play – sculpting genital features with play-dough
- Fear of the dark
- Posture and sexualised gestures
- Obsessive washing
- Frequent ailments or marks and bruising
- Tired and withdrawn
- Low self-esteem
- Difficulty concentrating on school work
- Avoids physical contact
- May have significantly more money
- Few friends of own age

Reference can also be made to Appendix 4 in the EA sample draft Child Protection Policy 2022.

Child Sexual Exploitation (CSE)

APPENDIX 2

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

Sexually Inappropriate Behaviour

As outlined in DE Circular 2016/05 it can be difficult to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate behaviours. Complicating factors can include the age of the child concerned or whether the child has special educational needs.

Professional judgement is therefore likely to be required and the school will contact the CPSSS for support and advice on the appropriate course of action to take.

Code of Conduct for Staff and Volunteers in Schools

Date Ratified by BOG: _____

Review Date: _____

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils within Holywood Primary School. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school but does not form part of any employees' contract of employment.

1. Setting an Example

- 1.1 All staff and volunteers who work in Holywood Primary School set examples of behaviour and conduct which can be copied by pupils. Staff must avoid using inappropriate or offensive language at all times.
- 1.2 All staff and volunteers must demonstrate high standards of conduct in order to encourage our pupils to do the same.
- 1.3 All staff and volunteers must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard must also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

Safeguarding Pupils

- 2.1 All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding Team
- 2.3 The school's DT is **MRS SUZANNE GIBSON**
and the DDTs are **MRS NATASHA HAMMOND & MR TOM FIELD**
- 2.4 All staff and volunteers must be familiar with relevant school policies eg Child Protection, e-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils.
- 2.7 All staff and volunteers must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupil, taking care that their conduct does not give rise to comment or speculation.

3.1 Private Meetings with Pupils

It is recognised that there will be occasions when confidential meetings take place between teachers and pupils. As far as possible staff should conduct these meetings in a room with visual access, or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the meeting 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 into the room.

If staff had to take a child on a car journey, however short, they should take at least two children. If it is an absolute necessity to take a single child on a car journey, (e.g. due to illness) then the child should sit in the back.

3.2 Choice and Use of Teaching Materials

- Staff will avoid using teaching materials which might be misinterpreted or of a sensitive nature.
- If in doubt about the appropriateness of a particular teaching material, staff will consult the corresponding Head of Key Stage or Principal before using it.

3.3 Handling Conversations of a Sensitive Nature

Staff should:

- RECEIVE - listen to what a child says but do not ask leading questions except when to show you have understood.
- REASSURE - ensure the child is reassured that he/she will be safe and their interests come first.
- REACT - only to ensure the child is safe and secure.
- RECORD - make note of what you have seen or heard with the date and time.
- REPORT - Report to the Designated or Deputy Designated Teacher

3.4 Physical Contact

- As a general principle, staff are advised not to make unnecessary physical contact with their 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.
- 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.
- Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint.
- Staff who have to administer first aid (e.g. on an Educational Visit) will ensure that wherever possible, that this is done in the presence of other children or another adult. However, members of staff must not hesitate to provide first aid in an emergency simply because another person is not present.
- Any physical contact which is likely to be misinterpreted by the pupil, parent or other casual observers must be avoided.
- If any physical contact could be construed as inappropriate, the member of staff must inform the Principal in writing at the earliest possible opportunity.
- Staff must 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.

3.5 Safe Handling

- Staff can use safe handling techniques:
 1. To prevent injury to the child, other children, themselves or another member of staff
 2. To prevent damage to school property
 3. To prevent the commission of an offence

- 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.
- Staff must inform Mrs Crookshanks after any incident where any reasonable force has been used.
- There must 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. An account is kept in Mrs Crookshanks' Office.
Refer to DE Circular 2021/13-Interim Guidance on the Use of Restraint and Seclusion in Educational Settings (May2021).

4. Pupil Development

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils.
- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

5. Honesty and Integrity

- 5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- 5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from pupils or parents.

6. Conduct Outside of Work

- 6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff must not conduct private tutoring on school premises.
Staff should seek advice from the Principal when considering work outside the school.

7. E-Safety, Internet Use & Social Networking

Individuals who work with children and young people and others with whom they may be in a position of trust, must exercise caution when using social networking sites and avoid inappropriate communication of any kind. People who work with children and young people should always maintain appropriate professional boundaries.

They should avoid improper contact or relationships which might include:

- communication of a personal nature
- inappropriate dialogue through the internet
- the sending of e-mails or text messages of an inappropriate nature.

Staff may use mobile phones / electronic device during class time to receive work related calls or text messages. Teachers / support staff should only make a call or send text messages during teaching time if it is absolutely necessary.

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard must be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- 7.3 Staff must exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.
- 7.4 Contact with pupils must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils. If contacted by a pupil by an inappropriate route, staff must report the contact to the Principal immediately.
- 7.5 Photographs/stills or video footage of pupils must only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. Files containing photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8. Confidentiality

- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a pupil or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil.
- 8.2 Confidential information about students must not be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
- 8.3 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- 8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquires should be passed to senior leadership.

8.5 Adults need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances.

8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

9. Dress and Appearance

9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name _____

Position/Post Held _____

Signed _____ Date _____

All visitors must:

- Report immediately to the School Office.
- Read the Code of Conduct and sign the Visitors' book.
- Wear a Visitors' badge at all times.
- Read current evacuation procedures for Holywood PS
- Only be alone with a child in a room which has visual access or an open door.
- Never initiate an inappropriate conversation with a child.
- Never have physical contact with a child.
- Never swear on the premises.
- Never smoke on the premises.
- Never bring nuts or foods containing nuts 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.
- Follow the school Acceptable Use of Internet and Digital Technologies Policy – available on the school website: www.hollywoodprimary.org.uk
- Follow current Covid or PHA guidelines.
- Report any incidents immediately to:

HOLYWOOD PRIMARY SCHOOL SAFEGUARDING TEAM

PRINCIPAL:	Mrs D. Crookshanks
DESIGNATED TEACHER:	Mrs S. Gibson
DEPUTY DESIGNATED TEACHERS:	Mrs N. Hammond & Mr T. Field
CHAIRPERSON OF GOVERNORS:	Mr P. Woods
DESIGNATED GOVERNOR:	Mrs R. Scott

I am annoyed or worried

I can talk to my teacher

**If I am still concerned, I can talk to
MRS GIBSON
(Designated Teacher for Child Protection)
MRS HAMMOND & Mr FIELD
(Deputy Designated Teachers for Child Protection)**

**If I am still concerned, I can talk to
MRS CROOKSHANKS
(Principal)
or any other member of staff.
They are all here to listen and help.**

**If you are unsure about talking to a
member of staff you can call
CHILDLINE on 0800 1111
NSPCC on 0800 800 5000**

**PARENTAL CONCERN**

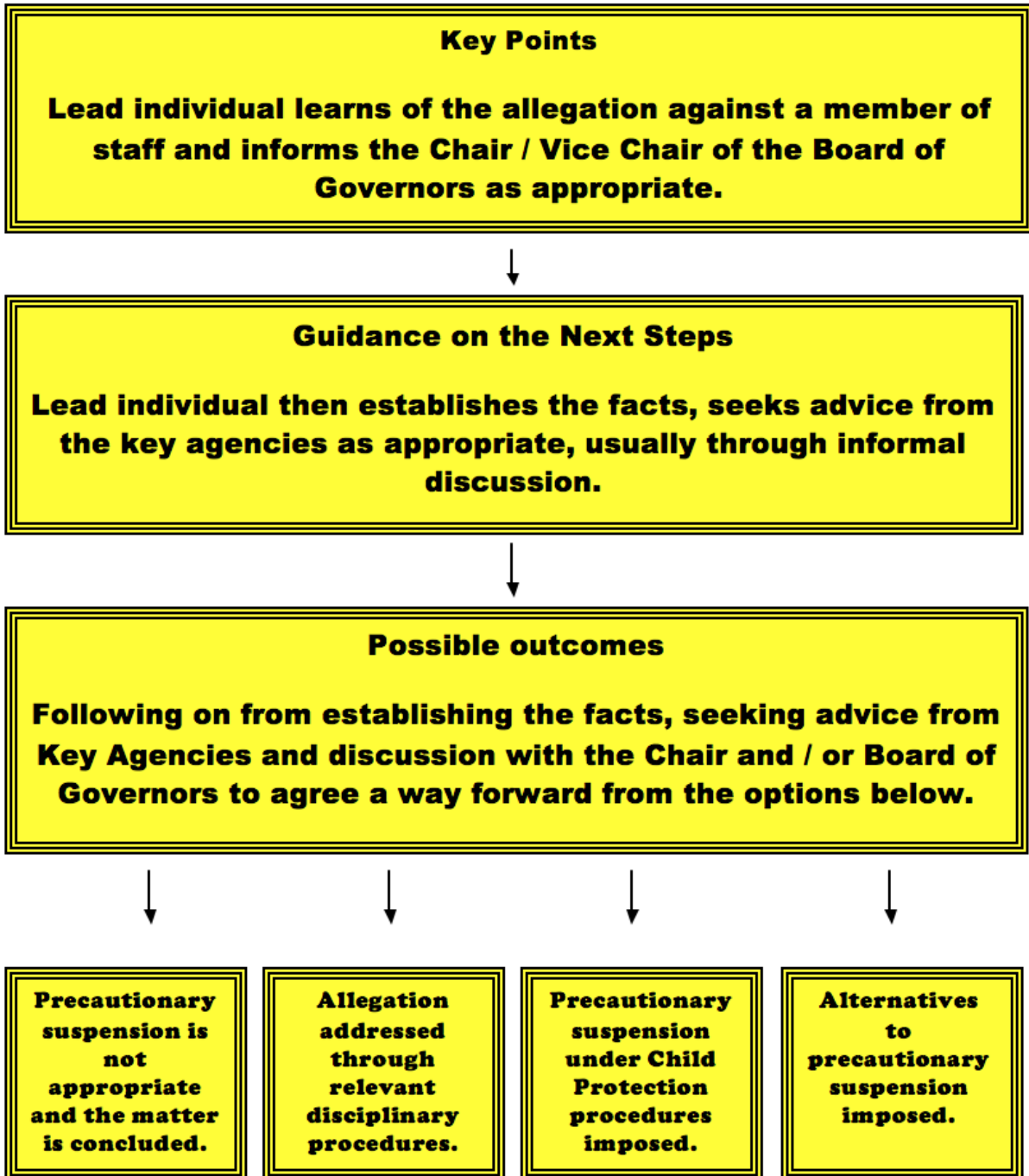
I have a concern about my child or another child's safety

I can contact the class teacher

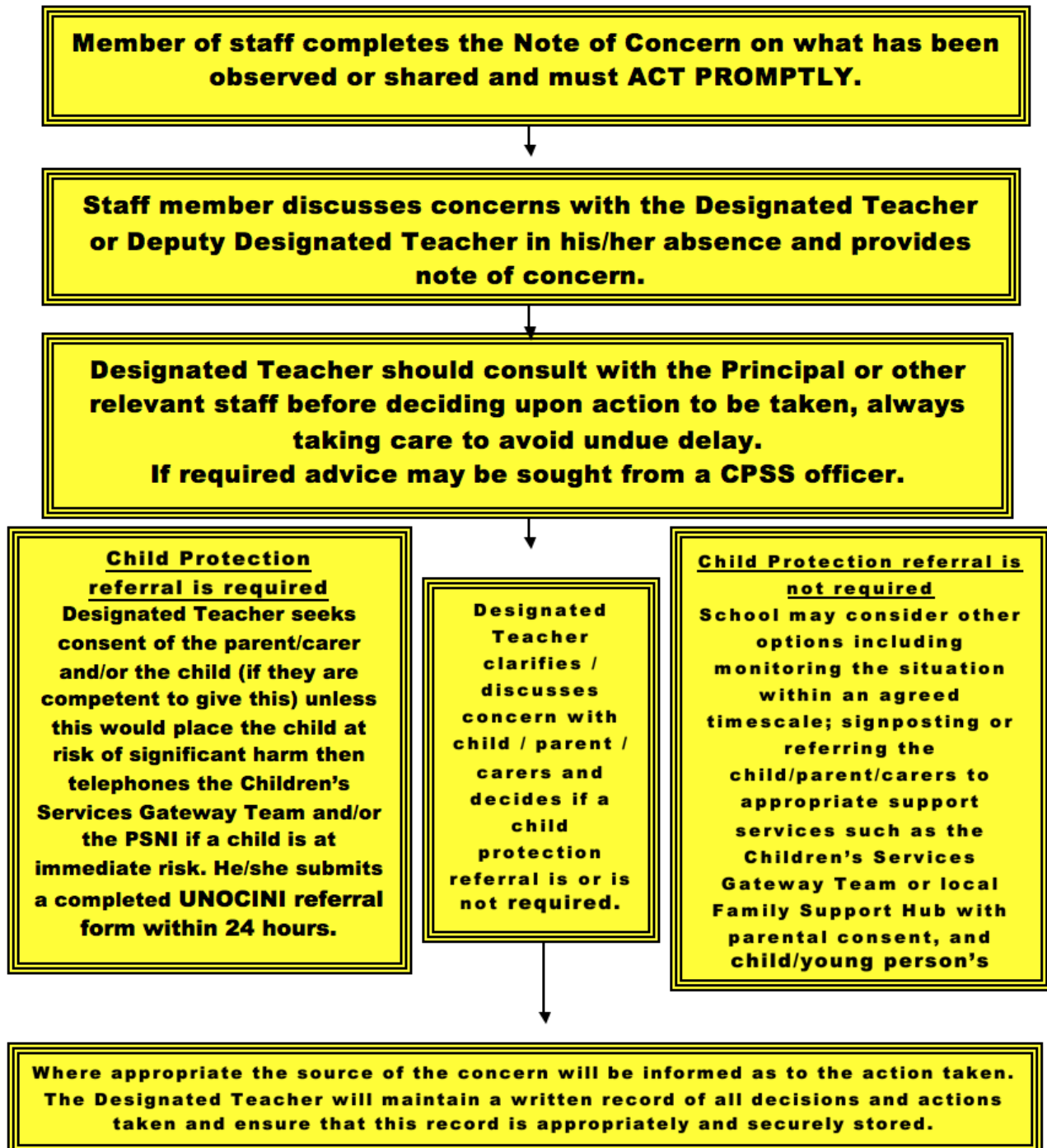
If I am still concerned, I can contact the school CHILD PROTECTION TEAM.
MRS GIBSON
(Designated Teachers for Child Protection)
MRS HAMMOND & MR FIELD
(Deputy Designated Teacher for Child Protection)
MRS CROOKSHANKS
(Principal)

If I am still concerned, I can contact the Chairperson of the Board of Governors

If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint. For further information regarding this process please refer to DENI Circular 2020/7 Annex B.



If the school has concerns or has been given information about possible abuse by someone other than a member of staff the process below should be followed for a referral.



It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is **reported immediately to the PSNI Central Referral Unit (CRU) on 90259299 AND Social Services** to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home.

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

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: <input type="checkbox"/>
Date and time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file	Yes: <input type="checkbox"/>

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

**DESIGNATED TEACHER'S ANNUAL REPORT TO BOARD OF GOVERNORS ON
CHILD PROTECTION/SAFEGUARDING ARRANGEMENTS**

SCHOOL SAFEGUARDING TEAM	YEAR ENDED
Chair of Board of Governors:	
Designated Governor for Child Protection:	
Principal:	
Designated Teacher:	
Deputy Designated Teacher:	
1: CHILD PROTECTION/SAFEGUARDING ACTIVITY 1 Concerns of Abuse (Including a general statement about the types of child protection/safeguarding concerns which have arisen during the year e.g. actual/suspected neglect, emotional harm, physical harm, sexual abuse, self-harm/suicidal thoughts, domestic abuse, on-line safety, indecent images, COVID -19 etc. No identifying information should be provided.)	
Number of Enquiries to Education Authority CPSS:	
Number of Referrals to Social Services:	
Number of Child Protection Complaints Against Staff:	
Number of Children on Child Protection Register:	
Number of Looked After Children (Children In Care):	
Number of Children With Social Services Involvement For Family Support (Not on Child Protection Register):	
Number of Multi-Agency Meetings Attended	
Case Planning Meetings (<i>Initial and Review family support planning meetings</i>);	
Child Protection Case Conferences (<i>Initial & Review</i>) and core group meetings;	
LAC reviews	
Other	

2: Training Attended/Provided e.g. 2 day Introductory Training Course; 1 day Refresher Course; Cluster Group Training e.g. Case Conferences, Domestic Violence ; UNOCINI; Case Management Review Workshops; 'Safety in Partnership' Awareness Sessions etc. Governor Strand 1,2,3

Designated Teacher	
Deputy Designated Teacher	
Principal	
Designated Governor for Child Protection	
Governors	
Whole School	
New Staff	

Any other training needs or additional information e.g. as a result of Covid 19

3. Child Protection/Safeguarding Policy Reviews e.g. Child Protection, digital images, mobile phone, intimate care, discipline, positive behaviour, pastoral care, etc.

Policy Name	Date reviewed or amended

Additional information regarding policies

4 The Preventative Curriculum e.g. Reference to the Preventative Curriculum and work completed or planned regarding safeguarding, e.g. CCEA's PDMU material, input from external agencies such as PSNI Community Safety Officers, Women's Aid, Nexus, NSPCC Childline Schools Service, Health Social Guardian Training (Helping Hands training) Promotion Agency, use of Circle Time, anti-bullying

5 Any Other Issues e.g. resource or workload issues on the safeguarding team, support systems for DT, any vetting issues re: volunteers etc.

Designated Teacher:

Principal:

Signed:

Signed:

Date:

Date:

Children with increased vulnerabilities

APPENDIX 11

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

DTs and other relevant school staff should seek advice and support from the EA's Intercultural Education Service if necessary. All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Children Looked After**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend CLA meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Separated, unaccompanied and trafficked children and young people**

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in Holywood Primary School will immediately follow our safeguarding and child protection procedures.

- **Children of parents with additional support needs**

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing

services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- **Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

Further EA guidance on how schools can support transgender young people can be found on www.eani.org.uk/school-management/policies-and-guidance/supporting-transgender-young-people

- **School trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits and school trips to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

- **Suicidal ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

APPENDIX 12

Addendum to Holywood Primary School Child Protection Policy. Covid-19 or extended Home Learning arrangements for Safeguarding and Child Protection

1. CONTEXT

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

2. PROCEDURES

Staff will continue to follow the procedures outlined in our school's Child Protection Policy which is available on our school website.

In addition the following arrangements have been put in place to support families and monitor pupil safety:

- The school email address, school website address and main school phone number have been made available to all parents. Parents have been informed who the members of the Safeguarding Team and can be contacted by the above means of communication.
- Teachers provide online learning via the school website/ C2k Google / SeeSaw app / via email with strict procedures in place to minimise risk.
- The school website provides parents with a range of resources and links to additional online learning, support and guidance.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
- In line with the information previously provided to schools by the EA CPSS, members of staff may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding Team.
- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff

3. ONLINE SAFETY

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K.

- Teachers and pupils need to be fully dressed wearing appropriate clothing during the session.
- Pupils cannot participate from a bedroom.
- The teacher arranges the session and password and shares this only with pupils.
- Pupils must agree not to share the password with anyone else.
- Parental consent will be sought before their child attends online sessions.
- A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers.

If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group the teacher should immediately terminate the session and advise the DT / DDT or the Principal.

4. HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN

We would welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the Safeguarding Team. In this case a decision can be made as to how best to provide help.

5. IF SCHOOL IS OPEN DURING COVID-19 CLOSURES / OR EXTENDED HOME LEARNING IS NECESSARY FOR THE MAJORITY OF PUPILS

If school is open for e.g. vulnerable pupils and key workers children the school should adhere to the EA guidance.

If our school is part of a cluster of schools which are open we will share relevant safeguarding information with the Designated Teacher / Deputy Designated Teacher and/or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

6. HOW A CHILD CAN RAISE A CONCERN

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children as well as signposting them to other agencies.

We will use the following means to connect with our children and parents:

- Respond to emails using the C2K email addresses, Google Classroom / SeeSaw platform.
- Respond to any concerning comments posted online.
- When contacting parents via phone we will ask to speak to their child
- All our children will be given a school email address / Google Classroom / SeeSaw account as a way to connect with school.
- Other Agencies
- NSPCC Childline
- Child Exploitation & Online Protection (CEOP)
- Safer Schools App

7. SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –

HOLYWOOD PRIMARY SCHOOL SAFEGUARDING TEAM

TELEPHONE: 02890424272 info@hollywoodprimary.org.uk

PRINCIPAL: Mrs D. Crookshanks

DESIGNATED TEACHER: Mrs S. Gibson

DEPUTY DESIGNATED TEACHER: Mrs N. Hammond & Mr T. Field

CHAIRPERSON OF GOVERNORS: Mr P. Woods

DESIGNATED GOVERNOR: Mrs R. Scott

PSNI Central Referral Unit (CRU) on 90259299 AND Social Services

- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>
- <https://thehideout.org.uk/children/what-can-i-do/helplines/>

8. MONITORING AND REVIEW

The Safeguarding team will review and amend these arrangements regularly in line with Departmental guidance and advice.

SIGNED:	Designated Teacher
SIGNED:	Deputy Designated Teacher
SIGNED:	Principal
SIGNED:	Chair of Board of Governors
DATE:	